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On the cover: This special issue of *Access* focuses on libraries, librarianship and social justice.

Cover Photo created by Brian Pudden, OLA.

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from the editor

This is a special issue of *Access* focused on libraries, librarianship, and social justice.

For some time we have known that what we do is fundamentally not about collections or buildings or even access but about community development. Those communities are comprised of scholars and learners, students and teachers, employees, the young, the old, the rich and those who are poor.

Libraries are about people; their aspirations, fears, and challenges.

And many in our communities are struggling. They are the disadvantaged, the underserved, the invisible, the ignored, the marginalized, those seeking social change, and those seeking a better life.

What is the role of libraries and librarianship in responding to these people?

This issue provides insights into this question. We are not sitting on the fence here. We strongly believe that libraries and librarianship have a direct social responsibility and an imperative to pursue social justice.

In their contribution, Mita Williams and Lisa Sloniowski suggest that we "reframe librarianship as a subversive act." I couldn't agree more. Now is the time for the inherently radical roots of librarianship to re-emerge and flourish.

Why?

Every day we have to deal with those who don't get it. For example, city counselors who say we don't need a new library because there are lots of bookstores in town. Or those who would take the library budget and buy everyone a Kobo or a Kindle and declare the access problem solved. Or a federal government that cuts the Community Access Program (CAP) even further marginalizing those with a limited voice.

Our role is not just to recognize those struggling in our communities, not just to provide services and resources for them, but to actively and publicly advocate for them and with them. By doing this we move beyond advocacy, and use the position and platform of libraries and the profession to become activists.

This special issue looks at this role, this responsibility, from a number of perspectives. We hope it inspires you and perhaps irritates you or makes you angry. And as always we hope it engages you in an ongoing dialogue about the nature of the work we do.

We are grounded in the communities we work with. How we engage with them and how we provide active support for them will define our success. The pursuit of social justice is at the core of our mission.

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

By Michael Ridley

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

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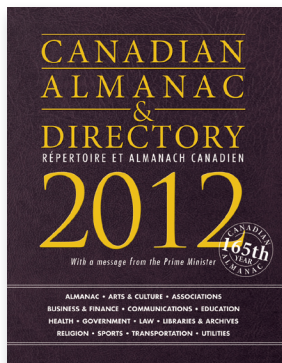
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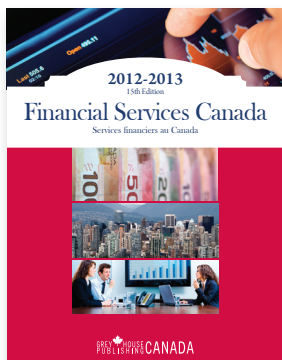
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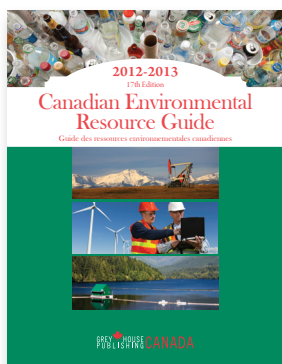
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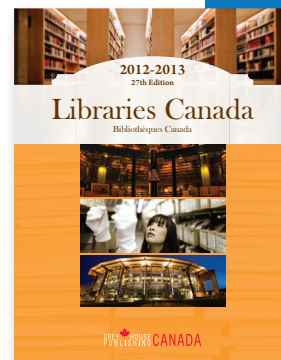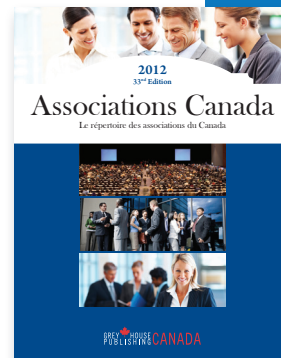
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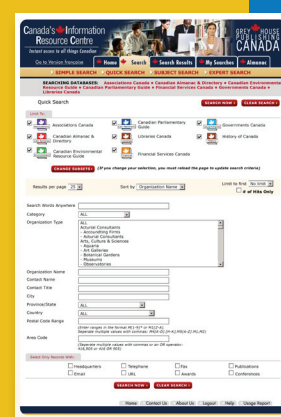
Forest Frenzy!

Approximately 250,000 young readers participate annually in one of the five reading categories designed for those in kindergarten to grade 12. More than 15,000 celebrate at Festivals announcing the winning authors. This May, OLA, in partnership with Authors at Harbourfront, hosted a two-day festival at Harbourfront, Toronto, and one-day festivals in Thunder Bay and Ottawa. A further 5,000 kids celebrated at festivals hosted by school boards across the province. Eighty-five nominated authors spent a very busy week making the rounds offering workshops and autographing.

The Forest is growing! The 2012/13 reading program will now include a French picture book category. Le Prix Peuplier is perfect for French immersion and French schools, and can even be designed to engage older readers who are learning French. More details this fall.

Award Your Colleagues!

Do you have a colleague that goes above and beyond and deserves the recognition? Visit **www.accessola.com/awards** to nominate them! Nominations run from late September until November 15th. For more information contact Beckie MacDonald, Manager Member Services.

OLA Council Positions

Get involved with your divisional council! Each year there are openings on every council. Council experience is not necessary. This is great way to get involved and network with colleagues around the province! Nominate a colleague or yourself! Nominations open late September until November 15th. Three year terms start January 1. For more information contact Beckie MacDonald, Manager Member Services.

Human Library Events

Are you planning a Human Library event at your library? Check out the toolkit we have created on our website, and while there let us know about your event and we will promote it for you!

The OLA Discovery Fund

accessola.org/ola_prod/OLAWEB/About/Awards/The_OLA_Discovery_Fund.aspx

Have you come back from Super Conference filled with excitement and new ideas but no way to implement them? Have you had an idea for a project, but just couldn't get the funding to follow through with it? What if OLA provided matching funding with your library to get it off the ground? Success or fail, OLA wants to help nurture innovation.

Libraries constantly strive to improve their services and communities in new and innovative ways. As library budgets continue to shrink, opportunities to explore new ideas are at risk of being cut to preserve more essential services. Limiting the ability to improve and explore new ideas or models would undermine libraries' ability to remain important and vital parts of our communities. OLA recognizes the need to support innovative projects and is piloting the OLA Discovery Fund, a fund that allows libraries to apply for small start up money to explore new and innovative ideas.

The OLA Discovery Fund will act as seed money to begin an innovative project. As the fund is small, OLA will match up to $500 per award, it is not expected to fund the entire project but will aid in getting it started. Projects are not limited to innovation in technology - service innovation, building innovation and other new ideas that push libraries forward are eligible for the fund.

As we learn as much from our failures as our successes, OLA asks awardees to share their story with the OLA community, success or fail. By exchanging our stories we can stop wasting time and reinventing the wheel. By sharing our achievements, we will help others implement similar projects, and while sharing our failures we can help others avoid similar missteps.

Innovation often requires speed and flexibility; amazing ideas don't happen just once a year. In order to truly support innovative ideas, applications for the award will be accepted three times a year. For more information about the award, or to submit an application visit the OLA Awards section of the OLA website.

Upcoming OLA Events:

June 12: How to Run a Successful Evergreen Reading Program, EI Web Conference

June 19: Pinterest for Libraries, EI Web Conference

July 10-11: Annual Institute on the Library as Place, Collingwood, ON

July 17: Insights from the Performing Arts for Information Professionals who Teach, EI Web Conference

October 26: RA in a Day, Toronto, ON

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SOCIAL JUSTICE LIBRARIANSHIP for the 21ST Century

In the fall of 2011 when the Occupy Movement invaded our collective consciousness, many of us were a bit taken aback to discover that most of the occupation sites included a self-described "People's Library." We were fascinated by this upstart movement, and in particular why libraries were so central to it in a time when we seem to be continually told that our "brand" is no longer compelling. One librarian, in response to a tweet by one of the authors of this article, asked a simple question that still lingers in our thoughts. She asked: "Why did Occupy Wall Street need a people's library when there was a public library around the corner?"

The obvious answer is that they needed a library on the occupation site itself, and that building libraries is also about building communities. The less obvious and more painful answer is that although our profession is steeped in democratic values, libraries are not always seen as safe places by members of marginalized communities or by radical movements. Our relationships with corporate donors, commercial information vendors and government can render us suspect to the very communities we wish to engage. At the same time, librarians know we make a difference to communities every day. Public libraries in particular are an important part of social safety net for a city's most vulnerable residents. It's not the 1% who use libraries, it's the 99%. In acknowledging this contradiction in how we are perceived, we recognize that libraries are complex sites representing both the status quo and revolutionary potential.

While this contradiction is unlikely to disappear anytime soon, how might we at least expand upon the social justice potential of librarianship in our work? We recognize the progressive tradition documented in the work of Toni Samek, and think as well about Naomi Klein, who reminded us that librarianship is a revolutionary choice. Klein insists that our core values — which she saw as stewardship of knowledge, sharing, and the need for common space — are the ones most at risk in a globalized society. So how we can become the people's librarians? To begin, let's take a look at the work we take for granted but which to others might seem quite radical indeed. Once we've reframed librarianship as a subversive act, we can examine what else we might begin to do.

By Mita Williams & Lisa Sloniowski

What's so radical about peace, love, and librarianship?

Public and academic libraries loan material for free, offer instruction in various forms of literacy, and bridge the digital divide by making computers and the web accessible to our patrons. We also engage in less obvious forms of social justice work, like our work on privacy and access to information.

Many think that the internet is rapidly supplanting libraries and that the internet is essentially a more convenient free alternative. Unfortunately, it takes a considerable understanding of the political and technological structure of the internet to realize that in many cases what appears free on the internet is simply the extraction of value through other means. The "free" services of Google are provided by the revenue of AdSense, Google's system of providing advertisements based on the content of your Gmail, your location, and your previous search history. Facebook is worth more than $50 billion because it provides not only an audience for advertising, but the most thorough demographic profiles available: a live census of our relationships and our shared experiences. Free web services are not free; we pay for them by providing the artifacts of our lives, our labour, and our privacy. Those in a position of privilege might think of this exchange of privacy for advertising and profiling as a fair one. There are many, however, who find themselves in a vulnerable position in society - perhaps through sexual orientation, religious affiliation, or political leanings - for whom exposure might threaten their livelihood, personal safety and/or families.

Librarians, on the other hand, are deeply committed to the privacy of our patrons. For instance, libraries already provide a safe haven to those most vulnerable and most coveted by marketers: our children. Unlike entertainment conglomerates and game companies — who both design free apps that make it all too easy for kids to make real purchases of virtual goods — libraries will not sell our children's interests, their reading habits, and their questions to the highest bidder.

Our concern for society's unfettered access to information is also an increasingly radical notion. The fundamental bedrock of our work is based on the notion that ideas are free. This is not to say that authors or creators should not be compensated — it simply a statement that ideas are not physical objects that are reduced or diminished when shared with others. Indeed, ideas need to be shared across communities and across generations in order to survive. Libraries are slowly but methodically embracing the Open Access and Open Source movements which embody these fundamentals by allowing ideas to be shared by all.

Level Up: Get involved. Get visible. Unlock achievement

Once we recognize the ways in which our work often challenges the status quo, it seems logical to reach out to other groups engaged in similar social and political struggles. What else could we do and who should we work with? A recent blog post by Lana Thelen called "Out of the Library and into the Wild" does an excellent job of outlining how librarians can work with community and activist groups, and begin to share our expertise and skills outside the walls of the library and in so doing make ourselves more visible and relevant to our communities. She talks about offering street reference, tabling at community events, hosting skillshares, marching under librarian banners at protests and parades, as well as about joining explicitly progressive groups like Radical Reference and the Progressive Librarians Guild.

These groups are important because librarians concerned about social justice need to build new professional networks and figure out how to work collectively. Simultaneously, we need to speak out, in all our diverse platforms, against surveillance technologies, privacy infringements, the commodification of information, and basically anything that locks down space or freedom of expression. At the same time, recognizing the diversity of views amongst us, we don't want to exhort librarians to speak with one voice. We need to consider intersectionality and coalition building amongst each other, rather than falling deeper into the growing and perilous divide amongst front line librarians, IT professionals, and library administrators. We also need to extend beyond ourselves and build solidarity with citizens in our communities. We need to build relationships with communities, and with other activists - not with elevator pitches about how important we are, but by becoming integral to the social project. We fight with them, they fight for us.

The most radical thing we do.

We'd like to end by reminding you of the most obvious and radical thing we do. Libraries provide material for free to reduce financial barriers to information access. Some publishers and authors have taken umbrage at this service. You couldn't invent libraries now if they didn't exist already. But those who work in libraries recognize the short-sightedness of this sort of thinking. We know that we create and support a reading public. We all benefit from literacy: writers, employers, educators, and citizens alike. But even more radically, our very existence provides an alternative vision to society - a vision of sharing rather than buying.

Why social justice librarianship? Here's the simplest explanation we can think of: in these times of widespread access to information technology and various archival fevers, lots of people can probably do what we do, but we're the only ones who do it for the reasons we do it. We sit squarely in the social conscience of the information world. We have to ask ourselves, what makes a library? Is it a room full of books? A delivery mechanism for commercial online products? No. It is the way library workers animate our collections and critique commercial entities where necessary. It is the attention to literacy and to social values that differentiates librarianship from most other kinds of information professions. Dusted off, repolished and reframed for the 21st century, it will be our calling card, our hallmark, our badge of honour.

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*Mita Williams is a User Experience Librarian at the University of Windsor. She goes by @copystar on Twitter and posts thoughts larger than 140 characters at **librarian. newjackalmanac.ca**.*
*Lisa Sloniowski is the English Literature Librarian at York University and occasionally blogs about social justice librarianship and information literacy over on the Research for Citizenship blog. **researchforcitizenship.wordpress.com/***

OCCUPY WALL STREET
The People's Library, Social Justice, and Online Community-building

> **Blackwood's magazine, 1825:**
>
> *"Whenever the lower order of any state have obtained a smattering of knowledge they have generally used it to produce national ruin…"*

The establishment of the Occupy Wall Street encampment in Zuccotti Park on September 17, 2011 sparked an international social justice movement. Citizens from all walks of life convened in public spaces to voice their dissatisfaction with the status quo, with economic inequality, and environmental plundering. In the midst of it all, a free library sprang up in the heart of the action.

The Occupy Wall Street library — known as The People's Library — builds on the legacy of the library as a concept and as a physical space; the library as the centre of a community, and of engaging in ethical practices and social justice. Social justice is the frame through which we can be aware not only of the more obvious systems of oppression, but also the structures of power and organization we interact with everyday on a mundane or professional level. The People's Library could be considered the contemporary inheritor of "the public library" as a symbol for social justice—building on the legacy of Chartist reading rooms, for example — a symbolism that has real currency in a time of social upheaval and change.

The collaborative rise and subsequent destruction of the People's Library is a fascinating aspect of the Occupy movement. A week after Occupy protestors took over Zuccotti Park and renamed it Liberty Plaza, a working group was formed to organize and develop a library. They began to tag and catalogue donated books and zines using the cataloging website LibraryThing, and began the OWS blog at **peopleslibrary.wordpress.com**.

The OWS blog is a 21st century expression of the integral role of technology in the spread of knowledge. Gutenberg's printing press revolutionized the access to and circulation of texts, putting previously sacred texts into the hands of a wider public (contingent on literacy). Web 2.0 is similarly equipped to put the power of knowledge in the hands of many, and unlike the Enlightenment texts, we can add cyber-marginalia that endures. Citizens and librarians can collaborate on and recommend articles and content via tagging (folksonomies), Pinterest, "liking" on Facebook, and re-posting and sharing links within community listserves.

WALL ST

By Michelle Lovegrove Thomson

The cyber-theorist Howard Rheingold coined the term "SmartMobs" in the early 2000s to address the viral method of mobilizing people, actions, and information through mobile devices and cell phones. As seen in numerous actions over the past year in Egypt, London, and elsewhere, this prediction is being born out. Civil protest is digital, and it is mobile. The OWS blog is another aspect of online mobilization towards social justice. Through it the People's Library has been able to recruit and mobilize volunteers, provide daily details of events and happenings at the library, catalogue all items, link to other libraries and Occupy actions, and spread important messages to a global public.

On Nov 15, 2011, a volunteer librarian sent out an emergency blast through the blog. A post stating the New York City Police Department were in the process of throwing out more than 5,000 books and other items was circulated widely by the blogosphere and mainstream media, sparking outrage across the US. The general public, newsmedia, and the ALA uniformly condemned the swift destruction of the library. The needless loss and destruction of a free lending library and community space resonated with the public as an egregious wrong. The widespread anger reaffirms the OWS library's power as both a physical and a symbolic space: it exists online, on the ground, and in the imaginations of the American public.

In this era, knowledge or "information" have been rendered a consumer good, a product to be sold or purchased. The case of the OWS Library's spontaneous formation and eventual destruction is a reminder that there is a political aspect to what we as librarians do as knowledge workers, and that it is possible to ensure the free access of information—either physical or digital—to the public, under any circumstances.

Michelle Lovegrove Thomson is a recent graduate of the University of Toronto's Master of Information program. She recently interned at the TIFF Film Reference Library archiving items for the Rob Brooks Mary Pickford Collection; is employed as a student librarian at the UofT Media Commons; and is currently leading a cataloguing and digitization project on behalf of Toronto's Creative Spirit Arts Centre, a resource space for adults with physical and intellectual disabilities.

Building a Safer Community Through Inclusive Learning Outreach Support within Library Walls

By Virginia Clevette

From the get go, Warren has had a rough life, poor role models and very few choices. At age 32 he is a slave to addictions. As an aboriginal male he is used to being undervalued and undermined. Sometimes the frustration and anger gets the best of him. He lashes out, he ends up in jail. He wants to change, but he can't do it alone. He needs a guide and an advocate, because the system is convoluted, arbitrary and bureaucratic. He's scared, he's pissed off and he has given up. He's got no place to go, no one to see. Take a look around you … Warren is in your library.

The Stanley A. Milner Library is located in the heart of Edmonton's downtown. Citizens from across the city and from all walks of life pass through its doors — those living mainstream lifestyles, and those living high-risk and at-risk existences. All have a compelling reason to access its services. And all are welcomed. Through its Building a Safer Community Through Inclusive Learning project, the library seeks to actively support the social needs of high-risk and at-risk visitors aged 13 to 30 through connection with outreach workers housed within the library. In developing relationships and finding support within the library's walls, high-risk and at-risk visitors, and others, will experience a safer, more welcoming library environment and a connection to the broader society.

Many of downtown Edmonton's high-risk and at-risk visitors — those who are homeless, or temporarily housed — visit the Stanley A. Milner Library on a daily basis. The library is the one safe place in their small universe; it is the place they choose to come when faced with very limited options. They are the library's "all-day-daytime visitors," and they often have concurrent mental and physical health concerns; they are without means or capacity to explore options beyond the very basic supports offered by area agencies. On occasion, anti-social behaviours manifest, disrupting other library users, and potentially leading to encounters with library security or police. In connecting high-risk and at-risk visitors with trained outreach workers, the library is able to develop relationships, connect them with relevant social supports and mitigate the choices that can lead to negative outcomes, thereby improving the library experience for all.

In the spring of 2011, Edmonton Public Library received funding from the Safe Communities Innovation Fund (Alberta Justice) for a three-year project to partner with Boyle Street Community Service. The funding provides outreach workers for the Stanley A. Milner Library. The mandate of the outreach staff is to connect with those living high-risk and at-risk lifestyles, both in the library and in the surrounding area, to develop relationships, identify immediate needs, provide referral to social supports, and to actively support individual efforts to move toward change.

The Stanley A. Milner Library has long had a community of visitors facing significant life challenges. Library staff, while empathetic, do not have the training to respond to the immediate needs of these visitors, and the library does not have a mandate to actively support people seeking assistance with housing, addictions, medical care or income. Library outreach workers are professional social workers with experience in helping others to access housing, identification, social, health and mental health services. Building a Safe Community Through Inclusive Learning illustrates the complementary nature of librarianship and social work, with each discipline valuing diversity, and upholding the rights of individuals to access basic needs and information. This project is a proactive response to an acute social need, eschewing traditional library approaches to high-risk and at-risk visitors such as avoidance, segregation or security action.

A broader programming mandate for the Building a Safer Community project is to bring the diverse community of library users together to discover one another and recognize common concerns, interests, and needs. As an example, the Up For Discussion program is a film discussion series with themes focussed on social issues. These events attract a diverse audience, and the shared stories illuminate for all the challenges many have faced in life. The library also hosts an annual community event for the downtown, bringing the many residents of this urban community together to learn and celebrate.

The anticipated outcomes for the project are to improve the library experience for the diverse users of the Stanley A. Milner Library, and to provide a creative means to balance the needs. The hope is that all visitors will find a place where each can encounter "the other" in creative and safe ways, without prejudice, disruption or fear.

"I have the opportunity to show respect for people who are accustomed to being neglected, and the result can be beautiful," says outreach worker Jared Tkachuk. "People open up, let you in, allow you to hear their stories and see their lives, and invite you to be a part of making it all better. There is also great satisfaction — a kind of thrill — that comes when people begin taking steps forward and rediscover a belief in themselves. It is the people that make the job engaging and worthwhile."

Warren left a note in our customer comment box not long ago. "You know what I like about you guys (outreach workers)? About working with you? You treat me like a human being."

....

Virginia Clevette is manager of Stanley A. Milner Library, Edmonton Public Library.

INSIDE THE BLACK BOX
HARDWARE & SOCIAL JUSTICE

By Fiacre O'Duinn

For many librarians, our daily interactions with technology have become mundane. We pull out our Android, iPad or laptop, check email, send a few tweets and read the latest celebrity gossip. Apart from our daily lives, our professional concerns revolve around software or content. What is the best productivity app? Can I open this e-book file on my reader? With our focus on the virtual, the physicality of the tool itself has become invisible to us. While we worry about the impact of issues such as privacy and access, we rarely discuss the ethical issues that surround the devices we use every day. If librarians were to open the black box of technological hardware and view it through a social justice lens, what might we be concerned about?

The connections between exploited labour and digital technology are a growing problem. In light of the current issues with various western companies and their use of electronics manufacturers such as Foxconn, Wintek, and Elec-Tech — all of whom face a number of allegations regarding abusive labour practices — we must ask who put the device we are holding together, and what conditions were they working under?

Do you know where the components in your device originated? Conflict minerals include gold, tin, tantalum, and tungsten, and are specifically used in manufacturing technological devices such as cell phones. They gain their name from the fact that they are mined in eastern Congo and their export is being used to fund a civil war involving multiple armed groups who commit human rights abuses. One of the main issues with these minerals is that there is not a single electronic device that does not contain them, as every manufacturer uses the same supply lines.

What happens when you decide to move on to the newest version of your favourite device? With rapid technological change comes an enormous amount of electronic waste. Depending on the form of technology, up to 80% can end up in landfills, thereby leaking toxic materials into the ground. Even those that are recycled often go through a protracted process that involves been transported to multiple locations and impacting the environment in other ways, or they are shipped and dumped in countries with lax laws around disposal.

So where do we go from here? Should librarians become neo-luddites and avoid any technology that doesn't sit well with our personal politics or professional ethics? Or are there other possible solutions?

The obvious response is campaigns to try and bring about change. However, to be effective these campaigns often involve online participation, so paradoxically we are forced to use the very devices that are causing the problem to struggle against it.

Alternatively, the rise of Open Source Hardware (OSHW) may allow us to have a deeper critical engagement with these issues. Similar to other open source initiatives, OSHW means that hardware designs can be freely replicated and modified, provided that credit is given and that the derivative work follows the same principles of openness. In the same way that the open source software movement allows for the examination of social justice issues such as information freedom and access to technology, OSHW places the physical tool at the centre of analysis. Already in the OSHW movement there is discussion about the social justice aspects of what they are trying to achieve. How do you source materials that don't fund conflict? How do you ensure labour is not exploited? How do you maximize recyclability? In the future, librarians should be able to make more conscious choices about the devices they purchase. And with the rise of OSHW, we should start to think about how we would manufacture our own.

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Fiacre O'Duinn works at Hamilton Public Library and is currently a Councillor-at-Large for OLITA. He blogs at Library Cult (www.librarycult.com) about digital justice, maker culture and the impact of emerging technologies on libraries.

CULTIVATING SPACES FOR CRITICAL DIALOGUE AND COLLABORATIVE ACTION:
The Progressive Librarians Guild - London, Ontario Chapter

The formation of the London chapter of the Progressive Librarians Guild (PLG - London) stemmed from early discussions both in and out of class inspired by the concept of social responsibility in librarianship. A handful of students, ourselves included, wanted to engage in library issues in a structured and productive way, and to find ways to take collaborative action and move beyond the theoretical into the practical and professional realm of librarianship. We looked into the Progressive Librarians Guild (those responsible for the journal Progressive Librarian) and found that its mission and mandate matched well with what we wanted to accomplish.

At our first meeting of PLG - London (only the second PLG chapter in Canada) in September of 2011, we developed the mission statement of our chapter: "Cultivating spaces for critical dialogue and collaborative action on core issues affecting information workers." We then began the process of setting the ground rules as to what kind of group we would be (we decided not to raise funds or have a bank account, for example), we talked about membership (we wanted the group to welcome not just library students, but also professional librarians, para-professionals, volunteers, and others who cared about our mission), we determined leadership roles (the metaphor of King Arthur and the Knights of the Round Table was used to express our interest in being a group made up of leaders with equal status who would act entrepreneurially), and we set the tone for both decision-making (consensus-based) and our weekly meetings (we wanted to support individual interests and initiatives of members, and meetings would be safe spaces where all ideas were not only welcome, but sought out).

Much of our work since our inception as a group can be found on our blog, which we welcome you to visit (plglondon.wordpress.com). Our activities have ranged from supporting striking librarians (which has since brought up broader questions about professionalism, unions, and the current political and economic climate we live in); to a youth empowerment round table looking at what services we provide as librarians and the meaning of our jobs. Activities have also included a panel discussion entitled "On the Edge: Sex and the Library," which questioned the place of sexual materials in libraries, and what role librarians play in regard to intellectual freedom and access to information.

By Peggy McEachreon & Sarah Barriage

We hope to raise awareness and to inspire engagement in issues of relevance to the library community. By supporting each other in this group, the students involved have found the courage to resist the status quo and to go above and beyond what any of us would have been able to do on our own. We have drafted multiple public statements and supported our members going forward to speak on behalf of PLG London at events like Academic Librarianship - A Crisis or an Opportunity? a symposium hosted at the University of Toronto in November 2011, and a 2011 London Public Library Board Meeting when the subject of internet filtering on public library terminals was being revisited. As a group we have also been progressive in our adoption and use of Web 2.0 social networking platforms as a means through which to communicate, collaborate, generate awareness. and organize and promote events.

In future, we hope to inspire other librarians to the level of engagement we have collectively inspired amongst each other. We have learned a great deal about the possibilities and benefits of collaboration to achieve better ends than working individually. We have also come to appreciate the importance of critical engagement with a diversity of voices and ideas. Through our work PLG - London members are becoming adept at navigating ambiguity — a core competency desperately needed in today's environment of constant change and economic insecurity.

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Peggy McEachreon and Sarah Barriage are both recent graduates of the MLIS program at the University of Western Ontario and are proud members of OLA. Peggy is currently seeking employment as a librarian and can be reached at pmceachreon@gmail.com. Sarah is a Public Services Librarian at Augustana Campus Library, University of Alberta and can be reached at sarah.barriage@ualberta.ca.

The Importance of BE1N6 C0UNT3D: Justice by the Numbers

An Interview with **Tracey Lauriault**

Tracey Lauriault is an advocate for open government and open data, and the founder and lead blogger at **datalibre.ca**. In June 2010, she created a space on her blog called Census Watch, which became a public face for organizations opposed to the cancellation of the long form census. She is a doctoral candidate at Carleton's Department of Geography and Environmental Studies, the lead researcher on the Pilot Atlas of the Risk of Homelessness, and a founding member of **CivicAccess.ca**.

By Jacqueline Whyte Appleby

Can you talk about how the census has historically played a role in social justice advocacy?

One recent example I have studied is bilingualism. In the 1960s, the Royal Commission on Bilingualism and Biculturalism said: "We know we have minority language groups across the country, we need to find where those groups are." Their job was to take the census' question on "mother tongue" and map it, to find these groups and target services at them. The exercise revealed to Canadians that French people weren't only in Quebec, they're in New Brunswick, in Ontario, in Western Canada and in clusters across the country. The census helped reveal that Canadians had grossly underestimated how many French speakers there were. Looking at language data and mapping it changed how we imagined ourselves as a people, and enabled us to start imagining ourselves as a bilingual people. Those reports would be found in many depository libraries.

Biculturalism became multiculturalism. As charter groups got protected status, the need for programs, services, and adjustments meant that we had to start tracking different groups, to ensure correct dispensation is objectively distributed across the country. The federal government revenue system distributes to the provinces based on the nature of the census count.

Can you explain why such a diversity of groups responded so vehemently to the cancellation of the long-form census?

Ethno-cultural groups want to know: "Where are we located? Where are the Chinese communities? The Lebanese communities? Where should we be building a mosque? Where should we be providing translation services for the court? Where should we be locating refugee and related support services?" This is all tied to the census, to count and location. With the cancellation of the long form census, minority groups felt they would be excluded from the count, and would become invisible. They said: "We want to be officially counted, we want to make sure that programs that are targeted at us are maintained, that we have the evidence to support that."

Because these groups aren't as powerful. We argue for internet connectivity philosophically. Healthcare can argue for more resources more easily than socially marginalized group because it has a science component, and it has a whole profession of scientists around it. On social policy, numbers help you win. Marginalized groups need the evidence to support their issues, and numbers help them advocate. It will be much harder to argue for the delivery of services without the numbers.

You've done extensive research on homelessness in Canada. What kind of data is available for that? What are the challenges in enumerating such a disenfranchised community?

One of the things that I find fascinating about Canada is that we can talk about ACTA [Anti-Counterfeiting Trade Agreement] or SOPA or network throttling and suddenly those things will be big in the media and things will change. But what we see is that it's very powerful groups that deliberate on those issues.

When we get to social issues, we never get that kind of deliberation. Homelessness is rarely a national issue. Some of the data related to homelessness comes from the census, but a lot of it comes from the HIFIS, the Homeless Individuals and Families Information System. Shelters collect data on people at intake, data that allows them to understand their population, but it is also sent to the federal government, these are data from hundreds of shelters. The HIFIS collection people don't do a lot with that data. I've been doing research on homelessness for a long time. This is one of the most marginalized groups in the country and we know there are numbers that quantify and characterize that group, but we can't get access to them. We need to be sensitive with the data, but it should be available to researchers. Currently, you can't even access their policy on data access. And that's common! I advocate for open data so that we don't have to deal with these kinds of roadblocks.

What do you see as the role of librarians in being data advocates?

Librarians should be intermediaries for access to data. We have the Data Liberation Initiative infrastructure in place and it works. That model should extend to public libraries. Public libraries are often part of the depository service, which means they get data in their library.

It's a perfect time for librarians to start pointing people to data resources, to start curating data, to work with open data programs in the city. Libraries are heavily used and all kinds of questions come in. If I'm doing a project on communities and health – yes, there are a lot of books, but there's also a cool new tool such as Wellbeing Toronto that can help me out. It's got maps, charts, and data. This is the piece that I would love to see librarians participate in. To recognize that there are data locally that are useful to their patrons. You go to the library and see a whole shelf, "How to start a small business." Well, to start a business you need to know your market. That's what the data do. I would love to see librarians connect material resources to data resources. There are all kinds of data. The training is not there, the capacity is not there. But it could be and it would increase the relevance of libraries.

Also, cataloguing skill sets should be used to inform city open data strategies. The catalogues that are happening locally are terrible, they're never going to scale. What if we started thinking about data the same way librarians think about books? Open data catalogues need help, and librarians could help make them better. Librarians and open data seem a natural fit, since librarians were the first to make knowledge more accessible to the general public.

What's next for you?

I'm finishing my dissertation, that will be great. After that I'll be working at Carleton's Geomatics and Cartographic Research Centre as a postdoc also working with the University of Ottawa legal team on policy and access issues related to geomatics data. I'll continue with the open data work I'm doing with the city of Ottawa. And I'll need to look for a job! I'm interested in facilitating public access to research data, that's an area I'd like to work in.

Jacqueline Whyte Appleby is a librarian with the Scholars Portal project at the Ontario Council of University Libraries (OCUL), the Arts and Books Editor at Spacing Magazine, and a founding member of the Toronto Chapter of the Progressive Librarians Guild.

Dites NON à l'intimidation!

Par Julie Desmarais

Depuis quelques mois déjà, les chroniqueurs relatent dans les journaux et à la télévision de tristes histoires à propos de jeunes adolescents victimes d'intimidation, principalement en milieu scolaire. Existant depuis des lustres, ce phénomène préoccupant est des plus présents dans notre société et apporte ainsi ses lourdes conséquences comme la perte d'estime de soi et tragiquement le suicide. Les familles sont déchirées par l'incompréhension et la souffrance, et les enfances sont volées beaucoup trop tôt. Toutefois, on sent dans l'air une volonté de changement, de sensibilisation à ce fléau. Que ce soit dans les publicités à la télévision, à la radio ou au cinéma avant une projection, la campagne de prévention de l'intimidation et du harcèlement est d'actualité. De nombreuses initiatives ont été mises en place afin de soutenir cette campagne.

Tout d'abord, il est important de comprendre ce qu'est l'intimidation et sous quelle forme elle existe. « L'intimidation se définit comme un comportement répété, persistant et agressif envers une ou plusieurs personnes, qui a pour but de causer de la peur, de la détresse ou un préjudice corporel, ou de nuire à l'amour-propre, à l'estime de soi ou à la réputation. » L'intimidation se produit généralement dans un contexte de déséquilibre de pouvoirs réel ou perçu. Elle peut se manifester sous diverses formes telles que physique, verbale, sociale (les rumeurs et l'exclusion en sont des exemples) et/ou électronique (on parle alors de la cyberintimidation).

Le ministère de l'Éducation de l'Ontario, de même que les bibliothèques, les centres communautaires et les conseils scolaires, se sont unis afin d'offrir de l'aide, du soutien et des ressources aux parents, tuteurs, enseignants et intervenants auprès de la petite enfance pour prévenir l'intimidation.

Nous savons pertinemment que l'intimidation et le harcèlement peuvent avoir des conséquences néfastes sur l'apprentissage, la sécurité des enfants et le climat scolaire. C'est pourquoi en 2009, une loi modifiant la Loi sur l'éducation (principalement sur la sécurité des enfants à l'école) fut promulguée . Le Code de conduite de l'Ontario énonce des normes de comportements claires à l'intention des conseils scolaires concernant l'évaluation et le maintien d'un climat scolaire sain. L'Ontario a également désigné la 3e semaine du mois de novembre comme la « Semaine de la sensibilisation à l'intimidation et de la prévention », pour favoriser des écoles plus sécuritaires et des milieux d'apprentissage positifs. La ressource communautaire en ligne « Jeunesse, J'écoute » (**jeunessejecoute.ca**) offre des services de consultation, de renseignements et d'orientation aux jeunes.

Les bibliothèques ne sont pas en reste, bien au contraire. Elles sont parties prenantes dans cette campagne. Conçue en partenariat avec la Coalition sur la prévention de l'intimidation chez les enfants d'âge préscolaire et la Bibliothèque publique d'Ottawa (BPO), une trousse d'activités Partage et compassion : Une approche préscolaire à la prévention de l'intimidation a été créée pour les éducateurs, le personnel de garderie et les parents afin d' « enseigner aux enfants comment être un bon ami et les aptitudes sociales positives pour contrer les comportements d'intimidation ». Accompagnée d'un manuel, d'un DVD, de trois marionnettes et d'un livre illustré, cette trousse est le parfait outil pour sensibiliser les enfants d'âge préscolaire à l'intimidation. Une liste de livres et ressources portant sur ce sujet est également disponible. Par ailleurs, la BPO promouvoit l'utilisation des ressources du Réseau Éducation-Médias , organisme canadien sans but lucratif expert en éducation aux médias et en littératie numérique. Un de leurs ateliers propose des stratégies pour contrer la cyberintimidation dont l'importance d'adopter des comportements éthiques sur Internet. À cet effet, le Réseau a tout récemment procéder au lancement du guide Réagir à la propagande haineuse sur Internet afin d'indiquer la procédure à suivre pour dénoncer la haine sur Internet et de partager une liste des services offerts aux jeunes victimes d'intimidation. Conjointement, la Bibliothèque de ressources familiales Kaitlin Atkinson du Centre hospitalier pour enfants de l'est de l'Ontario (CHEO) propose également des listes de ressources imprimées et en ligne destinées aux parents, enfants, adolescents et enseignants.

Comme il nous est possible de le constater, nombreux sont les efforts qui cherchent à mobiliser l'ensemble de la collectivité et, plus particulièrement, les enfants et les jeunes. Que ce soit par une Loi, un Code de conduite, des programmes implantés dans les environnements scolaires, des ressources telles les livres et sites Internet, les initiatives pour prévenir l'intimidation et le harcèlement sont de plus en plus présentes dans notre société. Il en revient à nous d'en faire la promotion et l'usage. Notre implication dans cette sensibilisation peut faire la différence. Il vaut mieux un enfant avisé plutôt qu'une enfance blessée.

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Julie Desmarais est bibliothécaire jeunesse à la Bibliothèque publique d'Ottawa depuis Septembre 2010. Auparavant, elle le fut à la Bibliothèque publique de l'Arrondissement St-Laurent à Montréal, et ce, pendant plusieurs années. Son travail consiste à promouvoir les services et ressources de la Bibliothèque auprès de la communauté francophone de l'Ouest de la Ville d'Ottawa, plus particulièrement, aux jeunes des écoles élémentaires francophones.

IMPROVING SOCIAL JUSTICE
AT THE UNIVERSITY OF WESTERN ONTARIO
SPECIAL COLLECTIONS AT
THE PRIDE LIBRARY

By Peggy McEachreon & Sarah Barriage

The Pride Library is an academic Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) resource centre at the University of Western Ontario. Housed within the D. B. Weldon Library, the Pride Library is also open to the larger London community. Under the direction of founder Professor James Miller, it acts as the resource centre for the Gender, Sex and Culture minor at UWO; a safe and welcoming social and study space for students; and as a library and archive for the greater LGBTQ community. Advocacy for LGBTQ issues underlies much of the work done at the Pride Library.

There are always a number of special projects underway at the Pride Library. Two of the most recent special projects involve increasing accessibility to marginalized collections. The Closet Collection consists of nearly 1,200 erotic (and predominantly homosexual) pulp fiction novels produced from the 1940s to the 1980s. The items were part of a private collection donated anonymously to the Pride Library some time after the collector's death. The Queer Graphica Collection, as its name implies, consists of mainly comic books and graphic novels, many of which are homosexual and/or erotic in nature. The items in this collection have been donated by a number of individuals over the years, and the collection continues to grow in both size and scope.

As the volunteers and work-study students in the Pride Library quickly discovered, traditional organizational schemes are not specific enough to identify items beyond the general categories of 'gay fiction' or 'erotic comic books'. A classification scheme had to be designed from the ground up and unique shelf numbers created for the Closet Collection. Subject analysis is currently being undertaken for these novels. The items in the Queer Graphica Collection are classified according to Library of Congress, so developing an expanded list of subject access terms was necessary to improve access to these items.

No adequate controlled vocabulary could be found from which to draw subject access terms for these materials so a unique indexing language is being developed by work-study students and volunteers in collaboration with the Pride Library director. Both depth indexing and free-indexing have been used for these projects. This means that each item can be assigned as many subject headings as topics (and sub-topics) found within the item, and terms can be drawn from anywhere, including unique terms or slang found within the items themselves.

The value of these collections comes from their breadth and their unique focus. Pulp novels and comic books have long been excluded from academic library collections for a variety of reasons, making the Closet Collection and Queer Graphica Collection rare finds for researchers. Research on these collections could provide insight into such things as the nature of the publishing industry with regards to explicit and/or LGBTQ materials, or sociological or psychological narrative studies into popular perceptions of various topics or themes covered in the novels and/or comic books (rape, pederasty, inter-racial relationships, gay marriage, promiscuity, crime, coming-out, coming-of-age, etc). The possibilities for research are limited only by one's intellectual curiosity and creativity.

Both of these collections support social justice on three fronts: firstly, the items were produced for, and are about, a marginalized population (the LGBTQ community) and through the organization of these monographs, improved awareness of and access to these collections is created, thereby better serving the information needs of this community; secondly, the cataloging and creation of new subject headings and subject access to these kinds of sexual materials is breaking new ground in librarianship; and thirdly, these special collections are rich resources for academic study in areas such as sexuality and gender or popular culture studies. This library and these collections are improving social justice at the University of Western Ontario and in the city of London, Ontario, in the field of library technical services and cataloguing, and in the academic community at large.

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*Peggy McEachreon and Sarah Barriage are both recent graduates of the MLIS program at the University of Western Ontario and are proud members of OLA. Peggy is currently seeking employment as a librarian and can be reached at **pmceachreon@gmail.com**. Sarah is currently a Public Services Librarian at Augustana Campus Library, University of Alberta and can be reached at **sarah.barriage@ualberta.ca**.*

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LIBERATION
Where Does the Library Fit In?

By Aaron Lupton

"...Liberation Technology seeks to understand how information technology can be used to defend human rights, improve governance, empower the poor, promote economic development, and pursue a variety of other social goods."
— Program on Liberation Technology, Stanford

"Liberation technology enables citizens to report news, expose wrongdoing, express opinions, mobilize protest, monitor elections, scrutinize government, deepen participation, and expand the horizons of freedom."
— Larry Diamond

Liberation technology, the theme of this year's Digital Odyssey conference, may not be a common term just yet, but the practical application of liberation technology — essentially using information technology to help those in need and make the world a better place in which to live — has existed for some time. As technology advances, so does the power of online activists to use it within various realms of social justice, and so we are seeing liberation technology develop a stronger presence in both technology, academic, and library circles.

One of the best sources of information on this topic is the program on liberation technology at Stanford University. The program focuses on how technology like smart phones, text messaging, the internet, blogging, and other social media can be used by everyday individuals to "advance freedom, development, social justice, and the rule of law." Its website (liberationtechnology. stanford.edu) includes videos by speakers who have studied different aspects of technology's influence. For example, Rebecca MacKinnon from the New America Foundation dismisses the argument of whether or not the internet truly frees the masses and instead proposes how it can be governed to ensure the rights and freedoms of all users are protected.

One of the more popular liberation technologists is Peter Fein (i.wearpants.org), a computer programmer and online free speech activist who, through Telecomix, played a role in keeping the internet online in Egypt during the January 2012 revolution. Other activities of Fein's include discovering and reporting that certain US-made hardware was being used to censor the internet in Syria, which led to an investigation by the Department of Commerce. Fein is a frequent conference speaker and also provides learning sessions on topics such as developing software to use during communication crises.

North of the border, Gabriella Coleman, the current Wolfe Chair in Scientific & Technological Literacy at McGill University, has studied and worked extensively in online activism and "hacktivism" (use of programming code in the pursuit of social justice/ political ideology). Coleman is an expert on Anonymous, a high profile group of hacktivists who have played significant roles in the toppling of governments in Tunisia, Egypt and Libya, not to mention organizing monthly protests against the Church of Scientology (you may have seen them outside your local Church of Scientology wearing Guy Fawkes masks). As a result of her work, Coleman has been featured in media reports on Anonymous, including *Wired* magazine and *The New York Times*.

TECHNOLOGY

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So what does this all have to do with your library? A reading of the definition of liberation technology reveals a parallel with commonly accepted values of librarianship, at least in public and academic sectors. Take the Toronto Public Library for example, whose values include "promot[ing] and enrich[ing] the democratic, cultural, educational and economic life of our diverse and evolving City"; whose mission includes "new technologies [that] extend access to global information beyond library walls"; and whose values include "accessibility, diversity and fairness in the treatment of all individuals" and "encouraging the free exchange of information and ideas in a democratic society." It would seem that liberation technology could play a role in realizing that vision.

So what are some of the things librarians are doing to engage in this movement? Librarians can tell you why — and show you how — to set up a Tor Server, free software that protects your online privacy against traffic analysis. In the world of metadata, there is a movement to make catalogue records available for free using the Z39.5 protocol, thus facilitating the growth of libraries globally. Using linked data, information related to catalogue items such as author profiles can be attached to records, thus augmenting the spread of free information that much further.

Other areas in which libraries can use technology for the betterment of others include accessibility, particularly software to assist those with visual impairments access resources; promotion and funding of the Open Access movement allowing for free distribution of scholarly research; and technology that can be used to reach and support marginalized groups, for example, promoting support networks for LGBT who may otherwise not have access to them.

Liberation technology is a relatively new topic and a means to accomplishing seemingly lofty ambitions. With the combination of values, skills, and knowledge that libraries and librarians possess, they are well positioned to support the movement.

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Aaron Lupton is the Electronic Resources Librarian at York University where he is responsible for acquisitions, negotiation, and technical maintenance of all electronic resources. He is an OLITA Councillor at Large.

Governance

101

ADVOCACY:
The Art of Informing and Influencing

By Jane Hilton

In a nutshell, advocacy is about spreading the word and rallying support for the library. It is a key responsibility of library board members and in this complex environment, advocacy needs to be increasingly strategic and sophisticated to be effective.

Over the years there has been confusion between the different communication terms that have been used interchangeably.

• **Marketing** is finding out what people want through a survey or question and then creating a service, program or product to meet those needs.

• **Public relations** is the management of information about the library to the public. It focuses on creating awareness and building a favourable image of the library.

• **Lobbying** is a specific type of advocacy that involves interacting with, and influencing the decision makers.

• **Advocacy** is a planned, sustained approach that over time develops understanding and support for a proposal or issue. It is aligned with the overall goals of the community.

Unlike library staff who may be perceived to have a vested interest in library affairs, the library board is made up of volunteers who represent all community members. It is the board's role to make certain that the residents know what the library has to offer and to determine what the community needs in the way of library services. A clearly expressed plan for future development allows the board to advocate for those needs in a logical and effective way.

Libraries are often taken for granted and while it might be self-evident that libraries are critical to the health of a community, their value has to be clearly articulated so they can be properly resourced.

Value of the Library

The general perception of libraries is that they are repositories of books. In many cases, there is not an understanding of the wider range of services available or the importance of libraries as a community hub. The library contributes significant value to the community by:

· Supporting democracy and providing access to knowledge so citizens can be informed;

· Assisting businesses with resources and building economic development capacity;

· Leveling the playing field for technology, literacy and life-long learning without regard to income or education;

· Integrating newcomers into the fabric of Canadian life; and

· Fostering community development and supporting an inclusive, culturally diverse society.

Saying that libraries have value is one thing and providing evidence to substantiate it, is another. Performance measures that are quantitative are data driven and therefore considered objective, which makes them convincing to the decision makers. Qualitative measures demonstrate the impact of library services are more difficult to determine but are equally as effective. Whereas statistics appeal to the head, library stories that distil the human experience, appeal to the heart.

Cultivating Relationships

Advocacy is a means to achieving an end and must be a planned, deliberate, persistent effort that makes steady, incremental progress. It is not a passive exercise. First, the target groups must be identified and then their values, needs, and interests analyzed. It's important to differentiate between the library's largest group, the users and partners, from the middle group of influencers in the community, followed by the smallest group who comprise of the decision makers.

Advocacy starts with two-way communication upon which mutual respect and trust is founded. It develops into a relationship if the person is willing to listen and is known to be dependable and responsive. This person will establish greater credibility if they are a problem solver, someone who is willing to collaborate and work towards common ground and community betterment. It is a prized library board member who is well connected, and who understands council and the needs and concerns of different community organizations.

While some council initiatives may seem questionable, the library should ensure that services support community activities and council's goals. Linking agendas, understanding the core principles and speaking the language are all strategies that strengthen long-term relationships.

Making connections with community partners and building an effective network requires genuine effort. However, the investment is worthwhile as these organizations and their leaders will act as advocates for the library when needed.
 Studies have shown that there are large numbers of "silent supporters" in a community who only occasionally use the library but who generally feel goodwill towards it. Mobilizing and engaging their interest will build support for the library.

Advocacy Plan

Developing an **advocacy policy** sets out the library's goals (i.e. increase public awareness and appreciation for the value of libraries), establishes guidelines, strategies and the types of successful advocacy activities.

Framing the **message** about how the library impacts the lives of the residents is critical while acknowledging the economic realities and the larger context of the decision maker.   It's advantageous to position the library to be part of the solution to a community problem and to identify how libraries can assist a political agenda.

A **communication strategy** describes the key audience and the tools that deliver the message most effectively. It has been found that personal visits, telephone calls and letters are high on the list. Written materials should be short, concise and accurate. Use the media to boost the library's profile in the community or write an article or a letter to the editor. There are many other strategies including using Ontario Public Library Week as a focus of advocacy activity. Always remember to say thank you and acknowledge support.

Finally, conduct an **evaluation** to determine what strategies were successful and where the board could sharpen their advocacy skills. It won't happen overnight, but a methodical and ongoing process will gradually build momentum and influence people to get on board the advocacy train.

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Jane Hilton is currently a board member of the Whitby Public Library and 2010 President of the Ontario Library Boards' Association. **jhilton@idirect.ca**
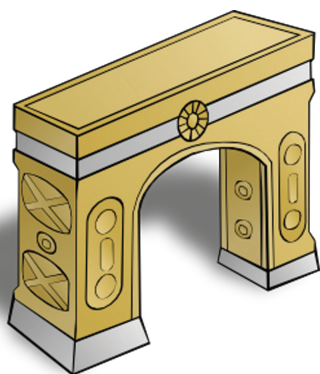
Genre Studies
A Gateway to

By Chris Sheehy

Genre Studies are one of the best strategies available to learn about your collection; they can be adapted for individuals or groups and used to provide hands-on training in databases, book annotations, book talks, read alike lists, as well as broadening reading horizons.

The Markham Public Library used Genre Studies in the early stages of developing the skills of the members of a new Readers Advisory Committee. When we introduced the idea of an RA committee, many experienced staff volunteered, staff that had been doing RA for a number of years, but like most readers, they had their comfort zones of reading, with their genres of choice being mainly Mystery, Literary Fiction, with a little Fantasy and Historical thrown in. So we decide to expand their knowledge through a group genre study initiative.

As we began, the guidelines for the study asked participants to read two books from the study genre, do a short book talk about each one, highlight appeal factors, and then create a list of 10 read-alike titles for each title. As it was the least read among the group, the first genre studied was Romance. Each person selected their own books and shared their choices with the group to ensure no duplication; a wide range of books were chosen by the group from *Wuthering Heights* to Nicholas Sparks. The group was given two months to finish reading their choices and create their lists; although not everyone finished their selections due to various reasons, everyone had read enough to pick up on the appeal factors.

To meet the requirements of the study, staff used print resources such as Genreflecting by Diana Tixier Herald, and Book Lust by Nancy Pearl, a variety of book reviewing sources. They also used MPL databases such as Novelist to find the appeal factors and read-alike titles for their primary picks.

Genre Studies not only broaden staff reading horizons, it also encourages them to use a wide variety of available RA tools to learn about their choices, and to make reading connections. Another invaluable lesson learned was that you do not have to read the entire book to do a good job in discovering the appeal factors and to make suggestions to readers.

Your Collection

The next step in the study was to create an annotated list of the 10 read-alike titles that could be a resource for the public. The obvious guidelines for the lists were that all titles selected would be books in the system, and written annotations would focus on appeal. This benefit of this was that it filled a need to keep up with list creation and also gave staff practice in creating book lists and annotations. This original goal, due to staffing needs and requirements for desk coverage, has been revised and now the members are only required to annotate their two reading choices and provide a list.

Finally, each person also had to do a book talk for their two titles and this was something we all needed to practice. At the time, MPL was offering an adult program called Tea and Books, and we had two gifted presenters; however, there was a need for alternates, and RA committee members would now be able to fill-in, if needed.

As mentioned, genre studies are a flexible tool for staff training either as a group effort or as an individual. An individual study could look very similar to the group one without the book talk write up, but with a larger emphasis on the annotated book lists. Whether it is a self-directed study or in conjunction with a supervisor or co-worker, genre studies are a great way to experience reading and gain greater insight into the collection.

The MPL RA Committee covered many genres and sub genres during my tenure leading the committee; we covered Western, Fantasy, Horror, and Chick Lit … to just name a few. The committee was exposed to a wide variety of genres, books in the collection and the tools to help them with their day-to-day RA work. It also provided us with the greatest pleasure all RA professionals have and that is the opportunity to discuss books we have read with fellow book lovers. More information on Genre Studies can be found in the Core Competencies section of The OPLA's Reader's Advisory Committee's section of the OLA website **accessola.com**.

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Chris Sheehy is the Branch Librarian at the Markham Village Library, Markham Public Library.

random library
generator

An special interview with honourary OLA member #12: Michael Lajoie-Wilkinson

We interrupt our regularly scheduled Random Library interview in order to bring you a conversation with Michael Lajoie-Wilkinson for this special theme issue on social justice and libraries.

Michael won the 2012 OLA Media and Communications award for his activism in support of school libraries. I caught up with Michael last March when he'd taken the day off from school and was at home feeling under the weather.

He spoke to me about what he did last spring when he learned there were to be closures of school libraries and layoffs of school librarians in the Windsor Essex Catholic District School Board. At the time, he was a 15-year-old student in one of the high schools in the board, and, come to think of it, his tale begins one day when he was home sick from school....

I know your story was written up extensively in the Windsor Star and on the internet last spring, but tell me in your own words what happened.
Actually I was sick one day and I stayed home. I was doing some homework and reading the paper when I saw they were going to be closing all the school libraries in the Catholic District School Board, and I said, "That's not right…"

So what did you do?
I went to some meetings, and I put up a Facebook group and I got thousands of followers. I put up a petition on a petition website and people from all over the world agreed it wasn't right and signed it. That kept me motivated to organize a protest at the school.

What's your history of organizing social movements and protests?
That was my first time. I don't even usually read the newspaper but I was motivated to do something because this affected my school and it also affected all the Catholic elementary schools. There you have kids who need the library. There may be a kid in Grade 1 who reads at a Grade 6 level and they need to have libraries to get the right books for them. Without the libraries it's a mess.

Did you get any help or advice on what to do in response to this news?
I worked with my mom on it. My teachers couldn't really support it but they said I was doing a good job. A librarian at the Windsor Public Library helped me write my speech which I read at a school board meeting. I actually fixed their budget problem for them. I told them we have too many Vice Principals at each school and if we cut their salaries we could save $17 million. I also told them I couldn't have written my speech without help from a librarian.

How did that go over?
I don't think they liked that too much.

How did the other kids at school respond to your work to support the school libraries?
A lot of kids said, "It's just the library—who cares?" But then my friends started supporting me and other kids realized that if we don't have our library they have nowhere else to go. Our library is open sometimes until 7 p.m.. The public libraries aren't nearby. We organized a protest and other schools walked out with us.

What was the hardest or scariest part of this whole experience?
The most scary thing was speaking at my first meeting. I was nervous, but it went well.

So a year later, did you manage to save your library and librarian?
No, one of our VPs took over managing the library but then he said there's not enough students using it. He has a plan to replace the books with technology like iPads. Technology is great but we still need books. They've been around a long time and they're more reliable.

By Robin Bergart

Illustration by: Doug Schaefer

Are you planning any further protests?
Nothing so far. I'm keeping everything on the down low.

I'm interested in learning more about your background with libraries. What's the first book you remember reading?
I think it was Dr. Seuss's The Cat in the Hat.

Were you always a library user?
I always went to libraries when I was younger and read two or three books a week. Today technology's faster but I still use libraries.

Do you remember your first encounter with a library?
I guess I remember my school library when I was in Kindergarten. I remember the librarian was a very, very kind person and she would help me with anything I needed.

What has been the most surprising thing about your high school experience?
That it's going by so fast. I only have one more year left.

And what are your plans after high school? Will you become a librarian?
No. I'll take six months off, find a job and then I'll get a college degree in culinary arts and open my own restaurant.

Really! Now I'm listening! What kind of food?
I don't know yet. I just like food, ever since my mom started letting me cook — starting with my Famous Grilled Cheese Sandwich. My uncle's a chef too.

What would your dream lunch be, and whom would you eat it with?
It would be sushi or other Japanese food and I'd have it with Gordon Ramsay. I've always watched his show. He's inspired me so much. He knows how to get people moving and knows what it takes to make a restaurant work.

What did your experience last spring teach you most about?
There's a lot of problems in the world and people aren't paying attention. I never used to watch the news, and now I watch it at least six days a week.

What's one thing you would tell college or university librarians about what they can do to best help students coming out of high school now?
You need to provide technology, but not too much. Keep the books too.

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Robin Bergart is a User Experience Librarian, University of Guelph Library.
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Global INFORMATION Justice

By Jennifer Dekker

Copy/South Research Group

copysouth.org

1

Copy/South is a group of international academics and activists dedicated to fighting the injustices of Western copyright laws imposed on the global South by European colonizers. Major targets of criticism are the Berne convention (the leading international copyright law of 1886), the 1994 TRIPS agreement (Trade-Related Aspects of International Property Rights) and WIPO (World Intellectual Property Organization) for excessive privileging of rights-holders over consumers of intellectual property.

The website offers the *CopySouth* Dossier, which includes primers on international copyright, and a compendium of copyright terms, phrases and organizations. Copy/South critiques copyright in relation to issues of poverty, history, international development, North/South relations and social justice. The site contains articles on topics such as the importance of the public domain to developing nations, access to information and the privatization of information. Large documents are available in several parts for slow internet connections or low bandwidth.

In day to day terms, copyright has a very serious impact on citizens of the global South. It can cripple a library or school or even the independent learner because without copying, libraries can't stock multiple copies of books and students definitely can't afford to buy legal copies. And journals? Expensive academic journals are out of reach for libraries that in some cases, can't even afford electricity.

Widernet

2

widernet.org

Based at the University of Iowa's School of Library and Information Science, Widernet is dedicated to improving digital communications to all communities and individuals who are in need. The Global Disability Rights Library is its largest and most robust project. Here you will find portals on assistive technologies, general human rights, poverty and international development, and disability-related blogs and websites.

e-Granary is Widernet's second significant project, providing a very unique service to libraries without access to the internet. Through a process of legally reproducing and delivering web sites to partner institutions in developing countries, this digital library provides access to educational resources including video, audio, books, journals, and web sites downloads. e-Granary operates in more than 450 schools, clinics, and universities in Africa, India, Bangladesh, and Haiti. See *egranary.org* for more information.

3
Electronic Information for Libraries

www.eifl.net

EIFL began as an advocacy group in the late 1990s to promote affordable access to academic e-journals in Central and Eastern Europe. Today it is a consortium that represents over 60 countries in transition in Europe, Asia, Latin America, and Africa. Its mission has evolved to include commercial e-resources, legal barriers (such as copyright law) and insufficient IT infrastructure which put entire nations at risk of being left behind. Its core initiatives consist of negotiating licenses, securing discounts and fair terms of use, open access advocacy, promoting fair copyright, and supporting the deployment of free, open software on behalf of its members. The EIFL publishes a bi-monthly newsletter online which is a fantastic resource for Canadian librarians. EIFL can be followed on Twitter, by RSS feed, on Facebook, and on Flickr and won a 2011 SPARC award for outstanding achievements in scholarly communication.

5
Information for social change

libr.org

Information for Social Change is an activist organization that examines issues of censorship, freedom and ethics among library and information workers. It is committed to promoting alternatives to the dominant paradigms of library and information work. ISC publishes its own journal, Information for Social Change (libr.org/isc). Although some of the content is not quite up to date (the most recent book review is a 2007 title), there are certainly a few reason to visit. The links section has a good sampling of radical and social justice sites, the occasional papers are wide-ranging with an emphasis on library-related topics, and there is international coverage of information justice topics.

4
Librarians without borders

lwb-online.org

"Putting information in the hands of the world" is the tagline of this group formed at Western University in 2005. LBW has engaged in development work in various countries, building libraries and promoting literacy within host communities.

Some of its projects include an initiative in Guatemala called the Asturias library collection (they are currently fundraising!), building an elementary school library in Costa Rica (2009), and assisting a library in Angola (2006).

Jennifer Dekker is a librarian at the University of Ottawa. **jdekker@uottawa.ca**

Grassroots Grow
A PRISON STORY

By Valla McLean

It started quite simply. In February 2007, a small group of Edmonton librarians attended a talk by a woman who had been incarcerated in a federal prison and recently released on parole. She spoke of the difficulties she faced reintegrating into society: reconnecting with her family, looking for employment, and working to make different choices for herself and her children.

After her talk, in casual conversation, she mentioned that she had been surprised at the DVDs and CDs she saw offered by the public library where we met. Inspired by her story, and aware of the gaps between her knowledge of what the library could offer and what we knew it could offer, we felt compelled to do something. A small group of librarians began to talk about how our help could be offered in the women's federal prison library. In the beginning, the meetings were small and held at one librarians' home, around her kitchen table. As we shared food and drinks, we discussed possible projects and where to begin. We started with the outdated collection: we weeded and replenished materials, wrote a collection policy, supervised an MLIS student's practicum on compiling reintegration resources, and organized fundraisers and book drives in our first years of volunteering.

One of the first projects we began with, and one that I am intimately involved in, is the StoryBook Project, something we adapted from another similar program. The idea is quite simple, a woman reads a story for a child and the story is recorded by a volunteer, who then sends a copy of the storybook and the recording to the child. For one day, once a month for a few hours in the afternoon, two librarians head to the prison where about a dozen or so women participate in the project. It is a simple but transformative experience for the volunteers who visit the prison and is warmly regarded by the women who reside in the prison. In a small room, in the prison, I have sat across the table from a woman as she read a story to her unborn child, sang a lullaby, or cried as she read.

The women who come to read for their children are very appreciative of the work we do and of the project. Occasionally we receive comments from family members caring for the children. One boy, upon hearing his mother's voice as she read the story, started searching under the couch cushions looking for his mother who he thought was hiding in the living room. A young girl, who after listening to the story on CD, clapped at the end and wanted to know when her mom was going to read her more music.

In five short years the Greater Edmonton Library Association's Women's Prison and Reintegration Subcommittee has grown to over 20 members. During this time members have received local and national awards recognizing, their innovative work at the prison. Members have presented at numerous conferences, created a documentary film, organized art shows and created a zine showcasing the women's art, poetry and other writings. The subcommittee currently supports many programs including author talks, adult and young adult book clubs, a book borrowing project supported by the city's public library, technology literacy workshops and a writer's circle and a storybook project in the secure unit (a segregated unit away from the general population).

Individuals and the community have supported the growth of the Women's Prison and Reintegration Subcommittee with donations of money and materials. One of our biggest supporters, and someone vital to the success of all of our projects, is a young woman, serving a life sentence, who works out of the prison library.

Of my fellow volunteers I can say this: they are passionately committed to the rights and needs of the women serving time in the federal prison. Their commitment and our achievements are illustrative of how it only takes a few individuals to make a positive change in the lives of others.

More information on the Women's Prison and Reintegration Subcommittee can be found at the GELA Prison Project blog (**gelaprison.wordpress.com**).

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Valla McLean is a librarian at MacEwan University, Edmonton, Alberta.

So You Want to Be a

By Alison Aldrich

Nine years ago I was wrapping up graduate school and looking for my first professional librarian position. I was thrilled to find out I'd been granted an interview at an academic health sciences library, but I was at a loss for how to prepare. I hadn't really been focusing on medical librarianship as a possible career path. The career services office put me in touch with a helpful alumna who emailed me what amounted to a crash course in medical librarianship. It worked and I got the job. Nearly a decade and two positions later, I am still happy to call myself a medical librarian. In the interest of paying it forward, here is my advice to those of you who are considering medical librarianship today.

About that Science Background...

Many medical library job descriptions list a science background as a desired qualification. If you've got it, you should definitely flaunt it, but if you don't, it's not the end of the world. You should be curious about how bodies work, willing to learn, and not easily intimidated by the likes of scientists and brain surgeons. It also helps if you're not squeamish. If you can picture yourself spending an enjoyable afternoon working on a literature search about bowel obstructions, medical librarianship might be the career for you.

The M Word

Marketing, marketing, marketing. This advice goes for any kind of librarianship really, but if you are offered a position as a hospital librarian, be prepared never to stop proving your worth. Librarians provide critical support for healthcare quality, but libraries don't bring in the big bucks for healthcare organizations. Without specific examples of how you are making a difference, your library could look like an easy target to a hospital administrator at budget cutting time. Get to know your administrators. Make sure you have champions among the clinical faculty who are willing to vouch for you. Definitely get out from behind that library desk. Be flexible about taking on roles that aren't traditionally library-ish, like helping to implement a new electronic medical record system, getting involved in knowledge management, or serving on a patient safety committee. Success is possible! For more information about hospital librarianship and its associated challenges, check out the Vital Pathways Project (**mlanet.org/resources/vital**).

Understanding how Hospital Staffing and Medical Education Work

You will need to recognize that your healthcare team is made up of multiple players and layers, and each player has a distinctive role. Knowing about the various levels of certifications and standards mandated for medical staff - physicians, nurses, and all of the allied health personnel, allows you to become indispensable. Knowledge of the Canadian Registry Matching service process and residency requirements (carms.ca) is especially useful if you are interested in working for a teaching hospital or a university (medical degree granting) library. Understanding scopes/standards of practice, (who does what and why) and levels of responsibility for allied health professionals gives you a lovely head start when it comes to interpreting and drawing out patron's information requests.

Medical Librarian...

Make Friends with PubMed

PubMed (**pubmed.gov**) is the National Library of Medicine's taxpayer funded, freely available interface to the MEDLINE database, which is a comprehensive index to the world's biomedical journal literature. Because it's free, it's universal, so if you are going to learn an interface in preparation for job interviews, this should be the one. Learn how to develop a good PubMed search strategy using keywords, controlled vocabulary (Medical Subject Headings or MeSH), and limits. Plenty of online tutorials (**nlm.nih.gov/bsd/disted/pubmed.html**) are available to help you get started.

More than Buzzwords

Evidence-based medicine and health information literacy are important concepts in medical librarianship right now. Do some homework so you can be prepared to talk about these topics if and when they come up in a job interview.

Physicians practice evidence-based medicine when they factor the best available research information into decisions about how to care for individual patients. To the uninitiated, this might seem like a given. Surely your doctor is keeping up with the best evidence, right? Well, it's not so simple. Consider that hundreds of thousands of new biomedical research articles are published every year. Consider, too, that medicine is an art as well as a science. Some physicians might bristle at the suggestion of evidence-based medicine because they feel it underestimates the importance of their own clinical judgment and experience, or they might see it as a cost-control measure standing in the way of what's best for individual patients. True evidence-based medicine is supposed to incorporate scientific evidence, clinical judgment, and patient values. The librarian's job is to make sure the scientific evidence piece finds its proper place.

Health information literacy (**mlanet.org/resources/healthlit/define.html**) is the set of skills and abilities we all need in order to find, understand, and appropriately act on information having to do with our health. As a medical librarian, some of the most challenging reference questions you ever answer will come from patients and their families. Become familiar with reliable sources of consumer health information. MedlinePlus (medlineplus.gov) is a great place to start. Recognize, too, that sometimes the best thing you have to offer a worried patient or family member is a sympathetic ear. Medical librarianship just might be the most dynamic, rewarding career path you never thought about pursuing. If this has piqued your interest, I encourage you to get connected with the medical librarian community. We have a great associations (mlanet.org and chla-absc.ca), an active listserv (mlanet.org/discussion/medlibl.html) and our very own Twitter hashtag, **#medlibs**.

To learn more about the issues important to health librarians, take a look at HLWIKI Canada (hlwiki.ca), an open encyclopedia maintained by librarians and others at the University of British Columbia. I wish you the best of luck as you prepare for those interviews.

*This article was first published as a guest post on the blog "Letters to a Young Librarian" (**letterstoayounglibrarian.blogspot.com/2012/03/so-you-want-to-be-medical-librarian-by.html**) and is reprinted here with permission. Canadian context was contributed by Elyse Pike.*

Alison Aldrich is has been a health sciences librarian for nine years. She is currently a Clinical Informationist at the Ohio State University Health Sciences Library. Previously, she worked as an Outreach Coordinator for the U.S. National Network of Libraries of Medicine, Pacific Northwest Region. She began her career as a health sciences librarian at Wright State University in Dayton, Ohio. Follow Alison on Twitter @aldricham

VoR: Voices from the
RWANDA TRIBUNAL

By Lisa Nathan

My research is motivated by the high potential for interactions with information systems to have a long-term influence on the human condition. Through a range of projects I investigate:

• Theory and method for designing information systems that explicitly address societal challenges, specifically those that are ethically charged and impact multiple generations (e.g., ecological sustainability, colonialism, genocide);
• Information practices that develop and adapt as we use these tools; and
• Factors that influence the sustainability of these information systems over time.

To demonstrate how my rather ambitious research agenda translates into practice, I focus this brief article on one early-stage project, Voices from the Rwanda Tribunal (VoR) (**tribunalvoices.org**). VoR is an effort to create an information system that provides Rwandans with access to and reuse of video interviews with personnel from the United Nations International Criminal Tribunal for Rwanda.

VoR represents the first empirical investigation into a new design approach, multi-lifespan information system design. The work investigates the "design of information systems to support the solution of problems that are unlikely to be solved within a single human lifespan — problems that are tied to limitations of the human psyche, limitations of the structure of society, or to slow-moving natural time scales" (Friedman & Nathan, 2010).

The multi-lifespan information system design approach is based on two key premises. The first is that information systems mediate socio-political human experience. Librarians have long recognized that the systems through which individuals access information (e.g. public libraries, Twitter) can support and/or limit an individual's ability to be informed, to engage in political discussions, to take action, to access systems of justice, to preserve accounts of events, and to recover from crisis.

The second premise is that it can take many generations for complex societal challenges to be fully addressed. The interim report from Canada's ongoing Truth and Reconciliation Committee is a contemporary testament to this fact (**trc.ca**). The report demonstrates how the current state of affairs between Aboriginal peoples and the Canadian government took hundreds of years to develop and will likely take just as long to overcome. If we believe that information systems can support the solution of societal challenges, how do we explicitly design such a system? To explore this question, Professor Batya Friedman and I embarked on what we now call the VoR project while I was a Ph.D. student at the University of Washington.

Project Background
In the spring of 1994, hundreds of thousands of Rwandans were killed, victims of systematic genocide. At the end of a few short months almost every person in the country was a perpetrator, a victim or a witness to deeply horrific events. How does a country truly recover and reconcile after such atrocities? Some believed the answer would be found through the nascent system of international justice. The UN Security Council

Voices from the Rwanda Tribunal

established the UN-ICTR in Tanzania with a mandate to prosecute the masterminds of the genocide. Yet, the UN-ICTR's efforts have not met with enthusiasm from the Rwandan people who question why millions of dollars were spent to place a few dozen individuals on trial.

In 2008 we created a 12-person, multi-disciplinary team to travel to Tanzania and Rwanda to collect the experiences and insights of the ICTR's judges, prosecutors, defense lawyers, investigators, interpreters, and the personnel who carried out the daily work of the tribunal. The resulting video-recorded interview collection became the test bed for the VoR information system. The videos are compelling reflections on the success and failure of a fledgling international justice system and its role (and lack thereof) in Rwanda's reconciliation and recovery efforts.

To date there has been significant interest in the material from the international legal community and international justice scholars. The majority of individuals in these roles are able to freely access the online version of the system to view the collection. However, an online system in and of itself is not adequate if we want to provide a system that Rwandans will find useful in supporting locally based reconciliation and recovery initiatives. Thus, we are exploring various system prototypes, utilizing paper, SMS capabilities, locally–based servers, DVD's, and other combinations of tools and practices. The early stage work is strongly informed by a growing list of in country partners including Never Again Rwanda, Hope After Rape, and Friends Peace House. The team returns for its third trip to Rwanda in summer 2012 to continue its work.

To watch or download VoR videos and read project updates – please visit **tribunalvoices.org** (provided via a Creative Commons Attribution Only License). The project receives ongoing support from the National Science Foundation and is based out of the University of Washington Information School

For Further Reading:

Friedman, B., & Nathan, L. P. (2010). Multi-lifespan Information System Design : A Research Initiative for the HCI Community. Human Factors in Computing (CHI 2010), 2243-2246.

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Lisa Nathan is Assistant Professor at the iSchool@ UBC (University of British Columbia's School of Library, Archival and Information Studies). She also the coordinator for the school's First Nations Curriculum Concentration.

SOCIAL JUSTICE
&
Library Service
in First Nation
Communities

By Donna Brown & Patty Lawlor

For more than 10 years I was the First Nations Consultant with Ontario Library Service-North. My job ended with the closure of the Thunder Bay office in June, 2005. Even though it's been several years since I held the position, First Nation public libraries and their development are still very important to me. With the focus of this issue surrounding social justice and libraries, I asked my former colleague and friend, Patty Lawlor to write the following piece. Patty and I played a key role in the creation of First Nations Public Library Week and participated in the development of "Our Way Forward – A Strategic Plan for Ontario First Nation Public Libraries". Also in 2007, we were the proud recipients of The Friends of Ontario First Nation Public Libraries Honour Program's Friendship Feather. This award recognizes individuals who have actively demonstrated significant understanding of and support for the establishment and ongoing development of public libraries in First Nation communities. Patty's account describes so clearly the issues surrounding First Nation public libraries today.

When it comes to encouraging the Ontario library community to consider social justice issues, let's look, first, in our own provincial "backyard." At the Ontario Public Library Service Awards Dinner in February at the 2012 Ontario Library Association Super Conference, Maurice Switzer, Director of Communications for the Union of Ontario Indians and Editor of Anishinabek News, challenged the attendees:

"I ask everyone … to ask themselves why – in such a wealthy country – there are only 48 First Nations in Ontario – out of over 130 – that have public libraries."

The Ontario First Nations public library community had just presented Switzer with the Friends of Ontario First Nation Public Libraries Honour Program's Friendship Feather for his ongoing advocacy on behalf of the start-up and ongoing development of public libraries in First Nation communities.

Most of us work in communities where there are multiple kinds of libraries. When it comes to engaging in social justice matters at a local level, we're likely to consider whether our library policies, services, partnerships, etc., successfully acknowledge and address the distribution of advantages and disadvantages within our community. Once we're satisfied on the home front, the next step for some of us is to focus on omissions and ills occurring beyond our national borders.

Our concern is that, as Switzer identified, there are omissions and ills related to citizens' reasonable access to library service right here in Ontario – we don't need to go far afield to help make a significant difference! If you can't answer Switzer's question, we suggest it's time to inform yourself about the issue and become part of the movement that insists not only an answer but also on fair and equitable strategies for redress.

To get you started, think about these facts:
• Although most programs and services in First Nation communities are funded by the federal government, there's no federal funding for public libraries;
• Accordingly, almost two-thirds of First Nation communities in Ontario don't have public libraries, academic, or special libraries;
• Due to federal legislation, First Nation band councils, unlike their municipal counterparts, cannot raise taxes to support public libraries;
• In 2011-2012, 48 First Nation communities received a public library operating grant (PLOG) from the Ministry of Tourism, Culture and Sport (MTCS). Based on a per capita funding formula, the PLOGs ranged from a low of $197 to a high of $28,497;
• Where band council support for public libraries exists, it tends to take the form of in-kind (e.g., rent, hydro, telephone, fax) contributions;
• Most First Nation public library workers are dependent on a MTCS First Nation library salary supplement grant of $13,000. For many, the $13,000 is the full salary;
• Few First Nation public libraries have the luxury of an annual collections and programming budget;
• Most First Nation public libraries are largely reliant on grant programs – few of which consult the libraries on their communities' interests and priorities.

If you care about everyone in Ontario being on a reasonably comparable playing field when it comes to equitable and sustainable access to public and other library services, here are some steps you can take:
• Click on the Speak Up Campaign's "Add Your Voice "button and signify your awareness and concern;
• Write letters to the relevant federal and provincial ministers, your MP and MPP, and your newspaper editor;
• Let the Ontario Library Association, Southern Ontario Library Service and Ontario Library Service – North know what steps you've taken. For further planning purposes, it's important to be able to monitor growing support.

Learn More

• Our Way Forward: A Strategic Plan for Ontario First Nation Public Libraries: **ourwayforward.ca/Downloads/First_Nation_Strat_Plan.pdf**

• Speak Up for First Nation Public Libraries: **speakuptoday.net/**

• Current and upcoming initiatives by contacting the Ontario Library Association, Southern Ontario Library Service and Ontario Library Service-North all of which work with the First Nation public library community to support First Nation public library initiatives.

Donna Brown (Donna.Brown@nosm.ca) is the External Communications Coordinator with the OALT/ABO and a Library Technician with the Health Sciences Library at the Northern Ontario School of Medicine, Thunder Bay Campus.
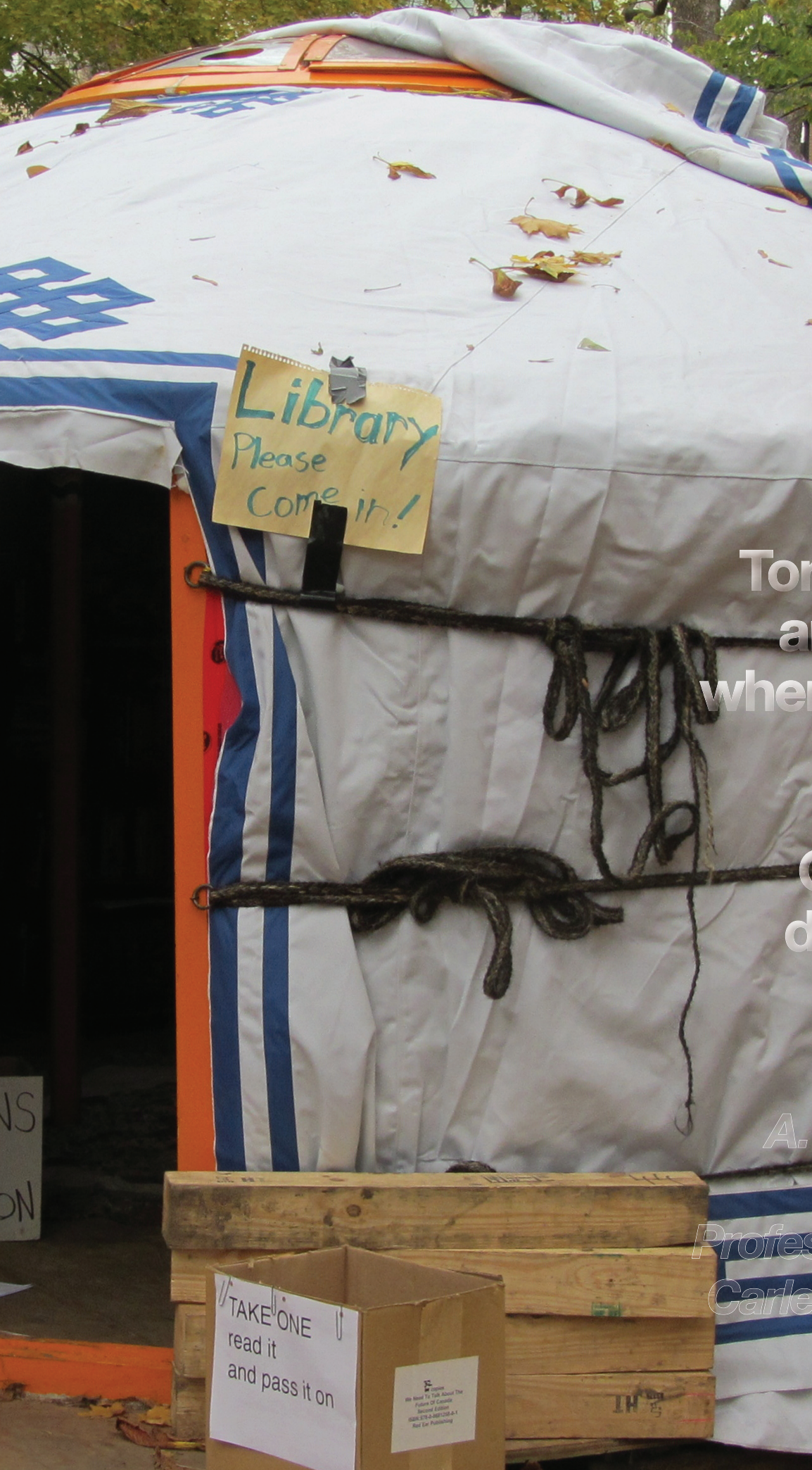*Patty Lawlor (plawlor@sols.org) is the First Nations Consultant with Southern Ontario Library Service.*

the last
word

Photo Credit: JJ Murphy
www.WriterByNature.com

Books are for use
Every reader his/her book
Every book its reader
Save the time of the reader
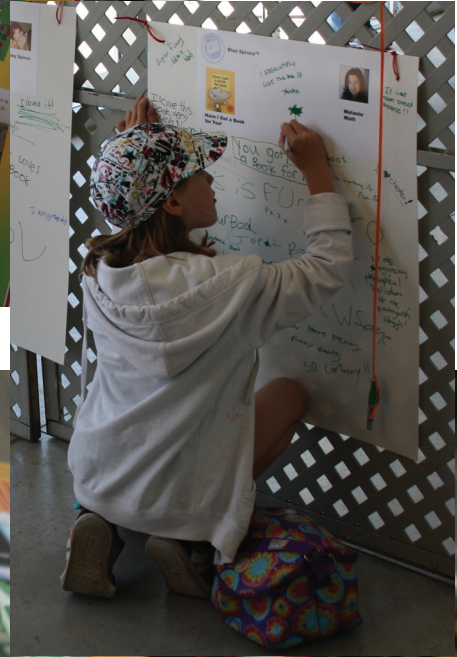**The library is a growing organism**

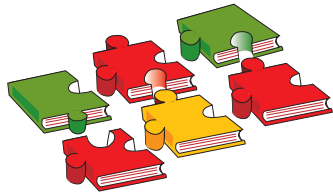*Five Laws of Library Science (1931)*
S. R. Ranganathan

"I note that when Canadians occupy a square in Toronto that is anarchy, and when Egyptians occupy a square in Cairo that is democracy."

A. Trevor Hodge (1930-2012) Professor Emeritus, Carleton University

RA in a Day – Reading Builds Community

Friday October 26, 2012

Appel Salon, Toronto Reference Library

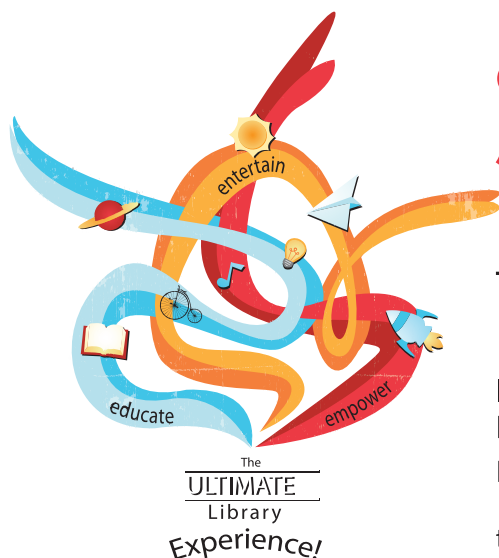Registration open Monday August 27

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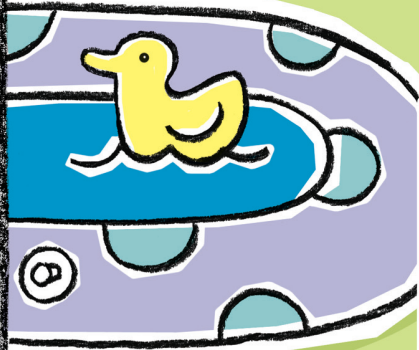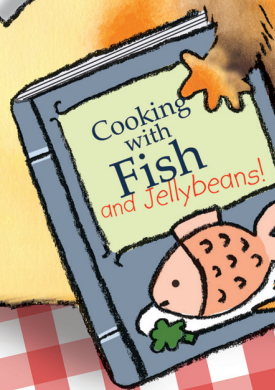
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