

NewsLETTER NouvELLES

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A note from Our President ~ Maria Ripley

I can't believe it's already late August! The months following the conference have been a whirlwind of activity. Thank you, Theresa Ziebell, on the planning of a fantastic conference in Kingston. I have heard all good things about the sessions and social activities that were planned. Thank you, Stella Clark, for agreeing to share a room with me, it has been an absolute pleasure being your protégé during this past year. The "presidential suite" was a nice wrap-up to our working together!

Since the conference, I have focused much of my energies on recruiting for the vacant positions on the executive. A special thank you to Kathryn Suffoletta president-elect, Donna Brown, External Communications Coordinator, Karen Clark Internal Communications Coordinator and her team of Jenn Clarke, Newsletter editor; Angela Carito-Walmsley and Wendy Witczak, web developers for 'stepping up' to fill these vacant positions.

With all positions on the board filled we will certainly be able to move our association and projects forward efficiently and effectively. I am grateful to all those who allowed their name to stand for positions on the Executive without you this organization would not be able to continue and prosper.

I am excited to share that for January's Super Conference we have been asked to provide four sessions. Our slate is full - thank you to those who came forward to submit a session. On a side note, for those of you who missed the prison library session at the OALT/ABO conference in May, we are delighted that Joanne has agreed to present her session at OLA Super Conference on our behalf. See page 11 for full session descriptions.

'Newsletter/Nouvelles is published three times per year in the Fall, Winter and Spring and is available with membership in the Ontario Association of Library Technicians / Association des Bibliothécaires de l'Ontario. We welcome your feedback as well as your letters, articles and photos, but must reserve the right to edit for style and space.'

"The beginning is the most important part of the work." ~ Plato

From Our President ~ cont'd

With our organizations 35th year upon us it was hoped that we could launch the summer with a celebratory barbeque at Petticoat Creek Conservation for members and their families. However, with summer weddings and such, we had to cancel due to low attendance. We had hoped to reschedule for September but with the rainy weather we have been having we are thinking perhaps an indoor celebration later in the year might be better. We will share the date and location once they have been decided – **there will be one so stay tuned!**



Membership directories were mailed out back in May. If you have not yet received yours, please contact Melissa Hall, membership coordinator to be sure we have your correct mailing address.

A personal note:

Although, I feel a bit out of my comfort zone I will try to fulfill my role as your organization's President to the best of my abilities. I never expected to put forth my name to be president but I did because I believe in this association and feel there is much to learn and share. I say THANK YOU to all President's before me. I look forward to hearing from you with your ideas and questions, and working with you this coming year. Your Executive has already had their first meeting. We look forward to a great year ahead. Ideas are flowing and plans are being made for programming, socializing, networking and more.◊

Libraries: The medicine chest of the soul. ~Library at Thebes, inscription over the door

In this Issue...From the Editor



The summer is coming to an end. I hope it was a pleasant one despite all the rain. For many it is simply another day at the libraries, for others there has been a long summer break from their school library. Whatever you did, I hope you were surrounded by books and good company. I am delighted to present a number of Award recognitions in the newsletter. As well, valuable insight and information provided for those technicians in the school system.

Here are the highlights....

- ✓ A note from our President
- ✓ Reflections on "Set Sail"
- ✓ OALT/ABO Awards Presidential Award
- ✓ Award for Innovation
- ✓ OALT/ABO Mohawk Award
- ✓ Together for learning
- ✓ School Librarian or Library Technician?
- ✓ Virtual Book Club
- ✓ Transforming school libraries
- ✓ Welcome to the new members

See you in the New Year
Jenn Clarke
Newsletter Editor ◊





Meet Your President Elect ~~ Kathryn Suffoletta

Like many organizations, it is becoming increasingly difficult to fill the slate of executive officers for OALT/ABO. I have been a supporter of our association since becoming a member when I was a mature Continuing Ed student in the Library and Information Technician program at Fanshawe College. I attended the conference in Kingston with the thought that maybe, if asked, I would seriously consider accepting a position on the Executive. President Elect (now President) Maria Ripley is very persuasive and really hoped that I would serve on her Executive as President Elect.

Hoping for a good excuse to say no, I sought out the advice of family and the blessing of my boss – the Chief Librarian of Middlesex County Library – before making the commitment. Nobody had any objections, so I said “yes”. As President-Elect of this Association, I think that it’s only fair to warn you, both groups in which I served on the Executive as President folded the year I was at the helm. I see this as an extremely poor track record but it didn’t seem to deter Maria one bit. I’m sure this won’t happen to OALT/ABO but don’t say I didn’t warn you!

On a more positive note, as a member of the now defunct LOHANIA Chapter, I helped plan and host Chapter meetings. I was on the Conference Committee for the 31st annual conference held in London in 2004.

At the 2008 OLA Super Conference, I represented OALT/ABO as a presenter and also as a session convenor.

I was recently recognized for 20 years of service with Middlesex County Library at the Dorchester Branch. I have been the full time Supervisor of the Library and the Employment Resource Centre housed in the branch since 2000.

I’m married to a recently retired Engineer, mother of 4 and grandmother of one adorable granddaughter.

I am looking forward to the opportunity to serve on the Executive as our association continues to adapt and change to meet the needs and interests of our members. I am pleased to see OALT/ABO becoming more closely affiliated with and recognized by OLA. I am fortunate to be mentored in the President Elect position by Maria Ripley but know that she will be a hard act to follow, both this year and next. ♦



Anyone interested in running for a position should contact Maria Ripley (President)

Volunteers!



mariaripley5261@hotmail.com

The future of OALT/ABO depends on its members volunteering!!



! DRUM ROLL PLEASE !

Welcome to the New Executives



Cyndi Smith - Conference Coordinator



Cyndi graduated with honours from the Library Technician Diploma Program from Mohawk College's distance education program in the Fall of 2007. She has worked as a library technician with Georgian College's Library Commons, in both the circulation and reference

departments for the past four years on two of their four campuses, Orillia and Barrie.

She has been privileged to present sessions at both the OALT/ABO and the OLA conferences in the past two years and is currently at work with another technician, on a paper for publication in the library literature. She can be reached at her work email, and found on the staff list of the Library Commons at Georgian College, Barrie

Karen Clark – Internal Communications Coordinator

Karen is a graduate of the Library Technician Program from Niagara College, 1973. She has held positions at Welland Public Library, St. Catharines Public Library, Niagara Catholic District School Board, and is currently Public Services Coordinator at Fort Erie Public Library. She has been past Chair of the Niagara Catholic School Board's area celebration of the Ontario Library Association's Reading Programmes and past committee member and Co-Chair of the Ontario Library Association's Silver Birch Reading Program. Karen looks forward to being part of the OALT/ABO Executive as Internal Communications Coordinator. ♦

Donna Brown - External Communications Coordinator

Donna is a graduate with a BA in Library and Information Studies from Lakehead University. For several years Donna was employed with Ontario Library Service-North (OLS-North) where she was a Library Development Advisor/Consultant for First Nation Libraries in Northern Ontario. Donna was instrumental in the development of First Nations Public Library week and played a key role in "Our Way Forward – A Strategic Plan for First Nation Public Libraries of Ontario".

When OLS-North closed the Thunder Bay office in June 2005, Donna began to work at the Confederation College Library where she held various contract positions for several months. In August 2007 Donna accepted a position as a Library Technician with the Northern Ontario Health Information Network (NOHIN) of the Northern Ontario School of Medicine where her main responsibility is Document Delivery and Interlibrary Loan.

Donna is a proud recipient of The Friends of Ontario's First Nation Public Libraries Honour Program. 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. Donna received her award at the OLA conference in 2007. ♦





Reflections on "Set Sail"

~ By Theresa Ziebell, 2008 Conference Coordinator

For the very first time, this year's conference, Set Sail, was held in Kingston at St. Lawrence College. Local Kingston area members were so excited to hear their city had been chosen for this year's conference, giving them an opportunity to not only host OALT/ABO members from around the province but to mingle with employees of different library institutions right in their own city. The majority of speakers were from Kingston Frontenac Public Library and Queen's University.

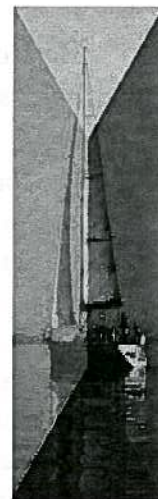


Our pre-conference workshop led by Linda Woodcock and Lisa O'Hara provided much needed training for cataloguing integrating resources. The evaluation sheets indicated the workshop was a success and all participants gained useful information. School library technicians were happy with the range of sessions focusing on school topics. Overall, The School Chapter Roundtable session with Lisa Weaver and Peggy Thomas was a positive interaction. They took note of a number of things including Karen Infantino's mention of

Recommendation 3.2 from an Education Improvement Commission report which stated that the Education Act be amended to allow instructors who are not certified teachers to supervise students, under specific conditions and circumstances, and to deliver certain programs (e.g. guidance, sports, technology)*.

Joanne Lefebvre's session on Prison libraries was well received. In fact, it was inspiring. After workshop attendees, Pamela Manders and Janet Burgess from Queen's University learned that prison libraries are working with a lot of old materials they decided to help change this situation. They plan to approach prison libraries to see what can be done. Their initial idea is to collect newer books by placing collection boxes at circulation points in the Queen's libraries to collect students' used novels.

As some of you know, Linda S. Clark was not present to do 'Brain Gym'. Upon returning home after the Conference, her e-mail was waiting. She stated she felt sheepish and apologized profusely for having left a gap in the program. Later I followed up with a telephone call and we discussed what and why things went wrong and what to do differently in the future. She had no problem sending me the handout for the session so I could send it to the participants. I explained that I also thought the subject matter was still of interest and would she consider a booking at the 2009 Conference. She eagerly agreed and thanked me for being so gracious. So let Cyndi Smith know if you'd like to see her session offered again next year.



Reflections of "Set Sail" *cont'd*

The tours at this year's Conference were a highlight. At Queen's University, Linda Cahill led us through the newly renovated Bracken Health Sciences and the Learning Commons was impressive. Janet Brook, the Director, at Agnes Etherington Arts Centre, gave us a background on the institution and Mr. Baden, the donor of the Rembrandts. Pamela Manders and Barbara Teatero shared Special Collections with us. It was fun to enter the original fifties style elevator with Pam and travel to the lower floor storing the older books.

The experience transported me to the days of my youth, when I rode the Eaton's elevator in downtown Hamilton. Barbara selected interesting things for our perusal: a fan book and books from early Artic explorers. It was unexpected to hear her tell us we didn't have to wear protective gloves to examine the material. Imagine! No gloves and handling centuries old worm-holed books.

Again, this year we offered on-line registration, provided by the Ontario Library Association (OLA). Feedback showed the majority of you found the process very easy. Mike Esford, from St. Lawrence College, had only our Conference to deal with that first week of May and was able to give full attention to our needs. A good time was had by all on the boat cruise and the song 'Footloose' got many of us out of our chairs to bust out our special moves on the dance floor. At the banquet, good fun was had with the Improv group's giving a twist to the Rapunzel story and later Maggie asking some of us to pretend to let down our hair and others to be horses.



The success of this conference must be credited to so many people, I'm not sure I can remember them all. You know who you are, so let me just send out a heartfelt thank you. As well, let me acknowledge the contribution of all the committee members, but especially those in Kingston: Yvonne Fleming, Lori O'Connor, Pamela Manders and Linda Cahill.

The committee's hard work made the conference engaging and meaningful. I hope we get the chance to come back to Kingston in the future, but for now I can't wait for next year's conference in Barrie! ♦



* EIC Report (excerpt):

http://www.accessola.com/ola/bins/content_page.asp?cid=630-637-661#1

Complete report can be found at:

<http://www.edu.gov.on.ca/eng/document/reports/eic/road1/eic1.pdf>

Under part Three, C: Building more effective teams.

*Teamwork divides the task and doubles
the success. ~Unknown*

Learning 2.0 @ Mac: One Year Later...

~By Tamara Monster -- McMaster University Library

To be truthful, it's actually been longer than a year since Learning 2.0 wrapped up, which culminated in a party in May (2007) to celebrate our hard work. Yes, it really all happened over 14 months ago, but I'm fond of my title, so I'm sticking with it. (I wouldn't be able to sleep at night if I inaccurately reported my facts; thank you, Stephen Glass, for the valuable lesson.) The content of the 2.0 lessons was and continues to be useful and relevant to many aspects of daily work and communication in the libraries. However, I noticed that it took some time (several months beyond the end of May) before I began to notice just how many different tools were being used for different situations. Now, there are new blogs and wikis being created regularly for projects, groups or departments.

For those of you who haven't heard of Learning 2.0 @ Mac, the following passage is taken from Amanda Etches-Johnson's preliminary description on the ETG blog: "Learning 2.0 @ Mac is a hands-on, immersive learning programme that provides McMaster University Libraries staff an opportunity to explore Web 2.0 tools and the impact these tools are having on libraries & library service. Learning 2.0 @ Mac is all about exploration, discovery, and play!" Amanda, McMaster's User Experience Librarian read reports and blogs from other libraries who had conducted successful 2.0 programmes, (one example is the Public Library of Charlotte and Mecklenburg County). Before we immersed ourselves in everything 2.0, Michael Stephens paid us a visit and shared his experiences and expertise with his presentation: Library 2.0: Planning, People and Participation. (I will provide the address for Amanda, Stephen and the Emerging Technologies Group blog at the end of the article).

In twelve short weeks (with several breaks to give us time to practice and complete assignments), we covered blogs, wikis, social bookmarking and tagging, online applications and tools, browser tools, online social networks, gaming and virtual worlds.



Approximately 80 staff from across the libraries at McMaster were put into 10 groups and a leader was assigned to each of them. Near the end of the programme, while helping a friend with several lessons that I had already been through, she

questioned why we needed to know about such things as wikis, etc. At that point, although my greatest joy during the programme was writing up my 2.0 experiences on my own blog, I could relate to her question: if a tool is being presented and explored but there is no underlying example of how it is to be used in "real life", a learner may be inclined to question it.

At the time of her question, I had a difficult time defending *all* the tools, because I had limited exposure to them in work and life. That changed as I began to pay more and more attention to these technologies. Now, I make use of a shared blog for staff working shifts on the Research Help Desk (extremely helpful). All my favourite library blogs are added to Google Reader (RSS), which I can scan every day for new content.



Mohawk College Virtual Classroom

~By Dolores Harms Penner

Program Manager,

Library and Information Technician Program~

Mohawk College

Learning 2.0 @ Mac: One Year Later... cont'd

There is wiki for the planning committee of the Access 2008 Conference in Hamilton in October. Flickr happens to be a great place to look for photos suitable for using on our library's website or publications (anyone with permission can post photos on our Flickr account). Every month, I check for new and interesting Mozilla add-ons (some are more fun than work: I would suggest you try *Stumble!*). Oh, one last thing: don't look for me on Facebook. I tried it out for several months and didn't find it useful *or* fun. ♦

Tamara's Blogroll

<http://macetg.wordpress.com/>
(Emerging Technologies Group)

<http://www.blogwithoutalibrary.net/>
(Amanda Etches-Johnson)

<http://tametheweb.com/>
(Michael Stephens)

<http://ulatmac.wordpress.com/>
(McMaster University, musings by Jeffrey Trzeciak, University Librarian)

<http://access2008.blog.lib.mcmaster.ca/2008/02/15/welcome-to-access-2008/>
(Access 2008 blog)

<http://tippingpoints.blogspot.com/>

tmonste@mcmaster.ca

BLOG

Greetings from faculty, staff and students in the library technician program at Mohawk College. We hope that you have had the opportunity for some rest and relaxation this summer.

Our program's office has been a lively place since fall registration began on August 11. Most of our fall courses are full or close to full, with many new and returning students eager to continue with their studies.

Registration for winter term courses will open on Nov. 17, with courses starting on Jan. 9/09. If the winter season prompts you to consider professional development for yourself, you may wish to consider taking one of our courses, which are offered online. The format of our courses works well for people who only wish to take an individual course or two. Library technicians are considered to have met the prerequisite course requirements for any of our courses.

Some courses which might be of interest to OALT/ABO members this winter are

LIBR10002 Government Information

LIBRL10003 Cataloguing Electronic and Internet Resources

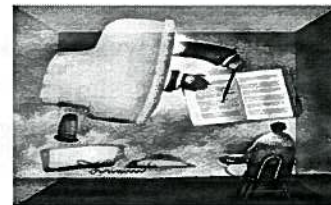
LIBRLT335 Multimedia

LIBRLT405 Law Libraries and Legal Research

LIBR10034 Youth Services and Issues

LIBR10004 Health Libraries and Resources

All of these courses begin on January 9, 2009 and run until April 17, 2009. ♦



OALT/ABO 2008 Presidential Award

~By Maggie Weaver



OALT/ABO's Presidential Award "recognizes the contributions of library technicians whose leadership, commitment and persistent endeavours have contributed significantly in advancing the Association and our profession".

The previous year's award recipient has the honour of introducing the latest addition to the roll of winners that appears on our website, and at the conference and in the audience. This year our conference audience had several members who have been similarly recognized by you, our peers: Penni Chalk (2006), Susan Bourdeau (1997), Marsha Hunt (1995), and Pat Graham (1989).

Traditionally, the award is a surprise to the recipient, so to build the suspense a little I mused aloud that this year's recipient is not visibly outstanding, has not been OALT/ABO President, is not obviously a leader of our community.... A little gasp could be heard from the audience. Our 2008 recipient is a "typical" member, holding down more than one job, juggling work and home life, commuting, putting her offspring through college, etc. What could be more ordinary?

Our recipient's connection with another association has benefited OALT/ABO by giving us leads to great conference speakers on genealogy. Aha – a giveaway clue! By putting into place good administrative practices, Vicky Lynham was able to put OALT/ABO on sound financial footing, affording the association funds to invest and to spend on anniversary bookmarks. Vicky was Treasurer/Membership Director for Halton-Peel Region, as it then was, when the new OALT/ABO constitution took effect. When she spoke up at the executive meetings and the Annual Business Meeting, she always expressed the broader "association" view as well as the Halton-Peel take on issues. So she was a "natural" for the position of OALT/ABO Treasurer,

a position she held for four terms – and then some, since she hung on until a new Treasurer stepped in. That dedication and commitment to the well-being of the association is typical of Vicky, and in my view demonstrates leadership of the under-stated kind, as personified by another much-loved recipient of the Presidential Award, the late Jill Anderson.

During her time as OALT/ABO Treasurer, Vicky brought the association finances under control, and established a financial system to suit the new organization structure. She brought the membership database up to date by moving it from a clunky DOS system to MS Access, and subsequent executive will be eternally grateful. More obvious to most members, the new membership form, membership card, and the streamlined membership renewal process, are all Vicky's work, another example of OALT/ABO benefiting from Vicky's work with the Ontario Genealogical Association.

In the words of the award's selection criteria, the 2008 OALT/ABO Presidential Award goes to Vicky Lynham for an "outstanding contribution in building the Association". We are all honoured that Vicky chose us, and we are so pleased to choose her! ♦



Award for Innovation

~By Maggie Weaver

OALT/ABO's Award for Innovation celebrates a "can do", "let's do" attitude and the award was founded in memory of the late Judy Koenig, an exemplar of that.

So what innovation is the basis for my nomination of this year's winners? Conference, of course!

Two conferences ago was the first conference held at a venue not centered on an OALT/ABO chapter – it was at Brock University, St. Catharines. We wanted to reach a "new" group of library technicians in the Niagara area, some of whom were at our 2008 conference. I believe Voyageur 2006 was also the first time we had online registration.

One conference ago was the first conference planned by a "virtual" committee with the Chair from the Ottawa chapter, and committee members from Ottawa, Toronto and Halton-Peel chapters. Equi-Libra 2007 was probably the first conference, and I hope the last, that two female committee members, when checking out potential banquet locations, were congratulated by the caterer on their up-coming wedding!

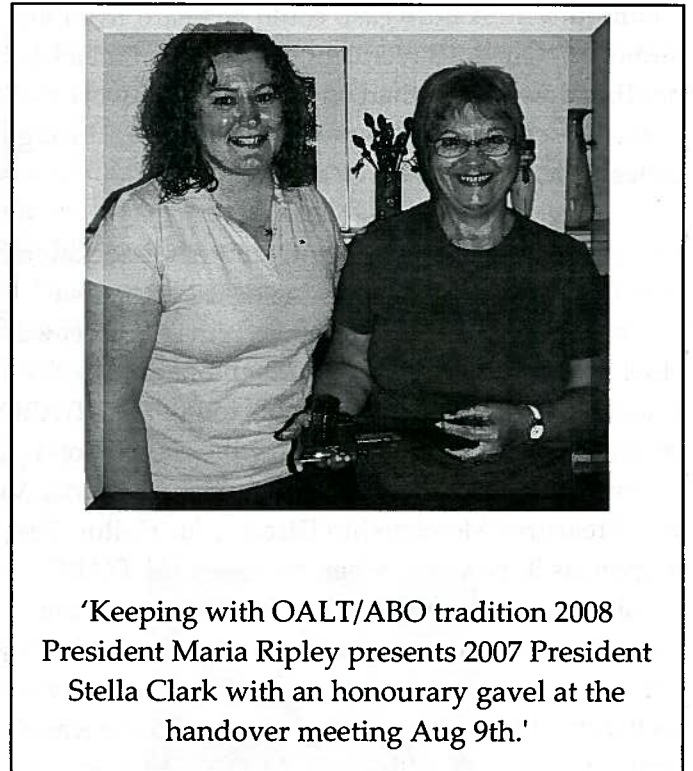
This conference, Set Sail 2008, was both a "new" location and a virtual committee. The location gave us a great bonus – wonderful speakers from Queen's University, Kingston-Frontenac Public Library, and other local organizations, as well as new colleagues and friends from those organizations. The virtual committee converged again from Ottawa, Toronto and Halton-Peel, again headed by a virtual Chair from Ottawa.



So the three conference Chairs receive the 2008 Award for Innovation:

Theresa Ziebell, Set Sail 2008, Kingston
Melissa Hall, Equi-Libra 2007, Toronto
Stella Clark, Voyageur 2006, St. Catharines

Congratulations to all three, and "Thank you" from all those who enjoyed your conferences so much! ♦



'Keeping with OALT/ABO tradition 2008 President Maria Ripley presents 2007 President Stella Clark with an honorary gavel at the handover meeting Aug 9th.'

OLA Super Conference January 29 to 31, 2009

We are invited to participate!

Are you planning to attend the OLA Super Conference January 29 to 31, 2009?

OALT/ABO is proud to announce that we are officially part of OLA's 2009 Planning Team with Maria Ripley as our planning team member. For 2009 we have successfully arranged for the following sessions at the conference. As well, we will be on the exhibit floor sharing space with the Library and Information Technician programs from Algonquin, Mohawk and Seneca colleges. Hope to see you there!

Moving Beyond: Different Directions for Library Technicians

Speakers: Nanci Abbondanza, Program Manager, Ontario Teacher's Pension Plan, Manager, Library Resource Centre (LRC); Pam Casey, President, Information Now and Linda Pauloski, Manager, ArcelorMittal Dofasco Library Resource Centre with Ulla deStricker, President, deStricker Associates as facilitator.

Learn about the untraditional career path choices these three Library and Information Technicians have taken and how their careers have sent each of them in a vastly different direction than they might have envisioned for themselves. Hear their stories, and reflect on your own career choices! ♦

Cataloguing Electronic Resources

Speaker: Trina Grover, Ryerson University.

Gain an overview of the various methods of describing and providing access to online collections in libraries. Learn the current standards for cataloguing online journals and ebooks, as well as recent developments for resource description and access of electronic resources.

Prison Libraries: Connections to the Community

Joanne Lefebvre, Coordinator, Learning Disabilities Initiative, Collins' Bay Institution.

When you are behind bars, the Library becomes an important link to your successful re-entry into the community. How do prison libraries balance the order and quiet of the library with the noise and confusion of a penitentiary while effectively providing resources to help with an offender's successful reintegration into society? Join Joanne as she shares the many unique challenges she has faced as a prison librarian. ♦

Putting the School Library on the Map

Julie Fisher, Library Support Technician, Tara McLean, Library Support Technician, and Marilyn Willis, OSLA Vice President, Vice Principal Cherrytree Public School, Peel District School Board.

"It's not having knowledge, but knowing where to get it. What a school thinks about its library is a measure of what it feels about education." ~ *Harold Howe*. If you are a teacher-librarian or a library technician working in a school library than this is the session for you. Find out how to put your library school on the map by using your current team to heighten library exposure and make it the hub of the school. We will look at marketing and promotion strategies as well as increasing your staff circulation, maximizing your library staff, library makeovers, weeding, collection development and helping boost library budget. ♦

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.
– Margaret Mead

Together for Learning: Transforming Schools Libraries in Ontario

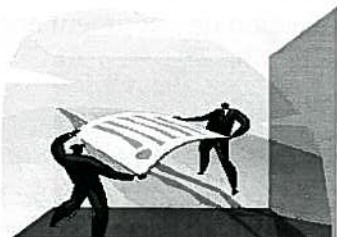
A commentary: The Society for Quality Education

~By Mark Holme, Professor Emeritus, Ontario Institute for Studies in Education

The document is a draft proposal by the Ontario School Library Association prepared with the aid of a grant from the Ministry of Education. The commentary is divided into two sections, the first describing the contents of the document with annotated comments, the second illustrating important omissions and deficiencies.

What the document does

"Together for Learning" provides a general outline as to how it sees the transformation of school libraries (or resource centres.) It is written from the perspective of teacher-librarians but encompasses an ideal picture of how learning should take place within the school environment generally and the library in particular. It assumes that the teacher-librarian will have sufficient time to work directly with individual teachers and students to develop educational programs and individual projects. It describes in highly generalized terms how learning should take place. The ideas are based on progressive teaching methodologies widely practiced over the last three to five decades in many parts of the western world including Ontario and some other Canadian provinces. The ideas have not been generally adopted in some European or most Asian countries. There remain sharp divisions of opinion and practice on the most effective instructional methodologies, including: the use and applicability of heterogeneous learning groups and projects; constructivism; the utility of such jargon terms as learning literacy's, critical thinking, and needs of learners; and the studied selection of alleged characteristics of children and the social environment which are then used to determine an appropriate education for all.



What the document does not do: Omissions and deficiencies

The document makes no distinction between teaching and learning.

Admittedly, there is a fine line between the two, but the distinction is vital when discussing schooling. For example, everyone knows that parents deliberately teach their children some habits and behaviours; equally, children learn habits and behaviours (which may or may not be beneficial) at home that are not intended. Within the school, the primary job of the teacher is to teach - and teachers are normally held accountable for specific learning outcomes from their instruction. Teachers, however, disagree on teaching methods - some teaching very directly, others indirectly. In contrast, the primary responsibility for the teacher-librarian is not to teach (librarians are only rarely accountable for what students have or have not learned) but to provide a wide range of learning opportunities. In that way, they support teachers; that does not make them inferior, any more than the district subject specialist is inferior to the teacher. The document's confusion of teaching and learning makes it impossible for it to be implemented in any practical way. It would be a mistake to argue that because there is a fine line between teaching and learning the two are inseparable. Students learn some things that they have not been taught, and, equally, fail to learn some of the things they have been taught. Libraries, unlike the classroom, are not centres of teaching - they provide opportunities for learning and are tools for teaching. Teacher-librarians do relatively little teaching because they do not have the time - if they are fulfilling their prime purpose of providing enjoyable, important, useful, relevant and demanding opportunities to learn.

The document overlooks the differentiated staffing found in school libraries.

Its implicit assumption is that all libraries have or will have teacher-librarians in charge and on site. Libraries are staffed variously by teacher-librarians, library technicians, teachers, clerical workers and community volunteers. They may work alone or in various combinations. In most cases, teaching (within the library) will be an even lower priority for other staff than it is for teacher-librarians. The omission emphasizes the impracticality of the document, most of all its failure to provide a template for the school library. Even if one imagines that every teacher-librarian has the time, energy and skill to draw up a plan to develop learning opportunities in all areas of knowledge that cannot be the case with alternative staffing.

The document fails to lay out the basic functions of the school library.

The three long-accepted components of learning are knowledge, understanding and thinking. The document does make frequent mention of "critical thinking" (as though uncritical thinking were not an oxymoron). Reference is also made to the three components listed above, but only in a generalized context of teaching. The implications for the library of those functions are not addressed. The school library should provide for the acquisition of knowledge appropriate for the grades it serves. Ontario schools are typically divided into two or three segments, both grades 1 to 8 and 9 to 12, or with a separated senior public school serving grades 7 to 8. There is considerable overlap in the potential learning of the two (or three) levels (and there are other arrangements in some districts).

In whatever manner the library document segments the grade levels; the vital requirement is that the templates illustrate the kinds and extent of knowledge that libraries should provide for different age and developmental ranges. The provision will vary in kind between the two fundamentals, books and internet access, with specific alternative sources (e.g., DVDs) being more like books, which can be listed, than the internet, where more general guidance to web sites and their use and abuse are required. For example, a template requires that recommended lists of books for elementary school libraries be developed that will provide and reinforce a sense of essential knowledge for the, say, twelve-year-old child.

The understanding component of learning requires more care. Not only is access to higher levels of text necessary, but the library may also provide access to sets of questions and tests in different areas of knowledge, available to individual students, teachers and parents, to assess the child's level of understanding and interpretation, as distinct from knowledge. The thinking component is more complex and will be considered separately.

The point here is that every school library should be provided with an official guide or template describing in clear terms the ways in which it should provide accessibility for learning. That template may have been beyond the mandate or capacity of those preparing the document, but that does not refute its necessity. One should not imagine, for example, that existing high school libraries possess a selection of books including the finest literature in the English (or French) language and a range of authoritative texts in the disciplines of knowledge reflecting a wide range of world views. That is simply not the case.



The document does not directly address one of the major responsibilities of the school library, i.e., the need to address the possibility of biased or one-sided instruction in the classroom and/or the media.

The document does place strong emphasis on the importance of teaching "critical" thinking and divergence of opinion. However, the document is directed to teaching, not to learning opportunities in the library. The library should be a safeguard against teaching that is inimical to thinking outside the box and hostile to unconventional opinion and ideology. It is not enough to preach that teachers and teaching should be broad-minded; the library should do something about it. Consider an obvious example. Ontario's publicly funded Roman Catholic schools teach Christian and Roman Catholic versions of truth. Teachers are, correctly, careful not to undermine their students' faith. Materials and assignments are unlikely to conflict with Catholicism. Those facts should not justify the library from shielding students from different world views - from Islam, Protestant dogma and atheism. Indeed, the library should be careful to keep up-to-date commentary in those areas accessible and visible to the interested student. Fiction is a delicate area - but all the more reason for it to be addressed in the template. It would be unreasonable to suggest that a Roman Catholic school should make available large quantities of modern fiction that is consistently anti-Christian in its world view. On the other hand, it would be equally unreasonable to exclude major works of fiction (e.g., by Alice Munro and Alec McEwan) on the grounds that they are insufficiently or not at all Christian.

Two other contested examples will make the general point. It is widely accepted in Ontario high schools that global warming is taking place and will continue in the future, that it is significantly caused by human behaviour, and that the effects can be mitigated if appropriate action is taken. Al Gore's "An Inconvenient Truth" has been widely shown in schools. Few schools have presented opposing viewpoints. It is the library's responsibility not only to make available contrary DVDs and written materials, but to develop an annotated listing of materials, web sites etc. on all sides of the issue. It is similarly received knowledge that multiculturalism is a "good" thing, more specifically that no requirements should be made of immigrants to integrate. The level of accommodation of immigrants is, however, contested. For example, there is argument in Quebec that citizenship should be dependent on familiarity with French just as knowledge of their language is required by the Scandinavian countries. The library has a responsibility to develop a program showing a wide range of opinion - excluding anything that is racist or representing hate. The range of legitimate, democratic opinion should be represented fairly. The library should not be used to cultivate received opinion, the flavour of the day.

In sum, the document is essentially irrelevant. It is not that the document is badly composed or wrong - it is simply irrelevant to the issues that face today's school library. It assumes that the library is a place for teaching, when in fact it cannot be, but it can be a place for learning. But if effective and useful learning is to take place then the library must give easy access to the things that will best promote the acquisition of knowledge, understanding and thinking. ♦





Together for Learning: Are We Really?

~By Karen Infantino

It's been an interesting year for Library Technicians working in Ontario's publicly funded schools. In May 2007, OLA Headline Stories announced, "School Libraries to Get Long-Awaited Document". Finally, after over ten years of lobbying by the OSLA, the Ministry of Education was giving them \$70,000.00 to create a successor document to the old Partners in Action. The draft document was due in September 2007; an "entirely new vision" which promised "to continue the themes of collaboration and skills needed for 21st century learning". I noticed that the press release didn't mention any representation by Library Technicians on the writing team, despite many Ontario school libraries being run solely by LTs for several years.

Together in Learning: Transforming School Libraries in Ontario was unveiled at the OLA Super Conference in January 2008. As the draft document was reviewed, our colleagues throughout Ontario began a lively correspondence through our discussion board about the lack of inclusion of Library Technicians. In May 2008, at the OALT/ABO Conference in Kingston, we had a School Library Roundtable which was opened up to hear a presentation on the new document by OSLA President Peggy Thomas and President Elect Lisa Weaver.

It was explained that the document was for "teaching" in the school library; therefore, to coincide with the Education Act, the document referred only to the role of Teacher-Librarians as they were certified teachers. Peggy and Lisa stated that when meeting with the Ministry the OSLA advocates on behalf of Library Technicians working as partners with TLs.

When asked how the OSLA could say they represent all Ontario school libraries, yet exclude Library Technicians and other library staff from this new vision, Lisa pointed out the changes made to the OSLA bylaws: "*to provide professional development opportunities for teacher-librarians and other qualified school library staff.*"

I asked the OSLA representatives to look up their introduction and mission statement that still reads: "*OSLA provides a common voice for teacher-librarians' needs and interests through advocacy, leadership and continuing education. Over 1300 elementary and secondary school teacher-librarians and school board consultants are represented in OSLA.*" "*The mission of the Ontario School Library Association is to further the development of school library programs and teacher-librarianship, and to strengthen and unify the voice of teacher-librarians as curriculum leaders in Ontario.*"

I wonder: Do we really need a Teacher Librarian in every school as a curriculum leader? Curriculum documents can be found online, school boards have Superintendents of Programs, Curriculum Officers and Division Consultants. Even publishers are attuned to the current curriculum and offer a multitude of resources through their catalogues that school Library Technicians are continually bombarded with.

Yes, we should all strive for ideals, but in a responsible manner. According to the Ministry of Education website, for 2008-09 the government's total investment in education is \$18.8 BILLION. Library Technicians provide wonderful service to their students and staff which is cost-effective, to the benefit of Ontario tax-payers.

LEARN

Together for Learning: Are We Really? cont'd

I have my concerns as to how this document's vision might be accepted by the Ministry of Education, be developed into policy, and directed to be implemented. I wonder what it would mean to Library Technicians and school boards that don't employ Teacher Librarians.

Turns out, I'm not the only one concerned. Library Technicians from Ottawa, York Region, Waterloo, Mississauga, and myself from Niagara, thought that the School Chapter of the OALT/ABO should write a letter to the Ministry of Education. This was discussed briefly by some members at the OALT/ABO conference. The group from Waterloo Catholic has already created their own document outlining a quality elementary school library program. The colleagues I met from Waterloo were very proud of their program, and they should be, it is excellent and could act as a guide for all school libraries. I understand the Waterloo document has already been shared with the Minister of Education and some of us as individuals have also written to Kathleen Wynne. It's time our professional organization submits a commentary in support of school Library Technicians.

There are other professional opinions as well, that would support our cause. Consider the organization Society for Quality Education who believe in the value of differentiated staffing. With regards to the OSLA draft document, Mark Holmes, Professor Emeritus, Ontario Institute for Studies in Education, in conclusion said: "In sum, the document is essentially irrelevant. It is not that the document is badly composed or wrong - it is simply irrelevant to the issues that face today's school library. It assumes that the library is a place for teaching, when in fact it cannot be, but it can be a place for learning."

In August 1997 the Education Improvement Commission completed The Road Ahead: a report on learning time, class size and staffing. Excerpt within: *we heard from several board chairs and directors of education that they could see many valuable roles which could effectively be performed by staff with a range of specialized qualifications. It was emphasized that the primary purpose of employing a variety of qualified staff in the school would be to enable teachers to better focus attention on their areas of expertise within the classroom.*

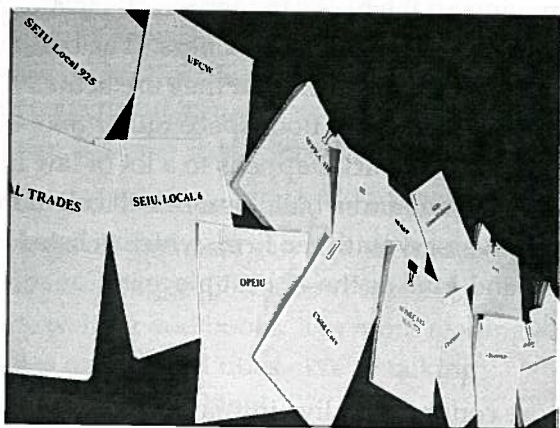
Many recommendations were made including: *Recommendation 3.1: That schools and district school boards be encouraged to use a team approach to staffing in order to assign specific roles to certificated teachers and other professionals and para-professionals as needed to achieve programme goals and desired results. This concept was particularly stressed in discussions regarding career guidance, library services and early childhood education.*

Recommendation 3.2: That the Education Act be amended to allow instructors who are not certificated teachers to supervise students, under specific conditions and circumstances, and to deliver certain programmes (e.g. guidance, sports, technology).



Together for Learning: Are We Really? cont'd

The report does lament the lack of study on differentiated staffing: *A second difficulty in drawing conclusions is that each jurisdiction would be measuring from different starting points. For example, for many schools, a study of the use of library technicians would be an assessment of adding trained staff to a facility which is currently unstaffed. In other cases, it would be a comparison to the use of teacher librarians and in still others the change would be the addition of library technicians to the delivery team. It would be difficult to do a valid comparison based on such varying starting point and types of intervention.*



Library Technicians are trained and qualified to run a school library. There are several examples throughout the province where one can find successful library programs being delivered in bright, welcoming atmospheres created and maintained by support staff. LTs manage the school library and develop the collection to support classroom teachers in the delivery of curriculum. As well as instructing students on the use of the library, demonstrating and helping, we conduct story-time, reading to children, encouraging them to embrace a love of reading and lifetime of learning.



This is a call to all School Library Technicians. We need to write to our MPPs and the Ministry of Education to extol the virtues of Library Technicians working in Ontario's publicly funded schools. If you have any ideas or thoughts as to what information should be forwarded to our government, please contact me at kareni@cogeco.ca. ♦

For further reading on information presented above:
http://www.accessola.com/olsa/bins/content_page.asp?cid=73-74
<http://www.edu.gov.on.ca/eng/curriculum/elementary/>
<http://www.edu.gov.on.ca/eng/curriculum/secondary/>
<http://www.edu.gov.on.ca/eng/educationFacts.html>
<http://www.societyforqualityeducation.org/>
<http://www.ontla.on.ca/library/repository/mon/9000/198436.pdf>



Welcome to our new members:
PVNCCDSB – School Board

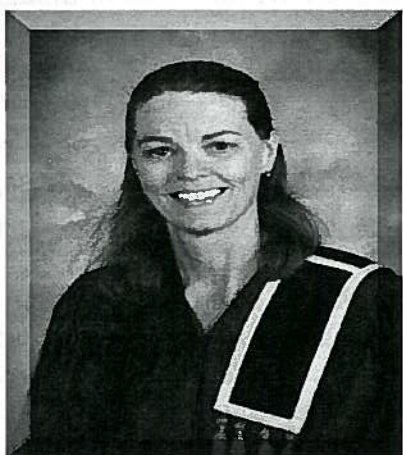
OALT/ABO Award to Mohawk Student

By Dolores Harms Penner -

Program Manager, Library and Information Technician Program~ Mohawk College

OALT/ABO generously sponsors an award for graduating students from the library and information technician program at Mohawk College and at the other library tech. programs in Ontario. This award is given annually to the graduate with the highest standing in library technical courses.

This award winner from Mohawk's graduating class of October 2007 is Lenore Bergson. I would like to provide a brief profile of Lenore:



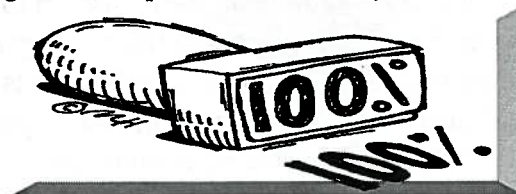
Lenore works at a law firm in downtown Toronto, where she was a legal assistant for about 10 years before she began to assist the law librarian with her overabundance of work. As Lenore found she enjoyed the library work, she decided to try to find a course that would formalize what she was learning, which is how she arrived at Mohawk. The online learning worked extremely well for Lenore, as she was working full time, living in Ajax and raising two children.

She finished the Mohawk program quite slowly, usually only taking one course per semester, but she liked the fact that she could focus completely on one course per semester, rather than juggling more than one course.

Today, Lenore continues to provide legal assistance to one lawyer, but about 90% of her work is library work. Using Horizon, she performs all serial check in, circulation, acquisitions, maintaining current awareness service and loose-leaf filing (a little overwhelming at times!) Lenore also performs some research tasks passed on by her librarian.

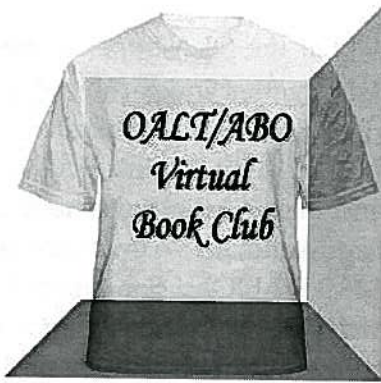
When Lenore started working in the library, there were about 45 lawyers in the firm. There are now nearly 200. The library staff consists of her and the law librarian. Needless to say, she never runs out of work. This fall, there are plans afoot to completely renovate the library, so they will be moving all the books to temporary locations, while actually never closing for business. The best news for library staff is, however, that they are actually increasing the library floor space rather than being shrunk in size which happens to a lot of law libraries. In about a year and a half, Lenore will celebrate her 25th anniversary with the firm, which is listed by the Globe and Mail as the 4th best place in Canada to work!

Lenore continues to live in Ajax with her husband, two girls, now aged 20 and 22, both of whom are finished school and out working. Since finishing her course at Mohawk, she has enjoyed a Mediterranean cruise and will be heading off to Alaska in June for another cruise. She also works out at her local gym about five times a week and she and her husband have started to learn how to ballroom dance. The learning never stops, now there are just no exams! ♦



OALT/ABO Virtual Book Club

~By Annette Desrosiers



The book club is on the move!

Don't look for the book club anymore on the membership form. As of the 2009 membership year, it will be included as part of the basic membership. You'll be able to find the book club blog under the **Members Only** section on the OALT/ABO website.

The idea is that this will truly be an association blog where all members can add their ideas, comments, or suggestions about reading, authors, writing and books. No more reading deadlines or required titles. We're talking freedom to read and blog!

I'm really looking forward to this new version of a book club. Please join me, the possibilities are endless! ♦

Annette Desrosiers
Book Club Convenor
2006-2008

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.

The 6th lamentation Book Review

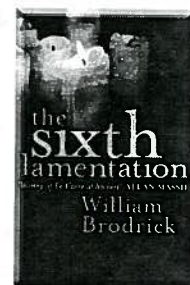
~By Stella Clark

William Brodrick is an Augustinian friar-turned-lawyer who has written as his first novel The 6th lamentation. It is based on the story of his mother, who was a holocaust survivor.

The 6th lamentation takes place in England, where a suspected Nazi war criminal asks for sanctuary in a monastery. Father Anselm of the priory is asked by the Vatican to look into the story before the trial is scheduled to take place. He follows the clues to the "Round Table", an underground group of students in Paris who were trying to save as many Jewish children as possible before they could be sent to Auschwitz. At the same time, a woman who had been a member of that Round Table is dying, and seeing Eduard Schwermann on TV brings back all the memories of that terrible time in France with the Nazi occupation. She tells her story to her granddaughter in a way that parallels Anselm's investigation and journey of discovery.

This is a very human and personal story of tragedy and betrayal that takes place in the middle of the bigger tragedy of world war and the Nazi occupation of France. I found it easier to imagine the lives and loves of very real people who took part in the resistance than to imagine how the deportation of Jews to the death camps could ever have taken place. The 6th lamentation is a well-written fiction with lots of information for those who are interested in the history of World War II. ♦

The 6th lamentation, by William Brodrick
c2003, published by Viking Penguin



An Elementary School Library Technician's Year in Review

~By Karen Infantino

A Christmas show rehearsal is taking place in the gym when a student, out of breath, I suspect from "walking fast" (aka running in the hall) leans over the threshold of the library and gasps, "What's the name of that elf in Rudolph?" I answer, "Hermey" and he snaps his fingers, says, "Yes, that's it!" and "Flash" disappears back into the hall. The second he's gone, I second-guess myself. Quick as a flash myself, I click my computer and keyboard, and the Internet confirms it is indeed Hermey. Whew, another happy customer.

Another day, a little sprite of a girl appears before my desk and says, "Mrs. G. needs you to come." A vague request; I dispatch immediately, suspecting an audio-visual problem. Yes. All it takes is pressing the input button on the remote to engage the DVD player, just a little detail so easily overlooked, but the teacher expresses relief and the students clap their hands in thanks.

Well into third term, a student is looking for information on Louis Riel. I remind him of the collection search demonstration I gave in September and ask him to think back. He heads to the computer lab and I continue my cataloguing keeping an eye out. Only a few minutes later I watch him look at the paper where he wrote a Dewey Decimal number, scan the shelves, retrieve a book, open it up, run his finger down the page then bring it to the desk to check out, because it contained the information he was looking for. I'm not sure who was feeling better at that moment, him or me.

A teacher phones me from her room with a request, "Are you *teaching*, or do you have a minute?" I chuckle to myself at her choice of word, and appreciate that sentiment of respect for all that I do in the school library. To these students and teacher, I am simply "the librarian". Not an LT or TL, the difference seems not to matter to them.

In January 2008 at the OLA Super Conference, the OSLA unveiled Together in Learning: Transforming School Libraries in Ontario. Many of our colleagues were disturbed that it didn't include Library Technicians and our roles in the school library. For 2008-09 the government's total investment in education is \$18.8 BILLION. For a mere \$28,000.00 a year, I do everything necessary to run the school library on my own. Am I complaining about my wage? Not at all. I only wish to be recognized as a valuable component of a child's education. I believe I earn a fair hourly rate for the work I do, but it is necessary to have the proper amount of time to accomplish good quality work to benefit the school community in which I am employed.

This May 2008, the Canadian Union of Public Employees (CUPE) reached an historic tentative settlement with the Ontario Ministry of Education. Many of us school Library Technicians are members of CUPE Locals and are covered under the terms of the settlement. If ratified along with Local Collective Agreements the Provincial Discussion Table settlement (PDT) will increase our wages by 12.55% over the next four years. That's standard across the province. What the agreement doesn't have are guaranteed hours, weeks, or months of work for Library Technicians as opposed to other educational support workers who were able to have these guarantees negotiated for them at the provincial level. It is clear that Library Technicians across the province must advocate for themselves.

It appears that school board administrators are now looking to support staff to alleviate some issues that have arisen as Ontario teachers also negotiate with the government. When I first began working for the school board, elementary Library Technicians worked a 35 hour week and were scheduled for general yard duty supervision.

An Elementary School Library Technician's Year in Review *cont'd*

In September 1995, the board opted for 30-hours a week Library Technicians in all elementary schools and no longer had Teacher-Librarians. The Library Technicians were removed from yard duty schedules, in order to maximize their reduced time in the school library. Now after thirteen years, some of my colleagues were informed by their principals that this September they will be back on the yard duty schedule with no mention of work hours being increased. Once again, school libraries seem to be a target for cut-backs.

We are now hearing that flexible as opposed to fixed scheduling may be implemented in the elementary school library. Indeed, one of my colleagues at the direction of the school principal has been practicing this method for the last year. Instead of scheduling classes for story-time and book-exchange the same day and time each week or cycle, teachers would simply sign up the week prior. I've heard the rationale, "Library is not a subject; therefore, it shouldn't be scheduled." Yet, my thinking is, classroom visits are scheduled for Child and Youth Workers, dental screenings, photo-sessions, vaccinations to name a few. Consistent, regular library visits have their benefits. There are definitely challenges to this controversial idea.

I read a good article in *Library Media Connection*, November/December 2007 entitled, "Just How Flexible are We?: the current state of scheduling in school libraries" by Peggy Milam Creighton. Here is an excerpt: "Some practitioners wisely admit that it is not always possible to offer a flexible schedule. In fact, it is more appropriate to schedule according to the needs of the population you serve."

To read a book for the first time is to make an acquaintance with a new friend; to read it for a second time is to meet an old one.

— Anonymous, Chinese saying

In "It is Good to be Inflexible," Johnson (2001) wrote that a fixed schedule may not be so bad. After repeatedly facing flak on this stance from the profession, Johnson (2006) responded, "Look, I'm tired of getting beat up about our fixed scheduled library media programs," he says. "You can't teach kids you don't see."... "Like it or not," he continues, "we operate in a real world with budgets, differing teaching styles, and community expectations that impinge on our professional dignity... never let a fixed schedule be an excuse for an ineffective program. Come on, ASSL, take the blinders off."

Every school year is a challenge. As my days of summer lay-off dwindle and the last jars of my garden harvest are pickled, I begin to contemplate the challenges coming this September. I'll do what I can to help the cause of school Library Technicians: keep abreast of union activity, write letters to my MPP and the Minister of Education stay involved in the OALT/ABO School Chapter and encourage others to join. If you would like to join me in advocating for Library Technicians in Ontario schools, I'd love to hear from you. Remember, as an education support worker we are important to the students and staff we work with, especially when we provide the answer to that most important question! By the way, we all know how quickly time flies, before you know it, they'll be starting those Christmas pageant rehearsals again. Just so you know, that guy looking for silver and gold was Yukon Cornelius. But did you know he was really searching for Peppermint? ♦

Contact: kareni@cogeco.ca

For further reading:

http://www.cupe.on.ca/doc.php?subject_id=121&lang=en
<http://www.ala.org/ala/aasl/aaslpfotools/resourceguides/flexiblescheduling.cfm>
http://www.hymnsandcarolsofchristmas.com/Hymns_and_Carols/Biographies/rudolph_the_animated_classic.htm
[http://en.wikipedia.org/wiki/Rudolph_the_Red-Nosed_Reindeer_\(TV_special\)](http://en.wikipedia.org/wiki/Rudolph_the_Red-Nosed_Reindeer_(TV_special))



Burn the books!

~By Jenn Clarke

http://www.freedomtoread.ca/docs/challenged_books_and_magazines.pdf

One of my favourite sites is Freedom to read Canada, particularly the information on banned books. I know there are many of these types of sites available. I chose this one because it offers information of whom, why, and where our freedom to read was/is challenged. I am bemused as to why it needs to exist. This type of ban does nothing for us apart from limit our knowledge and intellectual freedom. I have yet to hear a news story told about a person who was in danger or caused harm unto someone or thing because of a book they read, have you? Music has been made responsible for such acts as it is the visual that creates the effect thus the greater the case of acting out. Books, as you will agree, can only further our existence not hinder it. While I respect those that feel it necessary to ban a book, I think readers need to make their own decisions on what to take in and what to leave out. My question is "have these people tuned into their TV's?" The human beast suggests that when something is taken away we want it more. I cannot help to think these authors are grateful for the ban. It can only lead the reader to be more intrigued thus purchasing a copy. ♦

Did you ever hear anyone say, "That work had better be banned because I might read it and it might be very damaging to me"?

-Joseph Henry Jackson

From the list: (please note many have been retained to the shelves again)

1. What we don't know about children by Vinci Simona -- Reasons: Sexism, Disturbing
2. The Chocolate War by Robert Cormie -- Reasons: Sexually Explicit, Offensive Language, Violence
3. Olive's Ocean by Kevin Henkes -- Reasons: Sexually Explicit, Offensive Language
4. The Golden Compass by Philip Pullman -- Reasons: Religious Viewpoint
5. The Adventures of Huckleberry Finn by Mark Twain -- Reasons: Racism
6. The Color Purple by Alice Walker -- Reasons: Homosexuality, Sexually Explicit
7. TTYL by Lauren Myracle -- Reasons: Sexually Explicit, Offensive Language, Unsuitable to Age Group
8. I Know Why the Caged Bird Sings by Maya Angelou -- Reasons: Sexually Explicit
9. It's Perfectly Normal by Robie Harris -- Reasons: Sex Education, Sexually Explicit
10. Underground to Canada by Barbara Smucker -- Reasons: Homosexuality, Sexually Explicit, Offensive Language

February 22- 28, 2009



Freedom to Read

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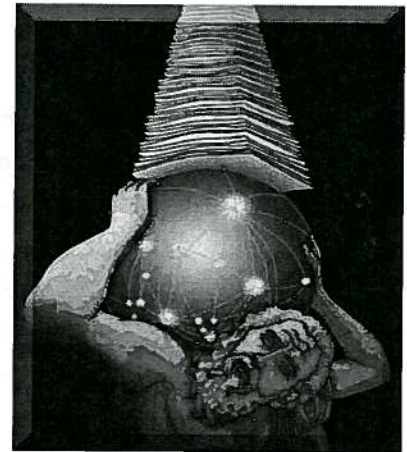
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This newsletter is a forum, to which **YOU** can send articles, photographs, and updates about yourself, your work, interesting facts, job developments, training and announcements. Professional Development and education matters to us, so please send your experiences! Book reviews are a fantastic ice breaker if you are nervous about writing. Everyone can benefit from a review.

The Deadline for the next newsletter will be **December 1st. 2008**. Saying this, I will accept submissions at any point prior to the date. Thank you to all those members who continue to write and share their articles with us.

Please submit your articles to

clarkemuse@hotmail.com

- 1000 - 1500 words
- (I will accept longer submissions if room permits.)
- MS WORD Document (NOT VISTA)
- Photos can be submitted in black and white or colour. Please send as a jpg file.

The Rewards of Digitization

~By Jenn Clarke

**Are you involved in the digitization of a library?
We would love to hear from you in our next
newsletter!**

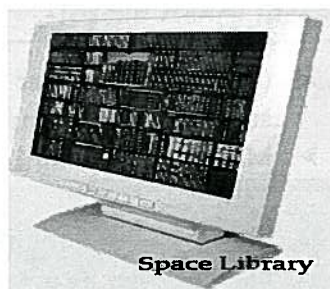
Although we are not all here yet, the world of digitization is becoming a fast growing trend in libraries. Why?

Several important factors are addressed: Time, space, speed, accessibility and preservation.

Digitization means that the original material may not have to be used as often by a researcher. It is an effective means of preserving sound recordings, manuscripts, videos, photographs, microfiche, painting, paper ephemera, and artifacts, amongst others. Also, there is no concern about taking up physical space only virtual space.

Magazines and newspapers are becoming more searchable; a particularly great avenue for research purposes. With the digitization of each item the waiting time is much shorter for someone doing research on a specific issue.

Finally, it creates better access for people from around the globe, particular with our dependence of the Internet. Having an item available from anywhere around the world can only enhance our education. ♦



Do you have something to say or share and you do not have time to submit an article? Do you have news or information that the group could benefit from? Come join us.

OALT/ABO Listserv~ this is a listserv hosted by the OALT/ABO group. It is here you will find upcoming events, items of interest, debates, job posting and much more. ♦

To subscribe, please visit our website at <http://www.oaltabo.on.ca/site/> under Discussion List.

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