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- CLA Members receive advance notice of the Young Canada Works program with program details mailed directly to each member.

Additional membership information and forms are also available on the CLA Web site at www.cla.ca/membership/membership.htm.
Features
Theme: Focus on New Professionals
Guest Editor: Sarah Pollard

Guest Editorial
Focus on New Professionals
by Sarah Pollard

Theme Features
Promoting (for) Change: New Academic Librarians in Managerial Roles
by Heather Matheson

Bright Ideas, Hard Work and Thick Skin: Engaging in Scholarly Activity as a New librarian
by Melanie Boyd & Pascal Lupien

International Perspectives on the New Librarian Experience
by Loida Garcia-Febo

Have Challenges for the New Professional Changed? Perspectives from the Far End of the Career Spectrum
by Carrol Lunau

Baby Librarians Beware: All-growned-up Grad Speaks Out
by Sophia Apostol

The Emerging Leadership Landscape: Six Perspectives
by Melanie Sellar

Departments
Index to Advertisers
CLA Executive Council & Staff Contacts

Columns
President’s Message
Another Kick at the Image Issue
By Linda Cook

From the Director’s Chair
Coming Soon: A New Web Presence for CLA
By Don Butcher

Planning for IT
Asking Questions
By Judith M. Umbach

Unsung Hero
Elaine Atwood, Librarian
The Alberta Teachers’ Association
By Margaret Shane

ETIG Bytes
F*****ED Searchers? The Debate about Federated Search Engines
By Sue Fahey

Student Exchange
“Mind the Gap”: Future Librarians Preparing to Take on Leadership Roles
By Jana Sheardown & Monique Woroniak

Profiles
CLA Volunteers and Staff

800m Ahead: Small Public Libraries in Canada
J.D. Shatford Memorial Public Library
By Julie Totten

Feature Articles
One for the Books: Lectures on Collecting from Coast to Coast
by Guy Robertson

Identity Theft and Libraries
by Jeremiah Saunders & Carla Graebner

CODE: Promoting Literacy in Developing Countries
by Maureen Johnson

Environment Libraries: An Endangered Species?
by Danielle Dennie

Wall Art to Body Art: Great X-pectations for Leadership in a Corporate Law Library Setting
by V. Nicole Godin

Front Cover
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Focus on New Professionals
President's Message

Another Kick at the Image Issue

Linda Cook

While I was attending the SirsiDynix SuperConference in Colorado Springs in February, I was contacted by Radio Canada and asked to participate in an interview on what Canadian libraries need to do to be relevant in the online world. The topic was extremely timely, as I'd just completed the SirsiDynix Executive particular topic, and afterwards I realized how long it had been since I'd given any thought to the issue. So, despite the already burgeoning material on the image of the librarian and library technician, I would like to offer a few comments.

As long as I can remember, we've suffered from an unfavourable stereotype in magazines and on television. This stereotype portrays us as rather austere and frumpish loners. An example that I have never forgotten came by way of a comment from a respected psychologist who was making an observation about David Hinckley, the would-be assassin of former U.S. president Ronald Reagan. In his quote he described Hinckley as someone who liked being alone, like a librarian.

The general public responds to the discovery of our profession by saying how nice it must be to work in a quiet place, or by showing surprise that anyone obviously normal works in a library by choice, or by asking, “But what is it you actually do?” Library workers are service professionals who are skilled in the organization and retrieval of information, yet the business and political sense – plus the marketing, financial and management skills that necessarily support library services – are not part of our stereotype.

Library workers have been fighting this image for years. At times, some have become convinced that it has too firm a hold to be eradicated. Even people who have been exposed to information or experience that fails to conform to their expectations of meek, mild and dowdy still hang onto the old image. Many people like and need predictability, so they maintain stereotypical beliefs. And unfortunately, “librarian” is one that threatens to stay around for a long time.

Our career certainly does not enjoy the prestige of medicine or law. Also, there seems to be a perennial confusion over “professional” and “non-professional” within the field of librarianship itself. Most of the institutions in which librarians and library technicians work are structured in a hierarchy, with the result that managers, rather than the providers of the primary service, are the most highly rewarded and have the highest status. Plus a stigma still exists against any predominantly female occupation, one that is seen as “helping” and non-assertive in nature.

The fact that there are millions of Google results on this topic seems to support author Linda Wallace's
observation – in a 1989 American Libraries issue entitled “The Image and What You Can Do About It” – that the negative, stereotypical image of librarians is considered by members of the profession to be one of their top five concerns, along with salaries and budget constraints, information access, intellectual freedom, and personnel resources. When you look at that list, you really begin to wonder if anything at all has changed since the 1980s!

Stephen Abram points out that there is a generation gap between the baby boomers, who currently dominate the library profession, and the “Millennials.” However, the more “Millennials” we hire, the more their age, technical expertise and experience will link us to younger customers and help to change our image. He also observes that we shouldn’t be worrying about “buns and sensible shoes” cartoons because the more negative reactions we render, the more the stereotype is perpetuated.

I agree with him that our image “problem” shouldn’t be a top priority. Rather, we should concentrate on getting adequate funding for the provision of library services as well as fair compensation tied to our educational backgrounds and value provided to the communities we serve.

Linda Cook is the President of the Canadian Library Association and the Director at the Edmonton Public Library. She can be reached at lcook@epl.ca.
There’s nothing in my work life that is both as energizing and as exhausting as an excellent professional development program. Exhausting because the best professional development sessions engage your brain and force you to work. Energizing because they open your mind to solutions, or to new directions to grow your organization in.

CLA President-Elect Alvin Schrader and I recently took part in what was for me one of the best professional development programs I have ever experienced: the CEO Symposium held by the Canadian Society of Association Executives (the professional association I’m a member of).

The symposium focuses on relationships: between the chief elected officer and the chief executive officer; between the two CEOs and the board of directors; between corporate strategy and operations; and what is most relevant to this column, the relationship between the association and its members.

One of many keys to any relationship is communications. One quibble that I had with the symposium instructors is that they were using the phrases one-way and two-way communications. To me “one-way communications” is an oxymoron. Communications by definition is two-way: sending a signal out and getting a reply. Radio and television are really not communications media; they are information media. Telephony and text messaging are communications media: they demand a reply.

But I do agree with the emphasis the instructors placed on developing mechanisms and approaches for members to engage with their peers and with the association leadership, in the way and at the time the members want the engagement.

This is the heart of CLA’s new website strategy, and why we have committed to rebuilding our Internet presence.

Like all first-generation websites, CLA’s public website isn’t a communications vehicle. We post information to it, and anyone in the world can access the content, but it doesn’t encourage interaction and engagement.

Our members-only site is somewhat better: it has both information and communications capabilities. Members can passively download an electronic copy of this publication, or can purchase products at members-only pricing in our online store. We have interactive electronic communities that have both communications technologies (groups can use a discussion forum to collectively work on a document, somewhat like a wiki), and information technologies (document archives).

But when members log into our new website, they will get a site customized to their interests. Here’s a simple example: during the 2007 CLA elections, when members log into the members-only site, they will see they have ballots for online voting. Because members can be in different divisions or sections, one person’s selection of ballots may not be the same as another’s. The result: a personalized CLA website.

Some might note that other associations have been using this technology for years. That’s true, and here’s why CLA is where it is at. I once worked for an association whose strategy was to be on the leading edge of technology. At one point, that association was technically bankrupt, solely because of its technology investments. It survived due to the goodwill of its creditors, but struggled for five years (and its membership fees are up 50 percent in the past seven years). The bleeding-edge is fine when you have excess blood to give, but that isn’t CLA’s situation right now.

Our new web strategy is to allow members to use communications technology to build their communities of practice. It’s no coincidence that communications and communities have the same root word – to serve their communities of users. It will be fun to see what our members build!
Though we may be quick to say there are no stupid questions, many of us are prone to an embarrassed silence when confused. Unfortunately, this intimidation is common in information technology governance.

In 2005 (vol. 51, no. 1), this column reviewed the benefits of a brochure available online, entitled 20 Questions Directors Should Ask About IT, published by the Canadian Institute of Chartered Accountants (www.cica.ca). These are formal questions requiring formal answers. In less structured situations, such as reading or listening to a report, senior management and board members need to ask extemporaneous questions.

Even without knowledge of IT, anyone can use common sense to ascertain the soundness of the planning underlying technology projects. As an aid, use the six questions of journalism to ask worthwhile – even wise – questions.

Why? Why was this project undertaken at this time with these goals? This is the question that should be answered by any presentation or report. If the answer isn’t clearly explained, ask more questions. And don’t feel “stupid.” The presenter is obligated to communicate clearly to the people responsible for governance.

Who? Who participated in making the selection of this system or equipment? In addition to IT staff and possibly consultants, staff from other involved disciplines, such as customer services or facilities management, should be amongst those participating. Actual end users, either staff or customers, should have had either direct or indirect participation through feedback, comments or focus groups. Review by administrative services, such as the controller or purchasing, is also appropriate.

What? What new features or additional functionality justifies this selection? Listen carefully and exercise the judgment of a responsible, experienced person who has been entrusted with the public’s confidence. If a new feature does not sound useful, ask for further explanation of the benefits to the public or staff.

When? When will the benefits of this project be available? Usually the start and end dates of a project will be well defined, preferably with time frames for various phases. Ask how long it will take for staff to become proficient in new procedures. For projects aimed at the public, there should be an estimate of the time needed for customers to become comfortable with new features or information presented in new formats.

Where? Where will there be savings, and where will these benefits be invested? Some technology projects save significant amounts of time or money, and the disposition of these recovered resources should be described. It is unrealistic to expect dollars to fall to the bottom line of the budget, as almost every part of the library organization will have more pressures than resources. Where the pressures will be reduced should be well defined to ensure that benefits do not seep into low-priority areas.

How? How will this project or system be maintained and refreshed? The ongoing resources for maintenance are commonly identified in project descriptions. Less common is forecasting the requirements for keeping the service or functionality fresh. Planning for periodic updates or regular redesign of features will help extend the life cycle of the technology.

Using the six questions of journalism is a simple technique to responsibly explore the complexity of unfamiliar subjects, thus strengthening the governance role of senior staff and board members.

CLA member Judith M. Umbach (jumbach@canada.com) is the Chair of the Calgary Public Library Board.
Opened in 1938, the library of the Alberta Teachers’ Association (ATA) is today a major repository of professional development and research materials offering distance delivery, bibliographic, cataloguing, reference, and research assistance services to 40,000 active and student members located throughout the province of Alberta and the Northwest Territories. Services are also delivered to the ATA’s Provincial Executive Council and staff who have unique information needs when responding to crises and emerging issues.

Much of the library’s evolution toward a fully functioning special library was achieved under the watchful eye of Elaine Atwood.

The library’s collections development policy – which emphasizes educational law, peer-reviewed research, best-practice resources, labour history, and pedagogical and social history – demands constant scanning and review of the educational sector. Getting the materials to library patrons is a geographical challenge that is met with the ATA Book Service (a postal-based circulation program), augmented by expanding online services.

“As dedicated professionals,” asserts Elaine Atwood, “every teacher must receive the same level of service regardless of where they practise in Alberta.” As a result, Atwood and her staff of two work tirelessly to ensure materials arrive at the teacher’s doorstep on time, intact, and without charge! In addition, Atwood finds time to deliver bibliographic instruction and public relations seminars to the ATA membership at several annual events, personally attend to patrons’ and ATA staff’s reference and research queries, review and report on new titles, and help guide the ATA’s information technology initiatives.

After 35 years in librarianship (22 at the ATA), Atwood remains open to innovations in program and material delivery, while insisting that user service and convenience be given the highest priority. Atwood and her staff provide services in English and French year-round, Monday to Friday from 8 a.m. to 5 p.m.

Margaret Shane is Information and Records Manager, Privacy Officer Operations at the The Alberta Teachers’ Association in Edmonton, Alberta.
F**��ED Searchers?
The Debate about Federated Search Engines

Sue Fahey

“It is dumbing down searching.”
“It makes searching too easy.”

These are just two of the comments I’ve heard when the topic turns to federated search. In my eight years as a librarian I have seen few innovations that have caused such division in the library world. Federated search engines or “federated searchers” have been available to libraries for the past few years. For those not familiar with the search tool, a federated searcher enables a user to search multiple independent, discretely mounted data sources or databases through one search query.¹ These search engines organize databases by subject, not format, and for many library users this organization takes away the debate of where to search to find the best resources.

There are pros and cons to federated search engines. Implementing a federated searcher is complex – from the initial debate of which subjects and databases to include, to the technical tweaking needed to ensure the search engine properly translates the query for, and retrieves results from, all selected databases. Once functioning, there is often a problem with slow response time. Our users are accustomed to the quick reply of Google and expect similar performance from all search tools. To achieve a speedier response time, a library must opt to display first results retrieved rather than attempt to organize results by relevancy or from specific preferred databases. This can lead to less useful results displaying at the top of the list, a turnoff for our users. Obviously current federated search engines are not technically ideal – but are any of the tools currently used for searching?

A twofold debate

Aside from technical challenges, federated searchers inspire a great philosophical debate. This debate is twofold. First, due to the technical limitations of federated searchers, a library user’s query must be fairly simple. This simplicity, some argue, retrieves results that are far too broad and simply “good enough,” rather than what is truly needed.

Second, many librarians are concerned that federated searchers give the impression that searching for information is easy. Library users will not understand the depth and breadth of information available to them, nor will they learn the specialized skills needed to locate this material.

There is no doubt that our users will miss some quality results using a federated search engine, but it should be noted that they will find some that they would not otherwise have located. Librarians usually organize indices, catalogues, etc., from a broad subject perspective under the umbrella of one subject; when a library user searches a particular subject area he or she is often led to valuable resources in the most unexpected of indices. This is one of the major benefits of federated searchers, since many of these indices would not have been searched individually by the user.

As for not learning the specialized skills needed to develop an effective search strategy for a specific database, usability studies show that most library users currently do not have or choose to employ these skills. As a reference librarian, I often see library users entering simplistic strategies into familiar search tools. While I was assisting a student with a multifaceted MeSH search in PubMed, she commented, “How am I supposed to know how to do this on my own?” Indeed, until libraries are able to connect with and teach all library users the complexities of the search process there is little
chance our users will understand the depth and breadth of information available, and the presence of federated search engines is not going to change this.

**Assisting users**

Can federated searchers make searching simpler? Although they are early in development and still in need of many improvements, I believe so. Why the controversy? I’m not sure. As librarians, aren’t we supposed to make the search process simpler? Development of search tools such as federated searchers should be encouraged and promoted to assist our users with the increasingly complicated world of library databases and to bolster use of our materials.

Does federated searching dumb down the search process? Of course not. The intellectual component of searching was not and never will be the process of entering a truncated search term in a search engine. A user is still challenged to choose his or her search terms wisely and assess the retrieved records for the needed information. Federated searchers make retrieving those records a little easier so our users can spend more time on the analysis, but they will not take away the need for information literacy skills.

Sue Fahey (sfahey@mun.ca) is a Public Services Librarian at the Health Sciences Library, Memorial University of Newfoundland. She is an active member of the Canadian Health Libraries Association and currently serves on the board of directors.

**Note**

“Mind the Gap”: Future Librarians Preparing to Take on Leadership Roles

Jana Sheardown & Monique Woroniak

Leadership potential. According to the 8Rs library human resource study, this is the competency that managers find the most difficult to fulfill when hiring new librarians.1 Combine this with the prediction that 40% of librarians will retire by 2014, and what our profession has is nothing short of a leadership crisis.2 MLIS programs certainly have a place in preparing students to take on leadership roles, but students themselves must demonstrate a willingness to learn and to lead.

Developing meaningful projects to lead while enrolled in an MLIS program is a great way to build both leadership and management skills. It is a time when you have easy access to the support and advice of professors and the enthusiasm of fellow classmates. Whether it is in the context of a professional association or through other groups, the time you spend as a student offers many opportunities to test the leadership waters.

Student leadership at Dalhousie

Leadership and management receive a large emphasis at Dalhousie’s School of Information Management, which is situated within the University’s Faculty of Management. Both the school and the faculty promote the development of professional competencies in the areas of leadership and management. This has fostered a very proactive student body, as evidenced by student-led initiatives like a Brown Bag Lunch Lecture series, the Dalhousie Journal of Information & Management, Prospectus (an employment website), and student chapters of the Canadian Library Association and the Special Libraries Association. Each of these student-led initiatives offers many opportunities to develop leadership and management skills.

The Canadian Library Association Student Chapter at Dalhousie had a particularly busy fall term, organizing two well-received activities.

Supporting children’s and young adult librarianship

This past fall, the chapter envisioned, organized and carried out a successful fundraiser entitled “Young at Heart” in support of our school’s Children’s and Young Adult Working Collection. The evening included a research presentation and talks by authors Vicki Grant and Budge Wilson. Attendees included students, public librarians, early childhood educators and authors. New connections between our school and the community were made, and the Working Collection received dozens of new titles.

Professional partnering

The School of Information Management at Dalhousie is home to the largest established LIS Professional Partnering Program in the country. In its fourth year, the program has successfully paired 57 students with 57 professionals from the community. Library and information professionals from public libraries, academic libraries, archives, special libraries, records management settings, school libraries, independent consulting companies and other non-traditional LIS environments were matched with MLIS students with the goal of creating professional networks and widening the students’ exposure to the many opportunities available in our profession.

These are just two examples of student leadership; there are always areas where you can contribute. Consult with your student body, school and community. Think broadly and involve a diverse group of stakeholders. Make a plan. Most important, choose to lead.
The benefits to your future career and to our profession will far outweigh your efforts.

Jana Sheardown is a second-year student at Dalhousie’s School of Information Management and co-chair of the CLA Student Chapter, co-chair of the Dalhousie Journal of Information & Management, treasurer of the School of Information Management Student Association, and a member of the Editorial Review Board for Library Student Journal. She holds a BA (Hons) in English Literature from Brandon University and an MA in English Literature from the University of Ottawa.

Monique Woroniak is a second-year student at Dalhousie’s School of Information Management and co-chair of the CLA Student Chapter. She holds a BA (Hons) in Political Studies from the University of Manitoba. Her MLIS thesis research addresses the information management concerns of the reporting requirements of First Nations’-federal government programs.

Notes
2. Ibid., p. 83.
Getting to Know Your Volunteers

To help you get to know your volunteers and staff, Feliciter asked some of them to provide interesting tidbits of information on themselves. More will be featured in future issues.

Standing Committee on Research & Development

Gillian Byrne ~ Co-Convenor

- The first job you ever held and at what age: Diving coach when I was 14 years old.

- Your first position in the library and/or information services field: Records Manager, Telefilm Canada Atlantic office (contract). I still miss the invites to the Halifax Film Festival parties.

- Your favourite/most used expression: According to my colleagues, “no, we can’t put it up on the web like that.”

- Books you are currently reading: Blogs, I read. Websites, I read. Code, I read. Books, not so much. In fact I’m a bit insulted by the insinuation that, as a librarian, I must be a bibliophile. Just because (according to wikipedia) ‘library’ comes from the Latin for bookshop, jeez...

Beth Dunning ~ Co-Convenor

- The first job you ever held and at what age: I did a bit of babysitting when I was teenager but I was never very good at it.

- Your first position in the library and/or information services field: As I failed to make the big babysitting dollars my mom pushed me to apply for a job as a shelver at our local public library when I was 17. I got the job and haven’t looked back since! My first professional position is the one I hold now – liaison librarian at McGill’s Howard Ross Library of Management.

- Your favourite/most used expression: Most used: Anyhoo. This could also be my most annoying expression.

Favourite: Cheers. Because it normally precedes a well-deserved drink (or drinks).

- Books you are currently reading: On the librarian side of life I’ve been reading various books about marketing as well as making my way through Google Hacks. Since the holidays I’ve read The Amazing Adventures of Cavalier and Clay (Michael Chabon), Barney’s Version (Mordecai Richler), and The Emperor’s Children (Claire Messud). I’m currently reading The Historian (Elizabeth Kostova) for a book club I’m in.

Greg Bak

- The first job you ever held and at what age: When I was four my family moved from Toronto to a farm near Peterborough, Ontario, transforming me from idle urban sophisticate into a hard-working farm kid.

- Your first position in the library and/or information services field: Apart from being a library-lurker during high school, which wasn’t a paid position, it wasn’t until my undergraduate studies at St. Mike’s College at University of Toronto that I found work at the John M. Kelly library, working circulation and shelving books.

- Your favourite/most used expression: “Some ask why; I say why not?”

- Books you are currently reading: This is what she said: poems by Megan Butcher; A year in the life of William Shakespeare: 1599 by James Shapiro; The life and adventures of Thomas Coryate by Michael Strachan and The pirates! In an adventure with communists by Gideon Defoe.

Sue Cleyle

- The first job you ever held and at what age: Working for my dad and grandfather in the family clothing store – age 13.

- Your first position in the library and/or information services field: Instructional Support Librarian – University of Regina.

- Your favourite/most used expression: N/A (I don’t have one)

- Books you are currently reading: At the Gates of the Animal Kingdom by Amy Hempel.
Ann Curry

- The first job you ever held and at what age: My first job at the age of 10 was working Friday nights and all day Saturday in my father’s very small jewelry store in an Alberta prairie town. I dusted china tea cups and saucers, polished the silverware, and even sold inexpensive earrings to the “big” (and very intimidating) high school girls.

- Your first position in the library and/or information services field: My first library “venture” was creating a library in the Malaysian school at which I was a volunteer CUSO English and math teacher from 1969-1971, but my first real position after graduation with a BLS was at the Energy Resources Conservation Board Library in Calgary.

- Your favourite/most used expression: “Anything worth doing, is worth doing to excess.” I heard Bruno Gerussi use this expression when he was interviewed by Peter Gzowski, and I have used it since to excuse all manner of indulgence in chocolate, scotch, jazz festival concerts, shopping trips to Seattle, and bookstore purchases.

- Books you are currently reading: Brick Lane by Monica Ali (challenged in Britain); The Palace Tiger by Barbara Cleaverly; Democracy Off Balance: Freedom of Expression and Hate Propaganda Law in Canada by Stefan Braun; The Architecture of Happiness by Alain de Botton (interesting read for anyone planning a new library building) and Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance by Ian Buruma.

Anna Stoute

- The first job you ever held and at what age: At the age of 17, I worked for a company that manufactured urns. I was their girl Friday.

- Your first position in the library and/or information services field: As an undergraduate I was a book shelve.

- Your favourite/most used expression: “There is no such thing as a bad book”. Or, another expression I like is “Life goes on”.

- Books you are currently reading: Small Island by Andrea Levy and Two Women by Martina Cole.
Focus on New Professionals

Sarah Pollard

While the focus of this issue of Feliciter is on those who have recently entered or are poised to enter the library domain – whether students, new graduates, paraprofessionals or others – the approach is not intended to be one-sided. Newcomers both transform and are transformed by the environments they enter and are influenced by the legacy of those already in place when they arrive.

Recent Canadian figures (from the 8Rs study) confirm that one in five professional librarians have been working in their careers for less than six years. Compare that with the fact that more than 50% of library professionals have been in their careers for more than 15 years. These realities suggest why topics like recruitment, knowledge transfer and leadership development loom so large in the information professions today.

In this issue, contributors explore international perspectives on the new librarian experience through survey results, examine the leadership quotient in the current pool of new professionals, engage in a conversation on the whys and hows of scholarly publishing, challenge academic institutions to promote for change, highlight successful student initiatives, and ultimately provide food for thought for administrators and professional associations who are looking to better connect with newcomers.

These authors contribute to a dialogue that has been percolating in other spheres for some time – by way of blogs such as CACUL’s Re:Generations, discussion lists like NEWLIB-L and IFLA’s New Professionals Discussion Group, not to mention the myriad information spaces unconnected with professional associations. The time is right for a forum within the pages of Feliciter.

Despite the diverse perspectives, some common themes emerge. Chief among these is a preoccupation with leadership. Witness not only a call for leadership education and opportunities, but also the tangible sense of obligation on the part of new professionals, students and library technicians who are determined to play an active role in orchestrating their futures. The critical mass of next-generation librarians moving into library workplaces, combined with changing user expectations, changing technology and a changing institutional image, translates into both the ability and the responsibility to drive change.1 Admittedly, not everyone is cut out to be a leader, nor wants to be. But for those who do and for the sake of the profession, it is up to newcomers, educators, employers, associations and others to work together to develop infrastructure in support of leadership.

The questions and issues that emerge in these articles beget further questions and issues: What are current perspectives on the relationship between professionals and their paraprofessional cousins? What kinds of professional development are most desirable – when, how, and according to whom? How can library associations better connect with new librarians and offer services that reflect their evolving interests? I hope that others will pick up the conversation from here.

Each day in our various roles as information professionals, we demonstrate a sophisticated capacity to synthesize and make sense of what has become wall-to-wall information; we uncover best practices and spot trends at a distance. New librarians can help us to embrace potential that has yet to be realized, to parlay the skills and abilities that have long defined us to the areas that need us most, including domains that don’t yet know it.

Given that a commitment to lifelong learning is a core value fostered through librarianship, we must insist on benefiting from lessons gleaned in other information...
domains, including those beyond the profession, whether business or marketing or sociology. Call outcomes what you will – information or knowledge management, records management or communications – the information professions are poised to expand rather than contract. We can choose to be there as they do.

A heartfelt thank you to all of the contributors who lent their time and enthusiasm to this thematic issue. Their efforts suggest that the future of the profession is indeed in good hands. Additional thanks to Brooke Storey and Heather Matheson for their input and ideas.

Sarah Pollard is committed to the leadership potential and development of new professionals. She received her MLIS degree from the University of Western Ontario in 2005. Sarah co-convened a Focus on New Professionals session as part of the Leadership Track at the 2006 CLA Conference. She works in Ottawa for the Strategic Office of Library and Archives Canada.

Note
Promoting (for) Change: New Academic Librarians in Managerial Roles

Heather Matheson

Most new professionals have heard the prediction that it’s coming—the wave of retirements, that is. Speculation is rampant that librarianship will undergo a dramatic change as a critical mass of experienced senior managers begins to exit from the workplace.

Research encourages us to take a deep breath. According to the 8Rs research team, “the distribution of retirements is somewhat evenly spread between the next 5 and 10 years. The recommended path for the library community, therefore, is one that involves long-term and continuous human resource planning that allows for a smooth transition during the generational change that is taking place in libraries.”

This impending change has as much to do with how we choose to develop exceptional leaders as with how we replace competent librarians. The same 8Rs report quoted above suggests that “libraries must begin efforts to groom the next generation of leaders and managers, not only with mid-level librarians, but with recent entrants into the profession.”

While this may require an investment in relevant training programs, the more important change could be a shift in how we view new professionals and their place in our existing organizational structures.

Enduring qualities

In the past, formal supervisory experience was often the requirement used by academic libraries to narrow the field of potential candidates for management roles. The negative impact of this practice on those new professionals with significant potential was unimportant at a time when there was no shortage of mid-level managers interested in advancement.

Now, things have begun to change. Research librarians are less interested in moving into management roles, perhaps in part because of their proximity to the faculty model, where “line and staff management are generally not part of a faculty member’s professional responsibilities.” With cuts to middle managerial positions over the past several decades, the number of candidates qualified under outdated criteria is diminished even more, and the reality is that “libraries need to begin looking for enduring qualities in people instead of a ‘been there, done that’ listing of qualifications. If not, then the end result will likely be that search committees will receive some great resumes belonging to some lousy candidates.”

John Kotter, a researcher in the area of managerial behaviour, proposes some key distinctions between “management” and “leadership.” Managers, according to Kotter, generate predictability and order by planning and budgeting, organizing and staffing, controlling and problem solving. Leaders, on the other hand, tend to produce change. They establish direction, align people, and motivate and inspire workers. Kotter notes that management skills are teachable in schools or workplaces but interestingly makes no such claim about leadership skills. If past practice has focused on identifying experienced managers, perhaps the direction of the future is to harness leadership potential available in an expanding pool of new professionals. And this is something we are not doing well.

Kotter’s early research was based on interviews with 1,000 executives in the business world. He found that a significant majority of respondents were dissatisfied with the number of developmental job opportunities available and with the level of mentoring, role modelling and coaching provided. Time has not healed these wounds. According to a 2006 survey described in Human Resource Planning, only 53% of
business leaders surveyed are satisfied with the development opportunities available in their organization, and less than half believe that their organization provides them with all they need to develop. Are we really so different?

According to the 8Rs report, academic libraries suffer from limited turnover, and even though statistics seem to indicate a fairly good correlation between the number of librarians with an interest in increased responsibility and the number of promotional opportunities available, there is no indication that those who desire to advance are those who will make good leaders in a time of increasing change. What are we doing to nurture new professionals with leadership potential and move them up the ladder – a ladder that, in a typical academic library, has very few rungs?

Calculated risk

Research shows that effective business leaders tend to share a common experience: challenges were presented to them early in their careers. They are typically given “opportunities during their twenties and thirties to actually try to lead, to take a risk, and to learn from both triumphs and failures.” Desirable traits in an academic library department head, for example, may include a belief in shared governance, commitment to benchmarking and evidence-based practice, understanding of library service quality, awareness of trends, creativity, and commitment to the mission and goals of higher education. These are not unlike preferred characteristics in academic departments, where faculty generally seek leaders who can empower colleagues, facilitate change and inspire faculty to transform the academy.

All of these qualities are characteristic of those with leadership ability – and may very well be present in someone without dozens of years of experience. In academic departments, “the reality is that many chairs come to the position with very little management experience” and “learn to function in their role through informal and discovery learning.”

It thus makes sense to provide new professionals with opportunities to explore management roles. This could be done in several ways. First, our libraries could consider the implementation of improved organizational mentoring or coaching initiatives. The Canadian library literature indicates few such programs, with the exception of the widely discussed Northern Exposure to Leadership Institute (which, notably, takes place external to an organization), and a suite of projects undertaken by the University of Alberta.

In a recent Feliciter article, William Curran suggests that “orientation, mentoring, counselling, training and sponsoring – crucial components of retention – [have] all but disappeared in the flurry of daily working life. Academic libraries that have not revived these practices need to devote more time and energy to them.”

Second, libraries could increase the number of task force or committee assignments for newer academic librarians and create new leadership opportunities through special projects or development positions. Leadership experts Paul Bernthal and Richard Wellins point out that while formal leadership training may be the most common business practice for developing leaders, special projects or assignments are usually the most effective. Further, there is evidence to suggest that the “promising newcomer” can demonstrate superior performance in a project management role.

These recommendations aside, perhaps senior managers should reconsider current practices or take the calculated risk of selecting a high-potential candidate with less formal experience in a standard competition. In many institutions, department heads or team leaders hold indefinite appointments, leaving little opportunity for rejuvenation and no dignified way for an ineffective or unhappy manager to return to the ranks; in the faculty model, department chairs are often appointed for a limited term, with the possibility of renewal.

The bottom line is that if we hope to start planning for the future, it may well be time to consider and promote for change.

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and Treasurer of the Library Association of the National Capital Region. Heather welcomes visitors to her blog: www.inspyre.ca.

Notes
1. 8Rs Research Team, The Future of Human Resources in Canadian Libraries (Edmonton: 8Rs, 2005), p. 84.
2. Ibid., p. 85.
3. Ibid., pp. 105-106.
Bright Ideas, Hard Work and Thick Skin: Engaging in Scholarly Activity as a New Librarian

Melanie Boyd and Pascal Lupien are academic liaison librarians – both relatively new to the profession – at the University of Guelph. In preparation for a presentation at the June 2006 CLA conference in Ottawa, they shared ideas about their experiences to date in research, writing and getting published. At the time, Pascal was a tenure-track librarian and Melanie was on a two-year contract. Pascal now has tenure, and Melanie is back at the U of G. Following are highlights from their conversation.

Melanie (M): When did you begin your research and writing, Pascal?

Pascal (P): In my first job at a public library. But publishing wasn’t a job requirement, so I worked on my own time. I had a paper published about a bilingual reference service that I had established. I also conducted research and presented at a national conference on Internet library services as a part of my job. When did you start?

M. In library school. I remember talking to a PhD student who likened her first term to boot camp. I compared mine to hydroplaning across the curriculum, barely touching the surface. It became important to me to do at least one thing that went deeper. I found my outlet in thinking and writing.

P. But that’s what motivated you. What did you actually do?

M. I tried to step outside of the box. For example, I wrote a paper called “Juanita’s Paintings: A Manager’s Personal Ethics and Performance Reviews.” I combined straight-up academic writing with narrative. The paper follows Juanita, an artist and librarian, on her journey in developing a personal code of ethics as a manager. I’m passionate about the subject of management ethics.

P. It may seem obvious, but I think that passion is crucial. I’ve written articles that I wasn’t terribly interested in and I didn’t find the process nearly as fulfilling. At times, I was bored and discouraged.

M. But I doubt we’d get by on motivation alone. There are practical considerations. For example, I had some background in the Juanita topic.

P. Experience helps. It’s also important to consider topics that haven’t been widely written about, to find new angles. Even presenting works in progress can be the source of improved research and fresh ideas.

M. That can be risky.
P. But research and writing is about exploration and risk. It seems to me that’s what you tried to do with “Juanita.” By the way, you said that “Juanita” was about getting published. Was it more than just a library school paper?

M. In my last semester, I heard about a writing award sponsored by LAMA, the Library Administration and Management arm of ALA, and YBP, a large book vendor. I looked through my files and found “Juanita’s Paintings.” It fit the criteria, and so I made some edits and submitted it.

P. Let me guess…

M. Yup. The prize was sponsorship to attend an ALA conference, but there was something else. My article would be published in the LAMA journal.

P. So you had your first article accepted for publication before you left library school.

M. And you while you were working in a public library.

P. Is there anything else that you did as a student that prepared you for publishing?

M. I took a storytelling class to broaden my skills in that area. I became interested in indeterminate tales – those that end ambiguously. They’re relatively rare and haven’t been studied much, especially children’s responses to them.

So I told one of these stories to children and adults, and gathered their responses through questionnaires and focus groups. I wrote several papers based on this research.

P. Anything else?

M. I also write poetry and had a couple of poems published in a Canadian literary journal.

P. Storytelling and poetry aren’t directly related to academic libraries, though.

M. No, but they helped me to land my first job in one, perhaps because they demonstrated my interests and publishing potential.

P. That wouldn’t always be the case.

M. No. In some university libraries, research and writing must be library based.

P. Exactly what is meant by “research”? It’s not always straightforward; the expectations for new academic librarians are ill-defined in places. At some universities, details may be spelled out in a collective agreement. At others, where the relevant language is vague, unwritten precedents may exist.

M. Plus there’s such a range of job requirements in the realm of scholarly work.

P. For many academic librarians, research and publishing are part of the job, as well as components of annual performance review and criteria for gaining permanent status. For others, these activities may not be encouraged at all. I worked at one university where librarians were allowed to participate in research only if it didn’t prevent them from fulfilling their “principal responsibility,” meaning day-to-day duties such as reference and collection development.

M. This is an ever-evolving issue, isn’t it?

P. But the trend seems to be toward more scholarly work. Some librarians I know suggest that while this wasn’t a feature of their jobs in the past, it is becoming so now. Does engaging in research matter to you?

M. Definitely. Still, my preference is to have options. I enjoy writing in the LIS domain, but my artistic side is also important to me.

P. So before you accepted your first job, did you check out the library’s expectations?

M. I did. I asked if research and writing would be part of my work, and if my storytelling research and poetry writing would be considered part of that.

P. And?
M. The answer was yes. But, as I discovered, the process of accepting a job involves negotiation. So I asked if I could have periods of time away from the library to dedicate to writing. Again, the answer was yes. I should note, though, that no one would be hired to replace me during these absences – a key discrepancy between “regular” and library faculty.

P. So you managed to keep your scholarly eclecticism! But even when we stick to the LIS area, there are lots of options.

M. Such as?

P. Writing book or product reviews is a good way to get started. Or librarians can draw on their academic backgrounds. Take history, for example. One could write about the history of a local library or some historical aspect of librarianship. Education? Write about information literacy from the angle of a particular educational theory.

M. You mentioned writing about a library project, Pascal?

P. Yes, an article about virtual reference and software issues. I described a particular project – how it was implemented, where it worked and where it didn’t.

M. I like that. Where it didn’t work, I mean. Other libraries can use that information to avoid errors.

P. That’s especially true of user studies, which can be meatier than simply measuring user satisfaction. For example, one could look at the perceptions of a particular user group toward a given service or resource. Of course, if research involves human beings, universities have stringent ethical guidelines.

M. In order to conduct focus groups for my storytelling research, I submitted a formal proposal to an ethics committee. From this research, I then wrote and submitted an article to a scholarly journal and gave a presentation at a conference.

P. One thing can lead to another, can’t it? Research can turn into poster sessions, multiple papers, conference presentations…

M. And sometimes unexpected things happen. I recently received an email from an editor working for a major library publisher. He’d read “Juanita’s Paintings” and, based on that, asked me if I would consider submitting a book proposal.

P. Writing a book sounds great, but thinking about big projects can sometimes be different from actually developing them.

M. Exactly. So I got practical.

P. Meaning?

M. Meaning, I informed myself about the basics of a good book contract before I committed to writing a

Bright Ideas

**Academic librarians from across the country comment on expectations, opportunities and issues regarding their scholarly work:**

“Our standards for performance, promotion and tenure reviews are almost the same for librarians and faculty, which means that we have to publish in peer-reviewed publications. When I was hired, this was made clear, so I knew what I was getting into. The problem is, there’s no workload reduction to support one’s pursuit of scholarly activities.”

“Here the focus is on the ‘practice’ of librarianship. While we’re encouraged to pursue scholarly activities, we must always demonstrate that our primary responsibilities – like reference and instruction – aren’t suffering as a result. Also, there’s a pervasive ‘I’m too busy’ syndrome, so our librarians are notably absent from conferences or in scholarship.”

“Although we’re loosely expected to do research and are eligible for research leave, one can still get promotion and permanent status without doing anything related to research. So the standards and the culture don’t really jive.”

“Research is encouraged and supported here, but to carve out time to do it, we must find something else we can give up. Also, the culture could be more collaborative and less competitive.”

“Most librarians aren’t doing research or publishing of any kind, which doesn’t seem to affect their progress at all. I’ve certainly never been evaluated on my writing. I believe most librarians here are intimidated by other librarians who publish, and prefer to avoid the issue entirely.”
proposal. For example, I talked to the Writers’ Union of Canada, a book publisher and a library author with a lot of books under his belt.

P. And then?

M. I made sure the things most important to me would be in the contract if my proposal was accepted.

P. Was it accepted?

M. It was.

P. And while we’re on the subject of big projects, I’ve realized that sometimes it’s helpful to collaborate with others.

M. There are pros and cons. Remember library school group work? Seriously though, I enjoy the independence of working solo, but I also love the creative energy that arises when minds meet… though minds don’t always meet.

P. Just finding shared time in demanding schedules can be a challenge. Still, whether working alone or with others, we have to start somewhere. In your experience with the book proposal, someone contacted you. That doesn’t usually happen.

M. You’re right. So I remain proactive. For example, I undertook research to find an appropriate journal for my storytelling article submission and I developed a proposal for the storytelling conference. What do you do to make things happen?

P. I keep an eye on journal homepages for requests for contributors. They detail the types of articles that journals are looking for.

P. What about conferences?

P. I investigate conferences in my areas of interest and look for their “Call for Papers.” Conference organizers send out notices about their themes, asking for proposals for papers on a given topic.

M. For the most part, it helps to take the initiative. But sometimes that backfires.

P. For example?

M. Contractual employment can disrupt scholarly work. We might begin a research project but be unable to complete it without sustained affiliation with a university library, and access to its resources. In this case, we lose some control…

P. We also relinquish control to peer reviewers when we submit our articles. Scholarly journal editors take time to make decisions. I ran into problems with an article that was time sensitive.

By the time I’d done the revisions, the paper was old news. And of course there’s always flat-out rejection of a paper.

M. I know something about rejection. The reviewers who read my storytelling submission had some stern words for me. At present, I’m lacking expertise in the rigours of research methods and reporting, so the paper needs revision. I’m thinking about asking a sociologist to collaborate with me.

P. So you weren’t fatally wounded?

M. For about five minutes. But I revived myself and thanked the editor for the comments. I felt challenged and enthused, rather than discouraged.

P. One last thing. When people collaborate on a paper, they have to decide whose name appears first as author.

M. Want to flip a coin…?
International Perspectives on the New Librarian Experience

Loida Garcia-Febo

Asking questions
As a “seasoned” new professional (seven years in the profession), I am always eager to explore the perspectives of new librarians from different regions of the world. In October 2006, I issued a short questionnaire to the IFLA New Professionals Discussion Group listserv to find out more about their views.1

The following article, based on the results of this questionnaire, a literature review and anecdotal evidence from discussion lists, explores the views and activities of some recently qualified librarians, particularly regarding their participation in library associations.

Mapping responses
- A total of 176 individuals responded to the questionnaire, including new librarians and soon-to-graduate librarians from five continents and 12 countries: Australia, Brazil, Canada, England, Germany, Italy, Kenya, Nigeria, New Zealand, Norway, South Africa and the United States.
- Of these, 64% were librarians with five or fewer years of experience. A total of 72% were under the age of 38 (51% of respondents were 32 years old or younger).
- Respondents were drawn from a variety of library settings, including special libraries (32%), public libraries (29%) and academic libraries (29%).
- Participants worked as reference librarians (29%), technical services staff (20%) and administrative staff (14%); other respondents included researchers and students.
- A substantial 91% of respondents were women. Diversity Counts, a report published in September 2006 by the American Library Association, indicates that 80% of ALA members are female.2 Broad figures for credentialed librarians and library assistants in the United States echo these percentages.3

Library associations and the new librarian
In recent years, library associations from a number of countries have developed initiatives to include new librarians in their activities. The evidence suggests that new librarians are, in fact, participating in their national library associations. A total of 73% of questionnaire respondents are members of a national library association; 14% are non-members and 13% have not renewed their memberships, either because they could not pay the dues, are disappointed with their associations or did not know how to renew. Sixty-four percent of respondents indicated that their national library association has a section for new librarians (see sidebar).

To what degree are new professionals involved in their associations? While all respondents agreed that their national associations welcome participation from new librarians, 55% were uncertain whether their association hosted conference programs targeted at new librarians. Regardless of actual availability, responses suggest a need for better communication between associations and newcomers.

These days, it’s easy to spot mechanisms that could enhance dialogue between newcomers and associations. Innumerable wikis,
blogs, forums and websites offer prime opportunities for information exchange. They create discussion spaces that allow for the sharing of news, events and trends, regardless of geography. The creators and users of some of these social software tools might be approached to work in conjunction with library associations in developing even more powerful information tools that will engage a broader set of participants.

The leadership angle

An encouraging 58% of respondents said that their associations offer leadership programs for new librarians, and a new wave of professionals is capitalizing on these opportunities. ALA launched its Emerging Leaders program in January 2007 at the midwinter conference in Seattle. This initiative trains 100 new librarians for six months to prepare them for leadership opportunities within the Association, its divisions and state chapters. REFORMA, the U.S. Association to Promote Library and Information Services to Latinos and the Spanish Speaking, and an ALA affiliate, boasts a successful mentoring program that matches new librarians and students with more experienced library specialists.

In the United Kingdom, CILIP (the Chartered Institute of Library and Information Professionals) has developed mentoring programs. ALIA (the Australian Library and Information Association) hosts the Aurora Leadership Institute, which seeks to “assist future leaders in the library and associated cultural and information industry to maximize their leadership skills and potential.” The Institute is accessible to librarians from both Australia and New Zealand. ALIA’s New Librarians’ Symposium, a two-day annual conference, is a popular event that includes professional and social programs. The ALIA Biennial Conference features events planned by the New Graduates Advisory Group.

Our professional futures

Although other surveys – such as “The Entry-Level Gap” – have revealed that often new graduates have difficulty accessing entry-level positions, many questionnaire respondents have successfully won positions in which they can develop diverse skills.

Nevertheless, the findings show that 97% of respondents would consider pursuing a position in a library sector other than the one they belong to now. The reasons given included the desire to acquire skills suitable for different library settings, the possibility of finding a job in which they have access to mentoring, and a desire to move to a domain more in line with their educational backgrounds. Still, they are willing to take on jobs wherever they find challenging environments in which new professionals are respected, and where there is opportunity to participate in institutional planning.

Given the opportunity, most respondents would opt to work in another library field, and more than half would change careers altogether. A significant 61% of respondents wished to pursue a career outside the library field. Reasons for wanting to leave the profession included low pay, lack of a stimulating work environment, little recognition of skills and knowledge, and more opportunities in the private sector.

But when asked if they are planning to stay within their library sector for the next five years, 73% of respondents said yes. Only 12% said that they were not planning to stay, and 15% said that any change will depend on family considerations, opportunities in their current positions and libraries, avenues for professional growth and job availability. Still, this kind of feedback should serve as a warning sign for administrators, who must look to improve work environments in conjunction with new librarians or risk losing many qualified candidates.

A plan for action

Below are a few concrete suggestions for facilitating the development of newcomers. They are designed to speak to administrators in all library sectors:

- Develop tools and materials to assist new librarians in becoming effective leaders within libraries and professional associations.
- Help to increase awareness about the interests, skills and professionalism of new graduates.
- Recognize new professionals’ needs for appropriate pay, respect, and inclusion in strategic planning activities; many newcomers want to help drive change.
Partner with national, provincial and regional associations to offer workshops for all streams of new librarians.

Increase funding that enables new librarians to attend professional conferences.

Create in-house career development and leadership training programs for newcomers.

Promote new librarians as the future of the profession (and the workplace).

Take risks with new librarians; trust that they have the education, skills and desire necessary to successfully execute projects.

This kind of encouragement will position new librarians to take their place as effective future leaders.

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Notes

1. Information about the listserv can be accessed from www.ifla.org/VII/dg/npg/index.htm. For more information about the questionnaire (entitled “New Librarians International/National Association Activity”) and the findings, contact the author at sisterama1@yahoo.com.


Association Opportunities for New Librarians

Below are just some of the professional association opportunities available to new librarians and those with an interest in the field:

- CLA hosts a New Librarians and Professionals Interest Group and discussion list

- ALA operates a New Members Round Table for individuals of any age who are new to the Association

- CILIP in the U.K. maintains a Career Development Group that attracts many new professionals

- the Italian Library Association hosts a similar group. ALIA in Australia has a New Graduates Group along with a New Generation Policy and Advisory Group

- the latter advises the ALIA board on services for students and new professional members.
Have Challenges for the New Professional Changed?
Perspectives from the Far End of the Career Spectrum

Carrol Lunau

As a recently retired librarian, my reflections on rookie librarianship are from the vantage point of my own career. While mine is not the voice of a newcomer, I hope that my perspective will add another dimension to dialogue in this area.

The literature suggests that the current cohort of new professionals is different from previous generations of librarians, including my own (circa 1976), in a number of ways. In her 2006 CLA Conference inaugural address, Linda Cook says that newcomers are “committed, passionate, tireless and intelligent.” She goes on to identify two values held dear by new professionals – a desire to challenge traditional practices and an understanding that a balanced lifestyle is essential.

Yet these characteristics are not so different from those that might describe more established cohorts of practising librarians. So, the question is: are the new professionals today fundamentally different from those of us who began our careers 20, 30 or even 40 years ago? In my opinion, the differences are not as great as we might think.

Encountering resistance

Information professionals of every generation begin their careers full of energy and a desire to change the world, or at least to contribute to something they view as worthwhile; however, in some cases, they may be entering organizations that are bureaucratic and highly structured in nature, even where teamwork and collaborative management are being practised.

Their new colleagues will likely be older and may have lost some of their enthusiasm along the way, or they may simply be resistant to change. New ideas will not always be welcomed. The tensions between new ideas and established organizational behaviours have always existed. In his novel Two Solitudes, Hugh MacLennan notes that older generations have always tried to “freeze the country and make it static.” Substitute the word “library” for “country” in that sentence and you might be describing the competing interests between a new and old guard.

While the library environment is radically different now from the 1960s when I secured my first library job, and from the 1970s when I became a new professional, many of the challenges and opportunities remain the same. If this is so, then what are the keys necessary for a newcomer to forge a successful, exciting and enriching career in the information professions?

Finding opportunities

New professionals must seek out opportunity. Early in my own career, the library I worked for moved to adopt automation by developing a batch cataloguing system. At the time, many librarian colleagues were hardly enthusiastic about the idea and distanced themselves from the initiative. I was interested and volunteered to work on the project. This simple act led to a career in which I gained expertise in designing and developing systems and networks for libraries. I’m glad now that I was able to capitalize on an opportunity.

Another feature of my career was involvement in special projects. Projects allow you to obtain a variety of experience, to enhance your collaboration and teamwork skills, to exercise and develop leadership potential, and to build a network of contacts with people working in other areas of an organization. They can also serve to re-energize you.
It is never too early in your career to begin to build a network of professional contacts. Professional associations serve as ideal conduits in this regard (see sidebar). Don’t be afraid to volunteer, whether it is working on a committee, helping to organize a conference or serving on an executive board or council. Association work is also a good way to hone leadership skills. As Linda Cook states, “Leadership is not about who you are, but what you do and how you do it. It’s about people who make things happen.”

Through my personal involvement with CLA and other associations, I have made friends and colleagues around the world. In conversations with these colleagues, often over a nice dinner and bottle of wine, I have gained new ideas and perspectives that could be applied in my own work. Similarly, we can learn from the experiences of organizations in other countries or regions and use that knowledge to improve services in our own institutions. Association activities need not be restricted to traditional organizations. I once worked at a library where participation in community groups such as the Boy Scouts was valued as community involvement. Look for opportunities to get involved and pursue them.

**Building skills**

The early stages of your career represent an ideal time to seek out diverse work experiences. Explore opportunities in different types of organizations, including those in other regions of Canada or abroad. Each new role contributes to your arsenal of skills and abilities. Some of my most terrifying and most satisfying moments came when I took a chance and uprooted from central Canada to a prairie province where I knew no one. What could someone who had lived primarily in big centres do in a small prairie city? The answer was, a lot! This move provided me opportunity to really get involved in association work, to travel and speak in a professional capacity, to build national contacts and to make some very good friends.

Other important aspects of my career have included speaking at conferences and writing for professional journals. Once your name is out there, you begin to receive invitations to participate. Each invitation provides you with another opportunity to network and learn. Today, you could start a blog and find like-minded colleagues who are passionate about the same subjects you are.

The politics within library organizations can prove baffling to new employees. Libraries are often large, political institutions. For a new professional, determining the politics within the library environment can be fraught with difficulties. Still, a good understanding of the decision-making culture within your library can be essential to a successful career. By observing how things get accomplished and networking with your colleagues, you will learn to advance your ideas.

Personal and professional learning must continue at every career stage. Formal training and mentorship programs are great, but if your organization lacks these, don’t let that stop you. As a new member of the retired librarians cohort, I can attest that we are open to new librarians who are interested in tapping our expertise and exchanging points of view. Seek out individuals, within your organization or comparable environments, whose careers you admire. Talk to them and ask questions. Chances are, they’ll be happy to discuss their careers and may dispense advice over a friendly meal or latte. At the end of the day, learning is a personal responsibility as well as an organizational one.

**Thriving in times of change**

Information professionals often share a desire to help people, and libraries by definition are service institutions. At the end of the day, feeling satisfied with what you have accomplished – whether it involves assisting a genealogist to find an ancestor, seeing the smile on a child’s face during storytime, helping a researcher to locate a critical piece of information, or presenting a new policy to library management – is critical to sustaining your commitment to your career and your organization.

The library environment is very different now from what it was even five years ago. Linda Cook identifies a number of necessary qualities to
Professional Associations

Library associations exist at the local, regional, national and international level. Some support general interests, while others cater to specific aspects of librarianship. For a new librarian, membership fees can be a barrier to joining all associations of interest, but every newcomer should strive to become a member of at least one national or provincial association. Library associations are not the only option, though. Other possibilities include:

ARMA (Canadian Region): www.armacanada.org/

Canadian Association for Information Science: www.cais-acsi.ca

Association of Canadian Archivists: http://archivists.ca/home/default.aspx

Canadian Information Processing Society: www.cips.ca

Information Resource Management Association of Canada: www.irmac.ca

Any provincial genealogical society

American Society for Information Science and Technology: www.asis.org/index.html

Association for Information Management: www.aslib.co.uk

thrive in this context: dynamism, an action orientation, people skills, risk taking, political smarts, leadership and tolerance for change. These characteristics represent a departure from those of the stereotypical librarian who works quietly in a back room or who sternly presides over a reference desk urging quiet.

I would maintain, however, that the characteristics Cook describes have always been desirable and have been evident in many previous cohorts of librarians. Perhaps the difference today is that we all require these qualities; they are no longer optional assets.

Working as an information professional can be very rewarding and has proved so in my experience. I would encourage my older colleagues to actively welcome the up-and-coming set, and I’d urge newcomers to seek out natural mentors among established professionals before these forerunners retire and move on to the new and exciting challenges of retirement. 

Carrol Lunau retired from Library and Archives Canada in 2006 after a 40-year career in academic, special and government libraries in Ontario, Alberta and Saskatchewan. She worked for 10 years as a paraprofessional and for 30 years as a librarian. One of her most satisfying achievements was working with the library community to develop standards and processes for the Canadian resource-sharing network.

Notes
On the first day of my first job out of library school, I destroyed company property. Yes, in this auspicious entrance into the world of work I checked my shiny new company laptop under the airplane in which I was flying to YBP Library Services’ head office. As I walked out of my first meeting that morning, my new manager called out of his office, “Sophia, what’s this I hear about you destroying your laptop already?” Needless to say, with thoughts that this would be the shortest LIS career in the history of LIS careers, I managed to stutter something largely unintelligible while running to my IT contact and hoping that my manager had heard wrong. He hadn’t.

I got through that first day in spite of my destructive tendencies, a splitting headache, and a whole lot of insecurity about my capacity to do well in my first job. Everything – absolutely everything – was new, and the worst part was that I felt like the wet ink on my diploma might as well run off that fancy paper for all the good it was doing me. I have since been told that this type of first day is normal.

Four months into my job, I was asked to give a guest lecture for Lorraine Busby’s “Managing Vendor Relations” course that she teaches for the University of Western Ontario’s MLIS program. The course “explores the business connections between librarians and companies providing information resources and services essential to academic library operations” (Busby). One of the key features of Lorraine’s course is that she asks industry representatives to visit her class to discuss their job and their experiences working with libraries.

Thinking about how I would fill an hour in front of my graduate school peers – whom I still knew because I had only graduated four months earlier – I was stunned to realize that I had learned so much that I could talk for a lot longer than one measly hour about all the new knowledge gained, professional connections made, and enriching experiences had. The opportunity to share my ruminations with future “baby librarians,” as one colleague enjoyed calling me while I was on co-op at her library, prodded me to reflect on my first months of working with libraries as a vendor representative.

A course like Lorraine’s educates students about working with vendors – a necessary part of being a professional librarian and not something to feel apprehensive about. A year of working for the “dark side” has now passed, and I have been asked back to Lorraine’s class to give another guest lecture, which means that I am once again reflecting on experiences gained and lessons learned. Here are a few:

- The ink on the diploma really is worth something! Multitasking, priority setting, presentations and group-work activities from library school are all transferable skills that you can take with you to any job.
- Collection development and acquisitions is much more fascinating and complex than I could have imagined, and it is an aspect of library science that I never thought I would be working in. Don’t be hesitant about trying new areas of work.
- Even when your cell phone, which of course would happen to have a hip-hop style ring tone, goes off twice in the middle of your presentation, you can move beyond the embarrassment and finish the presentation by turning red and stammering apologies. Grace under pressure is something that can only be developed by being put under pressure.
• Conferences are incredible social and educational opportunities. Networking is not a bad word!

• Be an advocate for what you are interested in, even if this means peppering your manager with requests for MySpace accounts and a library staff dancing video to be posted on YouTube in an effort to prove to students that librarians are cool.

• When starting a new job it is important to ask questions and not be afraid of your lack of experience. How else will you learn what you don’t know? 🤔

Sophia Apostol received her MLIS from the University of Western Ontario. Upon graduation, she began working as the Canadian Sales Manager for YBP Library Services. Working for a vendor has proved to be extremely enlightening and has provided Sophia with a unique learning experience. Sophia has recently accepted a job with Seneca College as an Information Services Librarian at their Seneca@York campus and is looking forward to continuing her work within libraries. Sophia can be contacted at sophia.apostol@gmail.com.

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**Out Front with Stephen Abram**

**A Guide for Information Leaders**

Judith A. Siess and Jonathan Lorig

ALA Editions

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The Canadian LIS community is resonating with concern over a perceived deficit of quality applicants in the pool of new professionals. According to the 8Rs report *The Future of Human Resources in Canadian Libraries*, “virtually all types of libraries in the Canadian system are finding it the most difficult to fulfill their leadership, managerial, flexibility, innovation, technology, and workload needs.”¹ Most interestingly, when the report ranked the top 10 most important and simultaneously most difficult to fulfill competencies, leadership potential rated number one.

**Emerging Leaders**

- Kirsten Clement
- Amanda Etches-Johnson
- Rebecca Jansen
- Daniella Liebregts
- Stanislav Orlov
- Ewa Piorko

This finding took me by surprise. During my time as an MLIS student at the University of Western Ontario (UWO) and throughout my involvement as an executive officer for Librarians Without Borders (LWB), I have connected with many new professionals who have inspired me. I would argue that the profession is in good hands and that the future leadership landscape is not at all bleak.

This article features the perspectives of six of the emerging leaders I have come to know, including their recommendations for cultivating leadership skills. The six “up and comers” were referred to me by their peers – testament to the impact they have already had on the library community. They possess all of the key leadership elements as defined in the 8Rs human resources study: they are busy “negotiating, networking, motivating, [and] fundraising” and have “a future vision and a strong community involvement.”² Their comments and accomplishments should reassure employers.

**Defining leadership**

These new professionals agree that effective leaders possess the ability to influence, motivate and empower others toward a goal. While this ability is a key to success, in isolation it is not enough. Leaders often are able to accomplish their ends only where they acknowledge the value of team-building.

Rebecca Jansen, a Sunday services casual librarian with London Public Library, has held a number of LWB positions, including Operations Co-Chair. Her leadership role on the team responsible for transforming Librarians Without Borders from its student origins into a professional organization has proved a new and challenging experience. Rebecca attributes LWB’s success so far to this team approach: “Because we are able to work together, to use each other’s strengths and support one another, the tasks are more manageable.

“To be a good leader, I think it is important to persevere whether the situation is good or bad and to work toward your original vision – there are always alternative ways of accomplishing tasks.”

Rebecca Jansen
MLIS, University of Western Ontario, 2006
We each contribute a unique set of skills and experiences.” By acknowledging potential, utilizing the strengths of others and demonstrating genuine empathy for colleagues, such leaders are able to draw out the best in team members.

Leaders must have passion in order to motivate and empower others. Amanda Erches-Johnson, a librarian at McMaster University, and Ewa Piorko, a media librarian and archivist with CBC Radio Halifax, advise their peers to identify their personal interests. By doing so, new professionals can focus their energy on projects they are passionate about, projects that are personally and professionally stimulating. In turn, this energy will inspire colleagues.

Says Kirsten Clement, an educational outreach and teen services librarian with the Brantford Public Library, “Some great ideas will work and others won’t, and you can’t always discern which is which ahead of time; the key is to look at why something worked or didn’t and to learn from that experience.”

CACUL’s Re:Generations Committee. Stan says he is able to balance his obligations because he has learned the importance of delegation, a leadership rite of passage. Leaders must distribute the work across their teams, or risk being overwhelmed.

Ewa Piorko underscores the message that learning to say no when you feel tapped out or spread too thin is okay. “Don’t ignore other aspects of your life,” she says. In her role as Co-Artistic Director of a non-profit dance ensemble, Ewa has also discovered that while leaders must develop plans and set goals, those plans and goals can’t be too rigid. A leader must constantly adapt basic plans while keeping sight of long-term goals.

**Leaders need support**

Effective leaders also recognize what they don’t know and surround themselves with people who are more experienced in these areas. The new professionals I spoke with agree that emerging leaders require strong support networks consisting of role models, mentors and advisors. Mentoring, whether formal or informal, can be all important to those who lack experience and, at times, confidence. Being a mentor can be as simple as serving as a sounding board for ideas or offering encouragement during times of uncertainty.

Growing Librarians Without Borders into a professional organization has posed many challenges for the new librarians on its executive team. As members of this team, Rebecca Jansen and Daniella

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“However much you know, there will always be someone who knows more than you, so don’t be afraid to ask others if you have questions or want feedback. In this profession, our best resources are often each other.”

*Kirsten Clement*  
MLIS, University of Western Ontario, 2004

“By practising flexibility, being adaptable and having a general outline rather than a rigid plan, I am able to get more done and feel more in control of my time.”

*Ewa Piorko*  
MLIS, Dalhousie University, 2005

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**Leaders aren’t superheroes**

While leaders possess many qualities, they do not have extraordinary powers, nor can they claim more than 24 hours in a day. Not necessarily managers, they can be found at all levels in an organization. They employ their knowledge, consult with others, and even use intuition in order to make informed decisions. Still, they do make mistakes.
Liebrechts (a children’s librarian at Burlington Public Library) feel fortunate that a number of LIS faculty at UWO have offered how-to advice and words of encouragement throughout the process. “It is reassuring to have someone with more experience say that they believe in what you are doing.

"When faced with challenges, the support of our LWB team and international network motivates me and strengthens my resolve to help our newly formed organization succeed."

Daniella Liebrechts MLIS, University of Western Ontario, 2006

The support makes the effort more worthwhile and provides encouragement, especially when this person thinks you are accomplishing something valuable – and doing it well,” Rebecca says.

Many of these new professionals turn to others for advice and inspiration. Their mentors are professors, colleagues in professional associations, co-workers and managers. When Ewa Piorko participated in the CLA Student Chapter Professional Partnering Program at Dalhousie University, she was paired with a librarian who has since guided her in her career.

“My experience at the Northern Exposure to Leadership Institute was tremendous. NEL focuses on topics like leadership, advocacy and mentoring – concepts that are so empowering for newer professionals.”

Amanda Etches-Johnson MIS, University of Toronto, 2002

When Amanda Etches-Johnson began working at McMaster University, she participated in a mentorship program that paired her with a more experienced librarian for a four-week training period. After the training ended, the mentorship continued on an informal basis. Amanda had never envisioned herself in a management role, but changed her mind after being inspired by her mentor.

Cultivating leadership

These emerging leaders urge their peers to develop their networks and support structures, to seek mentors and to focus on professional development in order to cultivate their leadership skills. Collectively, they acknowledge the benefits of their involvement with professional associations and urge others to enroll in workshops, volunteer on committees and attend conferences. Daniella Liebrechts says her volunteer work with LWB has furthered her interest in librarianship and has strengthened her conviction about becoming a library professional.

In reality, opportunities for leadership development may be rare, in part due to constrained or non-existent workplace training budgets, geographic barriers to participation or personal financial limitations. But if we truly consider leadership skills to be critical professional competencies, then newcomers, employers, professional organizations and our academic institutions will partner in leadership development activities.

“Attending conferences is a great way to develop connections and to learn more about professional issues, whether you are in library school or in the workforce.”

Stanislav Orlov MIS, University of Toronto, 2006

Networking

Employers can provide regular opportunities for interaction between new and established professionals, either through professional avenues such as committee involvement or by way of organized social activities. Professional associations might encourage exchange between experienced and emerging leaders in the form of retreats and workshops, and by addressing financial barriers to participation. Academic program
coordinators can promote internships and co-op placements and advocate for student participation in professional associations.

“I am in awe of my mentor’s leadership and negotiation skills, and her ability to generously support young professionals in the community through her strong ties to the library school. She embodies the type of leadership style I strive for.”

Ewa Piorko
MLIS, Dalhousie University, 2005

Mentorship
Employers might develop a mandatory mentoring period for new library hires. Professional associations can promote the benefits of mentorship to both potential mentors and “mentees” by making it clear what a mentor relationship entails (typically, not a lot of time is required). Library science programs can create and support mentorship programs that link students with field leaders.

Professional development
If employers lack the funds to subsidize external training, they might still provide access to in-house opportunities. New professionals might be included in committee or task force work, or be allocated time for online or self-directed training. Where membership, conference and workshop fees are prohibitive, professional associations might subsidize fees or introduce new professional and paraprofessional rates. Finally, academic programs can offer leadership workshops and facilitate student attendance at local conferences, perhaps even making participation compulsory.

There are many active and latent leaders in the new professional pool. To a certain extent they must empower themselves, but to really flourish they require the encouragement and opportunities afforded by employers, professional associations and academic programs.

Melanie Sellar graduated from the MLIS program at the University of Western Ontario in June 2006. She founded Librarians Without Borders, served as its Co-Executive Director, and currently sits on the Board of Directors. Early in 2007, Melanie accepted an academic librarian position with the University of California, Irvine.

Notes
1. 8Rs Research Team. The Future of Human Resources in Canadian Libraries. (Edmonton, 8Rs, 2005), p. 33.
2. Ibid., p. 59.
Of making many books there is no end, but there are collectors for every volume that appears, no matter how dull, dingy or obscure it may be. Experienced collectors attend book auctions and browse in antiquarian bookshops. Others frequent thrift stores and rummage sales, looking for signed copies and scarce editions of works famous or forgotten.

Novice collectors expand their knowledge by studying dealers’ catalogues and reviewing their websites, by reading up on their particular author or topic area, and by listening to other collectors. They might also show up at one of my public lectures. Over the past 25 years I have scheduled these events in church basements, clubs, seniors’ residences, community centres and countless libraries across North America. I have described the early editions of Dickens to a hotel ballroom crammed with publishers, and stressed the importance of proper conservation techniques to a seniors’ book club whose membership included a trio of centenarians.

The bard’s Rotarians

Travelling from coast to coast, I have outlined Gutenberg’s achievements for doctors, lawyers, Native band leaders, physics teachers, nannies and a Bible study group in a federal penitentiary. In the public library of a small town in B.C.’s interior, I discussed the printing of Shakespeare’s 1623 Folio with the region’s Rotarians. Why would 35 middle-aged businessmen leave their homes on a dark and stormy night to hear about an old book? Because that book is worth millions; because its contents continue to attract large audiences; and because, in the words of one of rural B.C.’s more distinguished Rotarians, “Hamlet’s confused and Othello’s jealous and Macbeth’s just no damn good.”

Moreover, the story of Shakespeare’s printed plays contains everything from plagues and pirates to censorship, mysterious portraits and wild success. But even an unknown writer’s humblest volume has a story with some sort of cultural background and human interest; no book can be dismissed altogether, since there’s always a collector who wants it.

Informal and open to all, my lectures offer a brief history of printing, publishing and bookselling in the Western world. I describe the growth of literacy and the development of various genres for different kinds of readers. To hold the audience’s attention, I treat reading as a personal experience, and note the influence of readers’ needs on book design and production. A modern example that baby boomers appreciate: the popularity of bigger type. In the 1960s, university students read novels and other textbooks with smaller type that didn’t
strain young eyes. Decades later, as reading glasses become almost permanent fixtures on mid-life faces, the demand for more “comfortable” type has increased. Thus the little Penguin has given way to larger softcovers with space for bigger type.

**Tribes**

While every collector has unique interests, there are enough similarities between them that one can discern certain kinds of collectors—what I think of as “tribes.” There is the Science Fiction Tribe, which includes Star Trek fanatics, classicists (“I focus on editions of H.G. Wells”) and the ultra-specialists who collect nothing but paperback dystopian fiction written by Californian women in the 1980s. There are the mystery collectors who hunt for one or more of the standard whodunit producers in the current market: Ian Rankin, James Lee Burke, T. Jefferson Parker and the eternal Agatha Christie. There are children’s specialists who will spend large amounts for books illustrated by Arthur Rackham, or any of Enid Blyton’s breathless adventure stories.

Of all of the tribes, however, the largest is interested in fiction in English. These subdivide into “Canadianists” who prefer Atwood, Davies and their contemporaries; collectors of current English writers such as Martin Amis, Julian Barnes and Nick Hornby; people who wanted to develop a representative collection of American novelists, but who find their shelves crammed with nothing but first editions of John Updike; and the indefatigable souls who dedicate years of their lives in the search for the works of a second- or third-tier writer who they believe deserves far more attention than he or she receives from critics, scriptwriters, publishers and readers. The best examples might be Ronald Firbank and Patrick Hamilton, although inevitably one evening in Halifax or Kitchener or Saskatoon, an elderly woman will appear before the lecture in the events room of the library branch, and swear that the only writer of the past century worth collecting is Henry Williamson or John Buchan. She might have a point.

**High spots, high prices**

Occasionally one of the more experienced—and richer—collectors will attend a lecture out of curiosity. They are accustomed to conferring with dealers about their interests and rarely spend time with collectors from lesser tribes. But loneliness can set in. After all, collectors are human, and even the most solitary will sometimes feel the need to see how others live. Talk of “high spots” gets everyone’s attention, but particularly that of a collector who can afford them. High spots are the more famous and usually more expensive items that only the better heeled can buy. While some high spots are out of the reach of everyone aside from millionaires and their bankers, everyone likes to hear about them. Printed in 1455, the Gutenberg Bible is the best example. Even a battered page from a broken-up copy is worth many thousands of dollars. If ever a complete Gutenberg in good condition were to reach the market, its price would be in the hundreds of millions. An example such as this is enough to inspire awe in the most distinguished collector.

Other, more modern high spots include the signed first edition of James Joyce’s *Ulysses* (1922), currently worth more than $250,000; the first edition of Arthur Conan Doyle’s *The Hound of the Baskervilles* (1902), which sold recently at Sotheby’s for approximately $175,000; and the first edition of F. Scott Fitzgerald’s *The Great Gatsby* (1925), in the earliest dust jacket. The latter feature increases the value of this book to around $175,000.

**Mississauga romantic**

Impressed as they may be with high spots, not all experienced collectors want them. In fact, some of the savviest spend years tracking down items that highbrow persons might view with contempt. What do you make of the Vancouver surgeon who has spent thousands of dollars on complete sets of Mad or Playboy? Or the Toronto investment banker who owns every Harlequin romance, and disappears weekly to buy the latest from a supermarket in Mississauga, where he is less likely to be recognized? Or the Chicago art dealer who sneaks across the border to buy any adventure story that includes Mounties? He may provide his clientele with Winslow Homer and Edward Hopper, but his personal preferences involve the red serge, bandits, booze and the occasional Mad Trapper.

Of course, not everyone who attends these lectures is a collector.
Restoration costs

Sentimental value inspires people to appear in the library events room clutching battered family Bibles, ancient cookbooks, and children’s books held together by the slenderest binding thread. Can these precious items be restored? Yes, but at a high cost. Do you have $1,500 to rebinding that Bible, or $275 to repair the boards of that ordinary edition of The Wind in the Willows? A restorer can remove the stains from the pages of that old Betty Crocker item, for no more than $600. Restoring books – not just repairing them – is costly, and while there are competent restorers in most provinces, few of us are willing to pay their prices.

The next best course of action is to protect the book from further harm. I advise audiences to keep their battered treasures away from moisture, excessive heat and light, insects, recalcitrant children, and people who use books as coasters for coffee mugs. Only one form of book abuse is tolerable, and it is evident mostly in old Bibles. Pressing wildflowers in the scriptures is a tradition, particularly on the Prairies. As a librarian, I deplore this practice, since it can stain pages permanently. But I won’t thunder against those delicate, dried-out blossoms, which a young man gave his fiancée a century ago in a small town outside Regina. I advise the owner of the Bible to leave those artifacts of affection where they are, and to imagine how they might have ended up in the middle of Ecclesiastes.

Biblio-survival

Increasingly, people come to my lectures for reassurance. In an age of podcasts and BlackBerries, laptops and a constant stream of email, many people long for traditional forms of entertainment. As attached as they are to the latest technology, they want to know that books are still a vital part of our culture and that, despite the predictions of futurists, the book is not on the verge of dying out. So they show up at the events room door with assorted Bibles and cookbooks, and perhaps a spouse or companion. I believe that they always will. As long as Rotarians worry about the state of Macbeth’s morality, there will always be an interest in books and book collecting.

Guy Robertson is an instructor in the Library and Information Technician Program at Langara College in Vancouver, B.C. He can be reached at guy_robertson@telus.net.
Identity Theft and Libraries

 Jeremiah Saunders & Carla Graebner

Red: “You can’t just make a person up.”
Andy: “Sure you can, if you know how the system works, and where the cracks are. It’s amazing what you can accomplish by mail.”

Dialogue from The Shawshank Redemption (1994)

Identity theft is on the rise. Studies from government agencies such as the Office of the Privacy Commissioner and voluntary organizations like the British Columbia Freedom of Information and Privacy Association (FIPA) are drawing attention to this growing problem. The library community is ideally situated to raise awareness among library patrons about safeguarding their personal information – inside libraries and out. This article provides an insight into what some libraries are doing to raise awareness. We hope it will provide inspiration for others to plan their own events.

What is identity theft? FIPA defines it as “the misappropriation and unauthorized use of an individual’s identity in order to gain some advantage (usually financial) by deception.” By an “individual’s identity,” we are referring to personal information. According to the Office of the Privacy Commissioner of Canada, personal information includes “your name, date of birth, address, credit card, Social Insurance Number” among other details. Surprisingly, identity theft is not defined as an offence in the Criminal Code of Canada. Rather, several offences involving fraud and other crimes constitute what we refer to as “identity theft.” What seems to set identity theft apart from other crimes is that it is costly, time-consuming and emotionally devastating to re-establish your credentials and good name.

Identity theft impacts thousands of Canadians and costs the economy billions of dollars. According to PhoneBusters, the Canadian anti-fraud call centre, there were 7,778 identity theft victims in 2006, which resulted in an economic loss of more than $16 million. In 2002, identity theft cost individuals and businesses in Canada $2.5 billion. Identity theft is not only costly, it is time-consuming to redress; the U.S. Federal Trade Commission estimated in 2003 that victims had spent a combined 300 million hours in the previous year attempting to fix the problems caused by someone stealing their identities. Unfortunately, identity theft is expected to increase.

In a 2004 binational report, the U.S. and Canadian governments recognized that “identity theft is likely to continue to grow substantially over the next decade.” The lack of legislation compelling businesses and organizations to do more to protect identity theft, such as “order-making powers” for the Office of the Privacy Commissioner, is a major impediment to resolving this issue. Another part of the problem is that companies do not have a duty to notify customers when their personal information may have been compromised. An IDC Canada survey of 460 organizations of all sizes in the public and private sectors found that only 4% of respondents considered privacy legislation a factor when planning IT security.

As much as we expect businesses to take the necessary steps to minimize the risk of their systems being compromised, individuals must also play a part in protecting themselves, at the very least by keeping their software up-to-date and their purse or wallet in sight. Protecting your own identity is the first line of defence. Governments often rate no better than corporations at...
safeguarding personal information. The FBI lost 160 laptops in the past four years and failed to report 76% of the cases to the Justice Department as mandated. This negligence in communication is worrisome when it comes to identity theft, since people need to be notified in order to protect themselves and, in turn, to notify others, such as their credit agencies.

**On the radar**

Identity theft is on the radar of librarians, as the very nature of the crime strikes at the heart of our profession: providing access to authoritative, reliable online sources of information and safeguarding privacy. Identity theft ranked number 9 on a list of the top 10 trends, according to the Texas Library Association’s Automation and Technology Round Table survey of technology trends in libraries. There have been a number of high-profile cases in the past few years that explain why identity theft is getting noticed. ChoicePoint, a data aggregator, sold personal information on 145,000 people to thieves in February 2005; CardSystems put 40 million Visa and MasterCard holders at risk in June 2005. More recently, CIBC’s subsidiary Talvest Mutual Funds put 470,000 customers at risk when a computer file was lost in transfer between its offices; and two million Canadian credit cards may have been hacked through the retailers Winners and HomeSense.

While it is incumbent upon companies to safeguard our information, it is our responsibility as consumers, both of information and of goods, to do likewise. The next time your financial institution, eBay, PayPal or some other organization emails you and asks you to log on via the link they provide to confirm your account information, don’t. If in doubt, open a fresh browser window and check to see if the organization has a policy on contacting their customers through email, like the following statement from RBC: “Please be aware that RBC Financial Group will never ask you to provide confidential information through regular e-mail. If you receive an e-mail that asks you to provide confidential information such as your account numbers, PIN or password, do not respond and contact us immediately.”

If you can’t find such a policy, call the organization or you might become a victim of phishing. This type of identity theft involves receiving an unsolicited email, usually from a recognizable financial institution, asking you to verify information by logging into your account via the link provided. While it may seem harmless, the link provided is fake and redirects the unsuspecting victim to a mirror site designed to resemble the legitimate website. Once you log in with your identification and password, the fraudsters have caught you and can now access your real account information.

**What’s being done?**

So, what are librarians doing to raise public awareness among themselves and library users?

As part of an informal survey, we used Google Co-Op to create a search engine limited to the public library websites listed on the Library and Archives Canada “Canadian Library Gateway” site. We ran a search on 382 websites, excluding public access catalogues, to see how many sites included the phrase “identity theft.” Although the results are only a snapshot, we found that out of the 30 websites returned, most offered links to identity theft, usually through subject guides, with most links to government websites. In addition to providing access to “self serve” resources on their websites, several libraries have offered seminars and workshops on preventing identity theft.

While workshops and presentations are useful for informing adults of the risk of identity theft, how can we encourage the discussion between parents and children, beyond the warning “Don’t talk to strangers”? In the article “Identity Theft: Targeting Younger Victims,” published in Information Today, Phillip Britt quotes the U.S. Federal Trade Commission, stating that “the number of identity theft complaints increased from 6,512 to 11,061 during 1 year for those less than 18 years of age.” In several cases, a relative or someone else known to the victim committed the crime, which further demonstrates the need for educating children and young adults about keeping personal information safe, and teaching them to critically evaluate requests for such information.
Phillip Britt is all about common sense. He encourages parents to regularly check with their children to see what, if any, personal information they have given out, and he recommends that parents limit which pieces of identification a child carries. For librarians, Philip Britt suggests we supply children with “age-appropriate information” on identity theft. This leads us to make the additional following recommendations:

- Examine your collection development policies to see if you have a collection that includes books and other resources on identity theft.
- Showcase books involving ID theft on your “book of the month” newsletter or blogs.
- Include these resources during your library’s storytime for children and parents.
- Work with educators to support a curriculum that involves raising awareness about identity theft, such as an essay-writing contest on phishing.20
- Provide training on anti-virus, anti-spyware and anti-spam software and provide links to these tools so your patrons can start using them on their personal computers.

**Letters**

In Canada, it is the Personal Information Protection and Electronic Documents Act (PIPEDA) that protects the collection, use and release of personal information in the private sector. We interviewed Richard S. Rosenberg, Professor Emeritus of Computer Science at the University of British Columbia,21 to find out what he considers to be the most important issues for librarians in relation to PIPEDA. As the President of the B.C. Freedom of Information and Privacy Association and member of the Board of Directors for the B.C. Civil Liberties Association, he is a privacy advocate who has testified before the House of Commons on privacy legislation. Recently, Dr. Rosenberg appeared before the Standing Committee on Access to Information, Privacy and Ethics to advise on protecting the privacy of Canadians through PIPEDA.22

One of the most important changes for PIPEDA in terms of identity theft that Dr. Rosenberg recommends is that “businesses and organizations should be required to notify and disclose to individuals whose personal information may have been compromised.” In the PIPEDA Review Discussion Document: Protecting Privacy in an Intrusive World (July 2006), this is referred to as the “duty to notify”, instead of a “hacked” or “compromised” system, the report refers to the problem as “involuntary disclosures.”23 The review notes that approximately half of all U.S. states have passed similar legislation obliging businesses to notify customers of any breach. Such notification is critical to minimizing the damage inflicted by identity theft, since monitoring every company that has personal information on you is not practical, and keeping track of your personal information is vital to seeing if anyone is abusing it. Fines are needed if companies fail to notify you. The review notes that only Ontario’s Personal Health Information Protection Act requires notification.

In addition, specifying how customers would be contacted is equally important, and Dr. Rosenberg recommends a targeted approach. Taking out a newspaper advertisement advising clients of a security breach is not going to be as effective as a letter sent personally to you with a step-by-step approach for protecting your identity. “Notification is not enough,” says Dr. Rosenberg, “unless individuals are informed of what steps to take to minimize the risk of identity theft.”

What can librarians do? Dr. Rosenberg is especially qualified to answer this question, since he is married to one. “Aside from raising awareness, librarians should write letters to the Office of the Privacy Commissioner of Canada and their MPs,” says Dr. Rosenberg. He stresses that these should be individual letters — not a letter from your library as a whole, or your provincial association, but one that comes from your own hand. A typed or handwritten letter from one person carries more weight when thousands of librarians take up the pen (or keyboard) than when a few professional bodies do. In your letter, you might answer some of the questions posed in the PIPEDA Review, such as “Should organizations that suffer loss or theft of personal information have a legal duty to report the loss or theft? If so, under what conditions, and to whom should they report?”
Resources for Librarians

Canada

Michael Geist’s blog: www.michaelgeist.ca

Canadian Internet Policy and Public Interest Clinic (CIPPIC): www.cippic.ca/en/faqs-resources/identity-theft/

SafeCanada.ca
Extensive list of links to Canadian government sites (updated as of February 16, 2007): www.safecanada.ca/identitytheft_e.asp

United States


Identity Theft Resource Center
www.idtheftcenter.org/

Consumer Resources

Canada


Identity Theft Statement
Notifies business and financial institutions that they have been a victim of identity theft. Available from PhoneBusters (PDF): www.phonebusters.com/images/IDTheftStatement.pdf


United States


Privacy Enhancement Tools

Although there may be better-known tools available, we want to recommend two tools that you may not be currently using:

TOR (The Onion Route)
http://tor.eff.org/
Developed by the U.S. Navy, TOR is a freely available, open source browse plug-in that redirects your data packets through routers around the world to interfere with the analysis of your online browsing history.27

PIPWATcch
http://flug.fis.utoronto.ca/~PIPWATcch/
A Firefox extension designed as a privacy enhancement technology (PET), this toolbar notifies users if a Web site is in line with Canadian privacy laws.
If in doubt, don’t give it out

According to the Personal Information Protection and Electronic Documents Act, personal information refers to your vital statistics, income, ethnic origin, marital status, education and address, among others. Organizations have a legal obligation to disclose why they need to collect this information, how they intend to organize it and what they’re going to do with it. This obligation extends to safeguarding the information and ensuring that it is accurate and up-to-date. Under the Act, organizations must obtain your consent to collect, use or disclose personal information, and they need to do so in a fair and lawful manner. While there may be exceptions to these principles, if you have any concerns about how your information is being collected or used, you have the right to obtain access to your personal information. If you believe your privacy rights are being impinged, contact the Office of the Privacy Commissioner of Canada by calling 1-800-282-1376.24

To help you guard against identity theft, think of the following recommendations as a good starting point:25

1. Do not carry your Social Insurance Number (SIN) or birth certificate with you. In fact, don’t use your SIN as an identifier. According to the Office of the Privacy Commissioner of Canada, while banks are required to ask for your SIN for income tax reporting, “no private sector organization is legally authorized to request customer’s SINs for purposes other than income reporting.”26
2. Don’t leave personal documents lying around, whether at home, at work or in your car.
3. Shred your documents before disposing of them. (Some privacy organizations recommend using a crosscut shredder).
4. When creating passwords for online accounts, use a combination of letters, numbers and symbols.
5. Install firewall software and keep your anti-virus software up-to-date.
6. Don’t send personal information over the Internet and don’t respond to spam emails.
7. Don’t give out your mother’s maiden name casually. Financial institutions often use this as a form of additional security.
8. When undertaking any type of online transaction, ensure the site is using some kind of encryption or secured system. You can usually see this confirmed by the https:// prefix at the beginning of the URL.
9. When finishing an online transaction, ensure that you log out completely and clear the browser cache of saved cookies, passwords, history and temporary files. You can do this by accessing the Options or Internet Options under the “Tools” tab in your browser.
10. If in doubt, don’t give out any personal information until you’ve verified who is asking and why they need it.ervice.

Jeremiah Saunders is a recent graduate of the School of Library, Archival and Information Studies at UBC. He attributes his interest in privacy issues to taking a course in information policy.

Carla Graebner is a Liaison Librarian at Simon Fraser University and is co-chair of the BCLA Information Policy Committee. Carla has always been an information and privacy geek. Both authors sit on the Freedom of Information and Privacy Association board and attend BCLA Information Policy Committee meetings.

Notes

6 Ibid.
7 Ibid.
8 Order-making powers refers to a proposal that would grant the Privacy Commission the power to compel an organization to adhere to privacy laws.
16 Since Google Co-Op is a nifty little tool worth exploring, we’re providing open access to this search engine for volunteers, in case public librarians would like to expand it. “Canadian Public Libraries” [search engine], available from http://tinyurl.com/39fw76 or http://google.com/coop/cse?cx=010608253120857745790%3Afi5i0vnsqlo. [Note: Jeremiah Saunders sits on the board of The Alcuin Society, and he has used his personal account to create a search engine for the Society; thus you will find the Canadian Public Libraries search engine under the Society’s name.]
19 Ibid.
21 Richard S. Rosenberg, interview by authors, February 17, 2007, Richmond, B.C., telephone conversation and email.


Further Reading


Andy Lagassé stepped from his vehicle into the stifling heat of Ségou in Mali, West Africa, to a rock star’s welcome: more than 1,600 chanting, waving youngsters. Andy waded into the crowd, shaking hands with the children and joining in the chanting.

But Andy’s isn’t a rock star. Far from it. He’s a former Assistant Commissioner of the RCMP, now retired and living in Ottawa. The cause of all the excitement? Believe it or not, library books. Specifically, library books donated by CODE, the Canadian not-for-profit organization that promotes literacy among elementary school children in developing countries.

Outside their school, the 1,600 children were chanting “Ma-li, Ca-na-da.” Says Andy: “The kids were so very animated – you could see the joy in their faces. They were ecstatic when we joined them in the crowd.”

The scarcity of books and the impact that CODE is having explains the wildly enthusiastic welcome. “The need is so great,” says Andy, emphasizing the word so.

“I visited one school where there were 80 to 100 children to a classroom with one teacher, and in no school did I see fewer than 75 kids to a classroom. The rooms are very hot and lighting is low – not good learning conditions. In Canada we complain daylight. We complain about portable buildings at Canadian schools – there it would be heaven to have a portable!”

**Opening doors to a better life**

In Mali there are no tuition fees for public schools, Andy says, and education is compulsory between the ages of seven and 16. But Mali’s actual primary school enrolment rate is low because families can’t cover the additional cost of uniforms, books, supplies and other fees. And the majority of students leave school by age 12. There is also a lack of schools in rural areas, as well as a shortage of teachers and materials.

Andy with school children in Mali. Picture courtesy CODE.
CODE, a Canadian charitable organization, has been promoting education and literacy in the developing world for almost 50 years. CODE works in partnership with local organizations in Africa and Central America to provide resources for learning, promote awareness and understanding, and encourage self-reliance. The aim is to support communities where children have inadequate access to literacy resources and skilled teachers. The World Bank cites the investment in literacy to be the most cost-efficient tool in the fight against poverty. For more information, visit www.codecan.org.

The importance of literacy to developing countries cannot be overstated, says Andy. “It opens the door to a better life. When people can read and write, their ability to earn more money increases. With more cash and the ability to read material produced on health issues, people can protect themselves better.” According to UNESCO, potential earnings in adulthood increase between 10 and 20% for every year of schooling a child has.

To approach donors with credibility, Andy felt he needed to gain first-hand knowledge of CODE’s programs. So recently his volunteer efforts led him to Mali, one of the world’s poorest countries. He spent several thousand dollars of his own money to make an eight-day visit in December to schools and community libraries supported by CODE.

**Project Love**

Mali, a landlocked country bordering the Sahara Desert, ranks 175th out of 177 on the 2006 United Nations index that attempts to measure quality of life. Most people don’t live past the age of 45, and the rate of infant mortality is one of the highest in the world. Forty-seven percent of the population is under the age of 15 years, and the literacy rate among adults is believed to be around 30% overall and as low as 12% among females.

CODE has been working with its Malian non-profit partner organization, ALED (Association pour la lecture, l'éducation et le développement), since ALED was formed in 1997. Programs reaching more than 29,000 students in Mali’s Ségou area provide reading materials to school libraries, train teachers in the teaching of reading and library management skills, promote the fun of reading through reading weeks, and supply library furniture such as tables, chairs, shelves and cabinets.

At one of the schools, Andy and Jeff Gilmour, a Calgary lawyer and CODE volunteer who is also the Honorary Consul for Mali in Alberta, and CODE program officer Willy Rangira handed out gifts of Project Love kits. Each kit contains a pencil, eraser, ruler and exercise book, along with a note from a school child in Canada. The kits are put together at schools across Canada, usually on Valentine’s Day, and are delivered by CODE to schools in various developing countries.

CODE’s Project Love began as a volunteer-initiated project in 1987 in London, Ontario, to collect school supplies for schools in Dominica. It has continued every year since then and has spread to schools in every province and territory.

The CODE visitors also distributed pencils from Canada, T-shirts for reading competition prizes, and boxes of white chalk for the teachers. “You could see the delight in the eyes of the teachers as chalk isn’t readily available,” says Andy.

At another school the CODE visitors attended the official opening of a library.

“Again, this was a sight we will always remember,” says Andy. “More than 1,000 students were at the entrance to the school waving and chanting ‘Canada.’ The ceremony was very well organized and attended by a large number of parents, politicians and other dignitaries from school boards and other areas. There were many speeches, all stressing the importance of literacy and how crucial it is for CODE to continue its efforts in Mali.”

Andy was impressed by how well managed the schools were. But the crowding dismayed him, with three or more children to a desk and books that had to be shared because they are so expensive. “At one school we visited, the parents and students grow vegetables behind the school and sell these to provide for some of the school’s needs,” he says.
More libraries needed

Andy is not new to volunteer work. A modest man, he works quietly behind the scenes and has gained a reputation for tackling tough tasks. He has worked as a volunteer with the Ottawa Regional Cancer Centre Foundation and served on its board; headed the Alterna Savings “Do It For Dad” run/walk for prostate cancer; and worked with the Motorcycle Ride for Dad, another prostate cancer fundraiser. He has also volunteered at St. Mary’s Home, a centre that gives hope to pregnant teenagers and young single-parent families, and with the United Nations Association in Canada.

A keen runner, he has completed seven marathons. A recent hip replacement put an end to that activity, but he has a new goal – raising money for more CODE-sponsored libraries in Mali.

He is determined to make a success of it. “I want to go back in a few years to see what progress has been made,” he says. “The orientation visit was most successful and showed us that CODE is performing a tremendous service to the population of Mali. This was confirmed over and over by Malians. Teachers, parents, local dignitaries and politicians were all full of praise for what CODE is doing.” ALED is doing a very good job delivering CODE Ségou programs and adapting those programs to local conditions, Andy says, “but more libraries are desperately needed, and local school officials were pleading with us to open libraries at their schools.”

Maureen Johnson is a freelance writer who lives in Manotick, Ontario. She has worked on newspapers in England and Canada, and has focused in recent years on health and international development issues. She was vice-chair of Rideau Township Library Board until amalgamation took place with the City of Ottawa library system.
Slashed budgets, accusations of political interference in science, protests from over 10,000 scientists, aggressive senatorial oversight hearings; who knew libraries could be at the centre of such controversy? Such has been the case, however, since the U.S. Environmental Protection Agency (EPA) decided to shut down or reduce operating hours at many of its libraries across the United States.

Conversely, north of the border, only a deafening silence surrounds the slow demise of Environment Canada's libraries.

In early 2006 the EPA began restructuring its network of libraries. The original intent was to respond to the President's 2007 budget, which included a 35% cut to the EPA libraries. More specifically, 80% of those cuts were to libraries administered by the Office of Environmental Information, which was responsible for 10 regional libraries and the headquarters library in Washington. This amounted to a $2 million cut out of a $2.5 million budget.

Despite the fact that Congress adjourned at the end of 2006 without approving these cuts, the EPA headquarters library, the Chemical Library (administered by the Office of Prevention, Pesticides and Toxic Substances) and four regional libraries affecting 23 states have been closed and their librarians laid off. Four other regional libraries have had their operating hours reduced.

Since the announcements of the cuts, protests have been raining down on the EPA for acting without congressional approval and without a clear plan for dismantling the libraries. EPA's administrators have tried to recast the closures as part of a transition from walk-in to online services. This drew even more critiques, which were compounded when EPA officials announced that the digitization of many unique EPA print materials would take up to two years. This has left many documents boxed and lying in repositories, accessible only by interlibrary loan.

Protests abound

The response to the cuts has come from a variety of quarters. Library associations have written letters to members of Congress, reminding them that EPA librarians handled over 130,000 research requests in 2005, saving EPA staff over 200,000 hours of research time and an estimated $7.5 million.

Democratic Party legislators have also written letters asking the EPA to stop library closures. In early February 2007, the U.S. Senate Committee on Environment and Public Works, now led by Democratic Senator Barbara Boxer, held an oversight hearing into recent EPA decisions, which included very pointed questioning over its library closures.

EPA staff have also been vocal about the cuts. A letter signed by 16 union presidents, representing over 10,000 EPA scientists, engineers, environmental protection specialists and support staff, insists that libraries are essential in order to accomplish the agency’s mission. Closures could mean that prosecution of polluters will be compromised or that research into the effects and properties of chemicals slated to go onto the market will be difficult.

Research has shown that government publications are crucial to environmental scientists. Studies indicate that technical reports published by governments or non-governmental organizations can comprise anywhere from 3% to 8% of the citations in an environmental scientist’s research article. As a comparison, a study of articles written by biochemists demonstrated that only 0.5% of their citations come from technical reports.

Canadian déjá vu

With much less media attention, there have been many budget cuts to
federal libraries in Canada over the last several years. Following Paul Martin’s 1995 budget announcing a $13.4 billion reduction in spending, deep cuts were made to Environment Canada’s libraries. The result was major reductions in services, as well as cancellations of journal subscriptions and, in some cases, the complete obliteration of book-buying budgets.

Consequently, Environment Canada scientists rely on university libraries for their information needs and on their own budgets to buy books and individual subscriptions to journals. As a result, small collections of books and journals are being duplicated throughout the department.

Tom Furmanczyk, a scientist at Environment Canada who has been involved in many committees to evaluate the downsizing of its libraries, wonders whether the duplication and time lost hunting down information is costing the government more than a strong, central library would. “The library needs to be the central pillar of an organization,” he says.

Today, according to Furmanzyk, approximately 0.04% of Environment Canada’s budget goes toward its libraries. In comparison, in 2004-05, Concordia University allotted more than 4% of its budget to its libraries. But even as the environment tops the polls on issues that are of concern to Canadians, staff at Environment Canada have said that the library faced another budget cut in 2006.

The environment and political interference in science

Although Environment Canada’s libraries are suffering, scientists across the country are taking environmental issues seriously. Over 700 Canadian environmental scientists signed a petition in December 2006, urging the federal government to strengthen the Canadian Environmental Protection Act. Dr. David Schindler, the petition’s organizer, believes that budget cuts undermine the government’s capacity to control pollution. Dr. John Smol, one of the petitioners, goes on to say that many scientists “are frightened almost by how current administrations around the world, including our own, are not taking the environment anywhere near as seriously as they should.”

“In an age of global warming and heightened public awareness about the environment, it seems ironic that the Administration would choose this time to limit access to years of research about the environment,” testified Leslie Burger, president of the American Library Association, at the EPA oversight hearing.

Could the EPA library closings be one more example of political interference in science? The Union of Concerned Scientists in the United States certainly thinks so. Their A to Z Guide to Political Interference in Science is a long reading list of manipulation, suppression and distortion of scientific work by the current American administration.

It could also be argued that the lack of funding to environment libraries in Canada and the United States is the result of a deep misunderstanding of the crucial role of libraries and librarians in the Internet era. In fact, both governments have justified their cuts by suggesting that digitized library documents with increased online availability would outweigh the need for physical libraries and the research skills of librarians.

Whatever the case, the EPA and Environment Canada cuts diminish one of the best tools we have for protecting the environment: access to information. Public awareness and action are vital in the struggle to maintain these libraries, especially in Canada, where there has so far been no mobilization on the issue.

Notes


Danielle Dennie is the Chemistry & Biochemistry and Physics Librarian at Concordia University in Montreal. She is passionate about the socio-political aspect of libraries and playing rough in the corners during floor-hockey.
Wall Art to Body Art: Great X-pectations for Leadership in a Corporate Law Library Setting

V. Nicole Godin

As a “Generation Xer” and recent library school graduate, I am confronted with many stereotypes and foregone conclusions regarding law librarians. I’ve traded in my horn-rimmed glasses for Chanel, sensible shoes for heels, and wall art for body art... It’s no wonder that most patrons pass by my office when searching for the resident “librarian.” Still bright-eyed and armed with idealism, ambition and the knowledge that I am now an ordained “gatekeeper” of democracy, I confront my managerial role in the legal information work environment with a humbling sensitivity to the dexterity and wisdom of my professional predecessors.

At first glance, survival in the bowels of a corporate law library can seem daunting. Having to soldier through the immense learning curve associated with legalese, a disciplined corporate culture, and the legal prowess of patrons and colleagues alike makes working toward a leadership role look like an impossible mission. However, the stark reality for many corporate law libraries is that sweeping enterprise-wide cost-cutting efforts and the final season of the baby boomers’ reign will make a changing of the guard an imminent reality.

So what? you might ask. What does this have to do with me? Well, if you are in your late twenties to late thirties, have a mid-level position in your organization and see yourself needing a job for the next 20 to 30 years, this has everything to do with you. Many young information professionals will soon be assuming managerial roles or will become the “Lone Ranger” of their corporation’s legal information centre. Therefore, a better question to ask is, How can I prepare myself to successfully step up to the leadership plate?

Step by step for the new kid on the block

Romantic notions of librarianship are held by colleagues and patrons alike. These rooted perceptions are both integral and detrimental to the survival of a legal information centre in a corporate setting. Corporate law librarians are increasingly involved in data, records and knowledge management functions that have evolved their roles beyond the confines of the book stacks and the Canadian Abridgement. Embracing these changes and demonstrating the benefits of such service alterations to the end user will undoubtedly display a newcomer's progressive skill set in an ever-changing work environment. By freeing oneself from the pigeonholes of yesteryear, a young information professional can demonstrate readiness for a leadership opportunity.

However, lack of attention to the fundamentals of librarianship can easily alienate a core group of patrons whose level of comfort and whose resource needs and research requirements rely on a more traditional skill set. As such, Generation X librarians are faced with the responsibility of bridging the gap between their technical proficiency and their traditional competencies and professional demeanour. In so doing, they can build credibility with library patrons who may not be as in tune with either information technologies or conventional information management functions.

Snuffleupagus need not apply

Often law librarians are viewed as the invisible “hand behind the curtain” – the proverbial invisible friend. Legal practitioners and paraprofessionals are heavily reliant on their research skills and information navigation prowess to bolster their arguments and court filings. However, law librarians are increasingly proactively advocating their skills and efficiencies beyond the drapery of conventional service to align themselves professionally with those they serve. Users’ expectations are changing along with the demographics of the population, as their own skill sets become more technically weighted and reliant on...
Google. As such, successful leadership in a law library requires a firm grasp of legal reasoning and substantive law, information science oriented competencies, a strong business sensibility, and IT fundamentals.

**Are you sponge worthy?**

In the knowledge economy, what you know is at least as important as who you know. In fact, the law librarian plays a role in jointly sustaining a corporation’s and a legal department’s competitive advantage. Consequently, absorbing as much intellectual capital as possible from your patrons, professional colleagues, managers, co-workers and educators is critical to keep pace with the demands associated with this field. The new cohort of corporate law librarians who are seeking to secure management roles in the near future must learn to tap into the lifetime of experience and knowledge of their predecessors in order to succeed.

Also, learning from the legal expertise of library users can go far in developing your own sense of how to accommodate their information needs. By taking charge of this knowledge exchange process, you can develop targeted relationships and glean insights from others’ experiences.

Nevertheless, one cannot entirely rely on others to learn the ropes. Those seeking managerial opportunities need to be committed to self-directed learning in relation to the growth of their own professional expertise, legal knowledge and business acumen. This allows you to stay one step ahead of the end user and avoid stagnation. Another reason that continuous learning is important to success is the relatively low number of staff employed in corporate law libraries. Managers must develop a “generalistic” knowledge base to thrive in a setting where they are often working independently and where the small workforce cannot accommodate professional specialization.

**Intel-i-vision**

Legal information professionals in a corporate setting have a responsibility to balance strategic and tactical business priorities with budgetary constraints, technological innovation, knowledge management responsibilities and the information needs of highly specialized legal practitioners. As such, young information professionals should become well versed in the goals and policies of their parent organization, legal department and information centre. By harnessing the strategic vision of their leaders, they can combat the isolation that is often a problem for many corporate law librarians and be recognized as information management stakeholders.

**Do you want fries with that?**

Ultimately, the focal point of any library discussion is the client or patron. If one can generalize at all about the mindset of a generation of former McJob employees, it features an engrained sensibility to customer service, efficiency, approachability and aggressive promotion. Without question, this user-centred mentality can be transferred to a library setting and utilized to the newcomer’s advantage in the quest for leadership. The sterile image of the quiet and introspective information professional is one that new librarians can easily leverage to their advantage by becoming more visible players through advocacy, marketing, networking, proactive research, and knowledge management and instruction initiatives.

**Conclusion**

Given the changing role of librarianship, libraries can greatly benefit from the unique and varied abilities offered by Generation X. With encouragement and mentorship from senior staff, Generation X librarians can successfully capitalize on their talents and harness these attributes for potential leadership opportunities. Accordingly, an appreciation for and acceptance of generational dynamics will enable law librarianship to attract those individuals who best understand current and future library technology and patrons.

Nicole Godin has an Honours BA in History and an MLIS from the University of Western Ontario, a BA in Law from Carleton University, and is currently working to obtain her LLB at the University of London. She is the Library Manager of Regulatory Information Services at Bell Canada. The opinions expressed in this article are hers alone.

**Notes**

Tucked away inside the J.D. Shatford Memorial Public Library, there is a tiny room that staff refer to as the program room. Or the staff room. Or the storage room. Although the room and the library itself are small in size, there's no question they are a big part of the community of Hubbards, Nova Scotia.

The room is currently being used for children's storytime. It's mid-morning on a Friday about three weeks before Christmas, and eight toddlers are sitting and kneeling on brightly coloured foam floor mats shaped like the pieces of a puzzle. Colleen Johnstone, one of the library's programmers, is the focus of their attention.

“Guess what we’re talking about today?” she asks enthusiastically from where she sits on a chair in front of the group. “We’re talking about Christmas!”

As Johnson proceeds to read Spot’s First Christmas, the children slowly creep forward on their mats, eager to see the illustrations of Spot the dog as he empties his stocking and discovers a new collar from Santa.

**Hubbards – a summertime town**

Hubbards is located on St. Margaret's Bay on the south shore of Nova Scotia. It is fairly quiet at this time of year, but even in December it's obvious that this is a tourist town during the summer. As cars exit off the highway and make their way into the community, they pass a string of signs lining the shoulder of the road advertising seaside cottages, the Hubbards Cove Inn and a slew of B&Bs, craft stores and gift shops.

The seaside bedroom community is roughly 30 minutes from Halifax by car. Its close proximity to the bustling city along with its picturesque scenery, beautiful beaches and friendly atmosphere make it an ideal location for summer residents as well as tourists. In fact, the town's population nearly doubles in the summer, making its library service unusual. While many libraries experience a dip in usage during the summer months, that's when the J.D. Shatford Library experiences its busiest time of year and highest circulation.

“The branch is unique because of the staff’s ability to really know the users and respond to the needs of the community, both the summer population and the year-round users,” says Elaine Murray, the branch manager.

“The nature of the community is reflected in the library.”

A quick tour of the library reinforces Murray’s words. Through its large front window, the water of St. Margaret's Bay glistens in the distance and the masts of several sailboats pierce the air. On the window hangs a round stained-glass picture depicting a small fishing boat floating on the waves with a fish swimming below it, and the face of an elderly man above it. The picture is the work of a local artist and the elderly man is his grandfather.

The early settlers of Hubbards survived off of what they were able to take from the sea. Fishing grew to be a major industry around the bay, and at one time there were two fish plants in the area. Boating scenes are the focus of several paintings and prints displayed in the library, but they’re only one example of the library’s strong connection to the history of Hubbards.

**The legacy behind the library**

Jefferson Davis Shatford was only 16 years old when he left Hubbards to try his luck in the United States. According to local
legend, his father gave him a cheque
to help finance the trip, and
Jefferson increased its value by
adding an extra zero or two.

After a long and lucrative career
in the corporate world, J.D. Shatford
passed away in 1955, a 93-year-old
millionaire in Daytona Beach, Florida.
He never forgot his hometown of
Hubbards, though, and wanted to
ensure it didn’t forget him. He created
the J.D. Shatford Memorial Trust,
leaving the residents of Hubbards
$1.1 million to be used for education,
religious and recreational purposes.

Thanks to this hefty charitable
donation, the Shatford legacy lives
on in Hubbards. The money assists
local churches, sponsors the post-
secondary education of hundreds
of young students, funded a fire
department and paid for the
construction of a public library.

The library was built on a piece
of land with its own rich history. It
was once occupied by the well-known
and well-loved Gainsborough Hotel,
which attracted visitors from all over
the eastern seaboard during the
summer months. In 1944, the hotel
was sold to the government and used
as part of the St. Margaret’s Bay
Training School for the Merchant
Marines.

Changing with the times

In 1969, the library opened its
doors for the first time. Although
nearly 40 years have passed since
then, Elaine Murray says it remains a
vital part of Hubbards by tailoring its
services to meet the changing needs
of the community.

“People living in a rural commu-
nity often feel very isolated, so it’s
important for them to have a place
to go to meet their neighbours and
access information about
what’s going on in the
area,” says Murray. “In
many ways, the library
has taken on the role of a
community centre.”

Notices about local
events are posted in the
branch, and although
there is no meeting
room, staff occasionally
open the building outside
regular hours to accom-
modate community groups
or tutoring sessions.

Like most public libraries, the
J.D. Shatford branch has undergone
many changes during its evolution
from merely a keeper of books to a
community gathering place. Over the
years, the collection has expanded to
include CDs and DVDs. Since more
people are turning to the Internet
rather than encyclopedias, the refer-
ence collection was downsized and
public access computers were added.

Recently, changes were made to
the branch’s layout and furnishings
to better reflect its new role and
priorities. Shelves were rearranged
to open up the space and give it a more
welcoming feel, and the magazine
rack – which used to block the view
from the front window – was moved.
Soft, comfy chairs and a coffee table
now create a cozy spot to read and
relax.

These improvements may seem
minor, but they are making a differ-
ence. Instead of just checking out
materials and immediately leaving,
patrons are lingering longer in the
branch, taking time to flip through a
magazine, check their email or chat
with friends and neighbours.

“If you come on a Saturday,
there’s always someone you know
here,” says Susan Lord as she browses
through the “Rapid Read” collection,
made up of high-demand books with
a seven-day loan limit. “They always
have new books, and the staff are
friendly and can always help you
find what you’re looking for.”

Sonja Symonds agrees. The
17-year-old has been coming to the
library for five years and says many
of her friends also take advantage of
its free services.

“We come here to check out
books and use the computer,” she
says. “There are books here that I
can’t find at the bookstore, or they’re
too expensive to buy.”

Despite all the changes the
library has undergone, staff insist
that one thing remains the same.
“The feel of the library is the
same,” says Cathy Jennex, who’s
been a branch supervisor for 12 years.
“There’s such a sense of community,
and people are happy to be here.
That will never change.”