*Autumn 1996*

# ExLibrisNews

**Inside This Issue**


A Perspective on the Future of the Information Professions 2

Fear of Flying, or Entrepreneurial Librarianship is Not an Oxymoron 3

Our Professional Future 3

Waiting for the Barbarians: Rare Books and the New University in Canada 4

The Paradigm Shift Towards the Virtual Library 5

"It Was the Best of Times, It Was the Worst of Times . . ." 6

Library Schools: Is Merging Faculties One Solution? 6

The Evolving Role of the Teacher-Librarian in Ontario Schools 7

Milestones 9


**A Message from the President**

## The Numbers Game

Let us suppose that you are about to publish what you expect will be a relative bestseller. *The Morton Years* is the first history of the Canadian Library Association ever published. It is soft-backed, well written, attractively formatted, and generously illustrated. It will sell for under twenty dollars.

If the decision were yours, how large a print run would you choose?

In deciding, you should remember that *The Morton Years* is the first major venture of Ex Libris, an Association with over two hundred members; that the Canadian Library Association, which is endorsing the project and publicizing it through *Feliciter* and the CLA publications list, has approximately 2,500 members; and that the library schools and larger libraries of Canada and, to a lesser extent, the United States, can be expected to exhibit some interest. (Realistically, we can hardly expect many smaller libraries to buy *The Morton Years*.)

If you agree that these are legitimate populations with interests in library history, their number must then be equated to probable purchases. Could we, for example, reasonably expect a majority of Ex Libris members to buy at least one copy of *The Morton Years*? If so, would membership sales of 150 copies seem a reasonable estimate?

Again, would it seem logical to expect about a quarter—say 800 (according to CLA headquarters, as of September 1996, CLA had 2200 personal and 700 institutional members)—of CLA's members to buy this unique record of their Association's history?

Then there are the library schools and larger (research) libraries of Canada, the United States and Great Britain, which will want to purchase the history of a major library association. Presumably, the majority of these purchases will be in Canada, but one may legitimately expect some interest in other parts of the western world. Would an estimate of 600 copies to this constituency be reasonably conservative?

If you agree with these subtotals (150 + 800 + 600) and add them up, you will probably decide to print 1500 copies. After all, if you've been a little optimistic, you'll have at most a couple of hundred books to remainder. On the other hand, you may not agree with the above reasoning, and admittedly not every member on the Ex Libris Morton Fund Committee did so. There were those who felt that a production run of 1000 copies would be more realistic. However, the cost difference between a 1000- and a 1500-copy run was temptingly small; even the most pessimistic members felt that a target of a thousand copies was attainable.

Without benefit of hindsight, how would you have voted?

To date, nine months after publication, Ex Libris has sold 75 copies of *The Morton Years* to Ex Libris members, and 26 copies (through CLA) to non-members. However, with the Christmas season approaching and *The Morton Years* so clearly the gift of choice for librarians, we are cautiously optimistic.

Please help us meet our targets. When you think gift, think *The Morton Years*. A handy order form has been included in this issue—please use it!

*John Wilkinson*
*President*

## *Books in Canada* Special Offer

*Books in Canada* is offering Ex Libris Members a special subscription rate of $12.00 for nine issues (regularly $22.98).

Make your cheque payable to the Ex Libris Association, and send it to:

Jean Orpwood
8 Sorrel Court
North York, ON M2K 2X7

***Note:*** Deadline for applications for this special rate is November 15, 1996. This rate is guaranteed only if numbers warrant.

# A Perspective on the Future of the Information Professions

*By Lynne C. Howarth*

I was delighted to be asked to write on the future of the information professions, particularly from the vantage point of a Library and Information Science educator and administrator in a graduate faculty of Information Studies. While some view this as a time for discouragement—even despair—in the increasingly downsized world of libraries, I see it as a period of opportunity for both recent graduates and experienced colleagues, and a time to make significant gains in the broader arena of the information professions.

It is a well-documented dictum of biology that in diversity there is survival; in flexibility and adaptability there is strength. Species that exhibit such qualities continue to evolve, even flourish, while still maintaining their uniqueness and distinctive features. The interdisciplinary, indeed multidisciplinary scope of information studies education—from initial degree to lifelong learning for professional development—and of the practice of professional principles and skills in libraries, archives, records management, and other related information agencies and services, guarantees, I believe, the continued viability of the information professions.

Readers may note the repeated reference to "the information professions," rather than specifically or exclusively to "librarianship." Having been trained and actively practised as a librarian, I take great pride in the history and tradition of librarianship. And I take resolute hope in the relevance and applicability of the set of skills generally associated with librarians. But in revamping our Master's degree programme at the Faculty of Information Studies, University of Toronto, we also acknowledged that the value and relative applicability of the librarian's "skill set" could only be recognized, indeed enhanced by, extending it beyond the institutional confines of the library, per se. Theoretical and practical considerations for information creation, acquisition, organization, access, and dissemination can and do extend beyond the boundaries of the library, spilling comfortably and appropriately into other areas, fields, or disciplines of information management. It is precisely because a student combines an understanding of principles of information storage and retrieval with hands-on experience with emerging information technologies and systems that he or she can be equally comfortable conducting a reference interview, helping a child to identify relevant items in an online public access catalogue, capturing and cataloguing Internet resources, designing World Wide Web pages, creating databases of digitized images of archival artifacts, managing print and electronic corporate records for private or public sector organizations, or applying entrepreneurial skills as self-employed consultants or information brokers.

Librarianship has traditionally drawn students from different fields and disciplines within the Humanities, Social Sciences, or Pure and Applied Sciences. Graduate education in Library and Information Science, and now in Information Studies, continues not only to draw from the three major divisions, but also to attract increasingly computer-literate individuals with an interest in linking users with information through the vehicle of cutting-edge information technologies. Students who pursue the Master of Information Studies degree program at the Faculty of Information Studies can choose to specialize in one of three areas: Library and Information Science; Archives; or Information Systems. Each specialization has its own set of required courses which emphasize those skills which are unique to the particular area. But each stream or area of specialization exists within an overall umbrella of information studies. By taking courses that are considered core to anyone entering the information professions, students are thus exposed to both general and specific perspectives of information management.

It is my firm belief that, just as the end of the nineteenth century was considered the "Golden Age" of librarianship, the latter part of this century is a "second Golden Age" for the information professions. We have the type of interdisciplinary, multidisciplinary background, combined with a flexible, portable, adaptable, yet highly relevant and applicable skill set to service the needs of a rapidly evolving "Information Age," and an increasingly demanding global village. We have watched as greater availability of the Internet has evoked gloomy predictions of the demise of the librarian, only to be replaced by a recognition of the value of the skill set that can manage vast, unorganized volumes of information—the value-added packaging that is in such demand currently. The information professions have a history that can only lend strength to addressing challenges in the present, and secure opportunities for a vibrant, dynamic future. ◆

*Lynne C. Howarth is an Associate Professor and Dean at the Faculty of Information Studies, University of Toronto.*

## An Invitation to Our Readers

Over the years, Ex Libris members and others have helped make this newsletter a reality by sending us their reminiscences, historical articles and other items of interest.

If you have a short item you would like us to include, an idea you would like us to pursue, or an article you have written or plan to write, we would like to hear from you.

Articles on any aspect of our profession—memories of your own career; firsthand histories of a library or library service (municipal, regional or provincial; in or outside Canada); reports of interesting collections, projects, or organizations; biographies of outstanding librarians—all will receive our careful consideration.

"Milestones" items are also very welcome, as omissions and late reports do occur despite the heroic service long provided by Janette White, who scans the journals and newsletters in the University of Toronto FIS collection for each issue. Information from outside Central Canada is particularly useful, as we may not have access to it locally.

Any photographs you can send in to accompany your contribution would be greatly appreciated.

# Fear of Flying, or Entrepreneurial Librarianship is Not an Oxymoron

*By Stan Skrzeszewski*

I would never have flown if I had not been pushed, and now I would like to give others a shove. Just a little over three years ago, I lost my library job and found myself in the position that most new library-school graduates are in: a changing environment where most library institutions are under considerable pressure and very few full-time jobs are available. Granted, with the experience and connections I had developed since graduation, I was probably in a more advantageous position than most graduates.

Having been given the opportunity to fly on my own, I had this incredible, if short-lived, feeling of freedom. After all, I had worked in some institution or another without interruption for over twenty years. I also had a very strong intuitive feeling, backed by fate (the day before the termination I wrote the first letter on behalf of my new company, ASM Consultants), that this was a change that was right for the times.

We are in a time of constant and unprecedented change. This change is different from the kind we have undergone in the last twenty to thirty years. If we do not adapt successfully, our jobs and our institutions are at risk. There is also no specific blueprint as to what changes we should be making. However, some of the trends are very clear, so we can make informed decisions.

One of the trends is a move away from traditional permanent jobs towards a much more flexible and entrepreneurial form of employment in which we take our expertise from one job to another, or to forms of self-employment. Since public institutions or private businesses can no longer generate enough jobs to supply all those who want them, more people will have to create their own. To succeed in this environment requires the continual building and maintenance of our own personal capacity and capability to respond to opportunities; hence the growth in interest in life-long learning.

This is certainly true of the library field. While this can be a frightening prospect for many, it also has its advantages. There is the freedom to do what you want and to take advantage of available opportunities, unfettered by bureaucratic policies and inertia. For library-trained people there is also the advantage of seeking work in the information and knowledge economy where library expertise is in high demand. The major areas of opportunity for entrepreneurial librarians in this environment are in the areas of the information highway, information management, education, consulting and the exporting of information.

Since being pushed, my entrepreneurial pursuits have led me to be the founder of Canada's Coalition for Public Information (CPI), a major public advocacy group promoting access to the information highway,and Advanced Strategic Management Consultants (ASM), a consulting firm that specializes in information-highway strategy development. I have also initiated the "Networking the Pacific" conference and developed the "Information Entrepreneur" course for the Faculty of Information Studies (U of T) and the Graduate School of Library and Information Science (UWO). I have been involved in community development strategies with Industry Canada, and helped the Canadian National Institute for the Blind (CNIB) and Centennial College develop digital libraries. Other opportunities on the horizon include the development of a new company called The Municipal Publications Group, which will generate change information for municipalities in Canada. I am also involved in an initiative that will lead to the construction of a private school in India, which will have a state-of-the-art library.

The opportunities for entrepreneurial librarians are now global in scope. The only thing many of us need is a little push in that direction. Yet, despite my learning to fly, I still have a fear of heights, which must be a manifestation of that core insecurity that inflicts itself on many librarians. The secret to success as an entrepreneur is personal fortitude and confidence. These qualities will be demanded more and more from *all* librarians. ◆

*Stan Skrzeszewski is an Information Entrepreneur.*

# Our Professional Future

*By Penelope McKee*

The future of the library profession is bright for librarians who can embrace change and constant uncertainty; who can retool their thinking faster than the change can occur; who are prepared to constantly learn and adapt traditional skills to new situations and yet retain the principles which we endorse as librarians. The processes will change but the purpose of the library will not.

Some of the opportunities which I see emerging for librarians include:

- the Internet archivist: who better than librarians to impose the discipline of cataloguing upon this awkward jumble of information and misinformation?
- the teacher: teaching the public how to sort the information once it is found.
- the time manager: packaging information and advising clients, saving that most precious ingredient of our lifestyle—time.
- the innovator: developing new electronic products and software which will save all libraries untold expense, at the same time creating an exceptionally lucrative career.
- the politician: using your skills to enrich and improve our society.
- the leader: ensuring that libraries, the very foundation of democracy, survive.

However, one major change required to ensure survival is a change in title. The term *librarian* has so many stereotypes attached to it that a new title is mandatory. ◆

*Penelope McKee is the Director of the Edmonton Public Library.*

# Waiting for the Barbarians: Rare Books and the New University in Canada

*Excerpted from a paper by Bruce Whiteman*

. . . I have been giving a good deal of thought recently to what it is that I—and many of you—do, and how the sort of collection I curate fits into the current culture of libraries and higher education which, as we know, is changing radically these days. What I see—at McGill, more generally in Quebec, and even more generally still in the rest of Canada—depresses me somewhat . . . and I think that I have just cause to be depressed. . . .

So just what is it, you will be thinking, that I am depressed and pessimistic about? In a nutshell, it is this: first, that I see the generalized culture of librarianship turning its face from "the book" in a spirit of aggressive anti-historicism, and placing its faith, with an almost Gnostic intensity, in the computer; second, that this abandonment of librarianship's traditional focus is reaching an almost frenzied peak of devotion at a time of economic transformation and fiscal shortages that, quite by themselves, may well completely change the role and aspect of institutional libraries of all stripes; and third, that the increasing "MBA-ization" of senior library administrators everywhere is contributing to a process of cutting libraries off from their rootedness in a broad-based culture, scientific and humanistic, that has nourished them for half a millennium in the West.

Let me assure you that I am not a Luddite and do not regret the presence of the computer in the library. It is a remarkable machine for certain functions. . . . I am the first to confess to an admiration for the on-line catalogue at my institution and the almost surreal searching capabilities it possesses. The ESTC is even more impressive. . . .

What I have watched with alarm is, first of all, the enormous sums of money which have been invested in library technology, almost always defended with the rhetoric of manpower saving and "increased access," as though we do not already have too much access and too many people out of work; and secondly, the progress of the myth that access will replace ownership, that a virtual copy, say, of the 1472 folio edition of *The Divine Comedy* will forever make it unnecessary for any library to buy a copy of the book, or to worry about preserving its copy if it already has one. I was once asked . . . why, now that a certain book was available on the Internet, we would want or need to have the real thing in the Rare Book Department . . . [The] purveyors [of such views] will not end up as rare-book curators, of course, but they have a good chance of ending up as the bosses of rare-book curators, and I am fearful for the day that happens. . . .

The onward rush toward downsizing in the higher-education sector in Canada which is being overseen and demanded by politicians of every stripe . . . is bound to affect the humanities more than the other faculties within the universities. . . . Think how pervasive has become the vocabulary of new-conservative business thinking—accountability, profitability, global economy, everything reduced to its financial implications and little else—and now think of the traditional strengths of humanistic research, and you begin to understand that old books may become as endangered as the tropical rain forest. The University of Quebec at Montreal is slowly selling off its rare-book collection; Metro Toronto Central Library is rumoured to be looking to sell its Audubon *Birds of America*, a copy brought to Toronto by Audubon himself. . . . And these facts represent, I am sure of it, only the preliminary skirmishes in an approaching battle that will see other, equally discouraging casualties.

As far as one can guess, the new university in Canada is likely to be very different from the sort of university I . . . have been associated with for the past twenty-five years. . . . It will be smaller, it will cost its students a great deal more to attend, and its research focus will be angled much more flagrantly toward profitable enterprises than towards the traditional disinterested search for truth. Its senior administrators will increasingly be drawn from the business sector rather than from the professoriate, and faculties and departments will have to attract much of their own money or face extinction. With fewer faculty to teach, pedagogy will become more and more dependent on the computer in various ways, and as more money is put into automation (as endless a sinkhole for money as libraries ever were), library budgets will continue to shrink, even as the number of books published goes on rising

## Let Us Hear From You!

If you have comments (pro or con) or information to add to anything we have published, please contact us by postal or electronic mail:

The Editor, *Ex Libris News*
*c/o* The Dean's Office
Faculty of Information Studies
University of Toronto
140 St. George Street
Toronto, ON M5S 3G6
*E-mail:* fowlie@netcom.ca

along with their cost. This will make the attraction of selling off parts of the retrospective collection ever more irresistible. . . .

Who, then . . . are the barbarians? . . . Cavafy brings his poem to a conclusion with a surprising irony, for the barbarians do not actually show up, and the reaction of those who were waiting for them is not relief, as we might expect, but rather disappointment. Why? Because . . . the barbarians were a solution, rather than a problem—a solution, I suppose, to history in a sense, or at least to the specific historical problem of what a society is to do when it appears to have come to the end of a cycle in its natural life. . . . Change by main force is perhaps easier in some ways to accept than the responsibility for deciding one's own future. . . .

For me, then, the barbarians are, first, the "internitwits" who do not possess a developed and complex understanding for how good research works, and, second, the new corps of academic and library administrators who [have] lost touch with the traditional strengths and raison d'etre of research libraries . . .

But I have to add a third class of barbarians. . . . This third class, I am afraid, is ourselves . . . because we have failed, miserably at times, to explain and to justify our role in the processes of education and research. . . .

For rare-book collections to survive in the evolving higher education ecology . . . we must do a far better job of demonstrating, tangibly and visibly, their importance in cultural history construed in its broadest sense. The rapidly-growing interest in the history of the book is a good sign. . . .

We as curators and bibliographers . . . too often take the value of our books to be self-evident. That complacency must evolve, however, if we and the book are to survive. . . . we must renew and expand our efforts to remind our administrators and our users of the centrality and irreplaceability of the book. ◆

---

*Bruce Whiteman recently left his position as Head of Special Collections and Rare Books at McGill University to become Librarian of the William Andrews Clark Memorial Library at UCLA. The paper from which these excerpts were taken was the keynote address of the Annual General Meeting of the Bibliographical Society of Canada, delivered on 10 June 1996 in Halifax, N.S. It appeared first in the Society's* Papers/Cahiers, *vol. 34, no. 2. Ex Libris would like to thank the author and the editor, Carl Spodoni, for permission to use this material.*

# The Paradigm Shift Towards the Virtual Library

*by Sharon Vegh*

Ever since Gutenberg invented the first movable type in 1471, books have achieved mass popularity both as objects of aesthetic value and disseminators of the world's knowledge.

In the electronic age, there is concern that the book will cease to exist in its present form and evolve into an electronic form. This is a major issue to archivists who are presently confronted with the dilemma that electronic devices such as e-mail are fragmenting the structure of history. However, this argument can be applied to all technological advancements. For example, the telephone drastically changed the quantity and form of written communication. Technology certainly changes the way in which we disseminate information but it will definitely not replace the printed book. The transfer of information has become more efficient in recent years; however, it must be viewed as an enhancement to information, not a replacement of a preexisting form. Others see it differently; Lauren H. Seiler wrote, "Electronic books will replace their print-version ancestors."

Virtual libraries do exist today, and will continue to develop and evolve into a potential virtual reality. However, the new technologies will not replace books but enhance the means of information dissemination. Because of the problem of electronic identification of an original versus a reproduction, the printed medium has the potential of becoming an even more important information source as a tool for checking accuracy.

Furthermore, the electronic medium has the potential of preserving information in a world where deterioration of paper and methods of conservation are problematic. The limit of microform is presently restricted to approximately thirty years. The more microfilm and microfiche are used in their readers, the quicker the deterioration. A form of digitized Turing machine, on the other hand, would allow multiple duplication of materials once the master is produced.

The information professional is experiencing a major, revolutionary transformation through a paradigm shift. We must welcome the new technologies, develop with them, and use them to advance the dissemination of information. As the methods of information dispersion evolve, the old methods may take on a new importance. For example, printed books may become more important reference sources for confirmation of originality. Also, there are presently too many issues which must be clarified with electronic publishing for it to replace the publishing industry as we know it. Librarianship has reached a state of metamorphosis that cannot be reversed and must be accepted and nourished without the "human" fear of change.

The arrival of the information age has necessitated the restructuring of librarianship. William R. Johnson says we are in the age of the network (or cybernet). Society has moved from processing materials to processing information, and the potential of networking technologies is being realized. This paradigm shift is a direct result of the convergence of computers and telecommunications.

An open understanding and acknowledgment of reality and virtual reality, of libraries and virtual libraries, of space and cyberspace—these are the first steps toward broadening the conscious. The evolving pseudoexperience systems will be applied to education, psychology, art, and telecommunication. Libraries, librarians, and information professionals, being the ultimate disseminators of information, are necessarily directly involved with these pseudoexperience systems in the cyberspace of the global network community. ◆

---

*Sharon Vegh is Vice-President of Operations of X-ACT Solutions, an Electronic Document Management Systems (EDMS) company. X-ACT Solutions is partners with Tandem Computers, IBM, OCLC, and Information Dimensions (IDI). If you would like information on EDMS solutions for information centres, feel free to contact her or John Vegh, President of X-ACT Solutions, at 905-508-8855.*

# "It Was the Best of Times, It Was the Worst of Times . . ."

*By Pat Williams*

It is the best of times, where information knows no bounds; the library we know physically is no longer limited to time and space. Information is accessed electronically directly from the source 's Web page.

Classrooms have also been extended by projects such as the MayaQuest Expeditions, where archaeologists transmit real-time video information to students using the Internet. Frisbee-size satellite dishes mounted onto the back of a mountain bike communicate an instant publication of each day's dig.

As I write this article, my computer dials into the Internet to get my mail and technical newsletters that come to me from around the world—information as it occurs, and barrier-free.

Back to the Maya expedition . . . is that the sound of a crackling campfire I hear? Four archaeologists sit around a cozy campfire with their notebook computer, having conversations with students from all over the globe. They are discussing their theories on what caused the collapse of the ancient Maya civilization—one of the greatest mysteries of all time. The world of the professional expert meets directly with young minds. New, exciting ways of investigation are born as communication goes back and forth from notebook to that small dish-like thing on the back of a bike to a satellite travelling in space through billions of tiny circuits and eventually to the student's computer dialed into the MayaQuest Home Page, all in a matter of seconds!

Now here's the most wonderful thing: people and worlds come together in such eclectic exchanges . . . this world where great advances in medicine are taking place in unprecedented measures because the barriers of time and space have been removed, allowing knowledge to be born as people work in the world that cyberspace makes possible.

The conversation gets into the heart of the expedition, and later, as all the explorers sign off and start to slip into a deep slumber, many grey cells are thinking new thoughts that will some day be transmitted as they are thought . . . and this, my fellow explorers, is why this is the best of times!

And yet, it is the worst of times as we find that the basis of all our wonderful technology is being assaulted, trashed and undermined by those minds who cannot see the value of institutions like schools, community and social services, libraries, et cetera.

These are the "leaders" who feel that entities like the Internet, CD-ROM, and other electronic media can replace these institutions. To lose these professionals and the institutions without any thought about their role in the new cyberspace world will weaken our civilization and wipe out great information treasures that would be lost forever. This represents a shortsightedness that will cost far more than it will ever save.

To ensure that the best of times does not become the worst of times represents an urgent challenge for us as information explorers. The message is now just emerging from the answers being uncovered from the Ancient Maya ruins: here was a society that had so much to offer but took for granted the importance of a strong and vital foundation. The message seems clear when we realize the role of our profession and the information we have assembled. We cannot stand by and let our civilization be destroyed. Librarians/cybrarians have to take a stand and ensure that our libraries are understood for what they represent: an integral component in the foundation of information from which knowledge knows no bounds. ◆

*Pat Williams is Coordinator of Systems for Information Resources at the Royal Bank of Canada.*

# Library Schools: Is Merging Faculties One Solution?

*By Wendy Scott*

A recent article by Peggy Berkowitz in *University Affairs* (June–July 1996, p. 15) notes that the amalgamation of the faculties of journalism, library science and continuing education at the University of Western Ontario are being contemplated as part of a move to streamline the university's administrative structure and to save money. On the academic side, the article says, the rearranged combinations of faculties could lead to new curriculum at the undergraduate level in several fields. The first faculties to be amalgamated are kinesiology, nursing and applied health sciences. By July 1997, they will be merged into a single faculty of health sciences.

The new undergraduate program in information studies will feature hands-on courses in media and information technologies. Currently, both the journalism and library schools offer only graduate programs.

"The proposal underlines the importance of information and media in the new computer–telecommunications technologies, says David Spencer, Associate Dean of Journalism. "The lines between the traditional forms of media no longer exist," he asserts.

"As newer media technologies, such as the Internet and its graphics-rich component, the World Wide Web, offer consumers the possibility of a customized product, that places a great deal of stress on organization of the information," says Bernie Frohmann, Acting Dean of Library and Information Science. "This is where library science comes in."

The article also looks at options for the faculties of education and of part-time and continuing education. A proposed new faculty of communication and open learning would replace the faculties of information studies with part-time and continuing education, as this would use expertise in computer communications for long-distance education, an important part of the faculty program. Four options for the existing faculty of education are also being examined, including its merging with the faculty of social science or the new faculty of communications. ◆

*Editor's note: The University of Western Ontario has approved a new Faculty of Communications and Open Learning. The functions of the Graduate School of Journalism, the Graduate School of Library and Information Science, and sections of the Faculty of Part-Time and Continuing Education involved in the use of information technology in learning will be merged into the new faculty, which will be in operation starting July 1997.*

# The Evolving Role of the Teacher-Librarian in Ontario Schools

*By Rose Dotten*

*Partners in Action: The Library Resource Centre in the School Curriculum*, a resource document released by the Ontario Ministry of Education in 1982, defined a dynamic role for the teacher-librarian as a collaborative partner in the educational system. The other key concept in this document was that of resource-based learning. By partnering, the teacher, the teacher-librarian and the students can actively engage in the learning process using not only print but AV resources, reference works, periodicals, CD-ROMs, educational videos, computer networks, software applications, telecommunications, desktop publishing, and human resources. There was a strong focus on integrating curriculum, on a collaborating interdependence. Many School Boards supported the Partners in Action model by dedicating resources, both financial and human, to make this concept work. It was and still is an educational model that sees learning extend beyond single textbooks. Furthermore, it utilizes the teacher-librarians' expertise in integrating learning resources and learning skills into the curriculum with the teachers' specific curriculum knowledge, and knowledge of student learning styles and individual differences, developing a meaningful learning environment for all students.

The thrust toward Independent Learning Units (ISUs) mandated by the Ministry in the late 1980s increased the recognition of the value of expertise in integrating learning strategies; of expertise in selection, acquisition and effective use of learning resources and of the broad knowledge of curriculum at all levels and divisions. Effective use of resources, of resource sharing and integration were well within the role and responsibilities of the teacher-librarian. Unfortunately, *Partners In Action* was never a policy document, and there were Boards and individuals who did not recognize the value of a school library program. The role of the teacher-librarian in implementing the learning skills, the processes of learning and knowledge acquisition into the classroom programs was not acknowledged. This disparity of implementation and support for Partners in Action, or for a School Library Program and for the development of a continuum of learning skills in the school curriculum undermined the concept throughout the subsequent decade. While many Boards should be proud of their support of the learning opportunities for their students, others never did accept nor support the philosophy.

In the 1990s, as we are bombarded by the information explosion and faced with a very difficult economic climate, teacher-librarians are faced with a crisis. Some Boards are actually eliminating school library programs and teacher-librarians at a time when they are needed more than ever. They are needed to address the discernment and critical evaluative strategies inherent in information literacy skills, which are the foremost component of the library and classroom teaching and learning curriculum. The 1995 Ministry document, *Information Literacy and Equitable Access: A Framework for Change*, a supplement to *Partners in Action*, acknowledges the need to deal with Information Technology and Information Literacy Skills, and provides an opportunity for strong involvement for teacher-librarians. With their experience in information skills instruction and collaborative planning, teacher-librarians have a leadership role to play in providing professional development and planning integrated information literacy skills programs. Teacher-librarians have a concern about assuming a leadership role in this regard because it carries with it connotations of power and superiority and a stigma that seems contradictory to what I have always believed to be the true role and function of the teacher-librarian.

The ability to model collaborative partnerships; the opportunity for empowerment that comes with true partnering; the positioning of an individual who has an overview of the entire school curriculum; the knowledge and skills to integrate information literacy skills into the curriculum all levels in partnership with teachers who are experts in their subject content areas and can truly make this integration relevant—these are the attributes that truly speak of leadership in the teacher-librarian role. We need to continue to model and assume a position that will enhance all our involvements and interaction in the educational environment and show the natural and vital leadership that is required to assist students and teachers to be informed and knowledgeable members of an information-based society.

To this end the Ontario School Library Association has adopted a position statement for School Library Information Centres and the role of the teacher-librarian. The thrust of the statement is that a full-time teacher-librarian is required on a full-time equivalent basis in every School Library Information Centre, which should have a mission statement and adequate clerical and technical staff, together with necessary financial support.

### Statement of Purpose

1. The School Library Information Centre exists to facilitate the acquisition of information literacy skills which students need to become independent lifelong learners in an information-based society.

2. The School Library Information Centre program is based on collaborative planning and teaching by teachers and teacher-librarians in order to develop and implement curriculum incorporating resource-based learning in accordance with the Ministry of Education and Training policies, guidelines and resource documents.

3. In addition to incorporating the new and emerging technologies, the School Library Information Centre program continues to promote print literacy and the love of reading as integral parts of information literacy.

4. The School Library Information Centre collection is developed to meet the needs of the school population and is evolving toward a balance among locally housed resources, community resources, and global resources. These resources may be accessed in person or through telecommunication networks from schools, homes, public libraries and other local/global locations.

5. The School Library Information Centre program ensures linkages and partnerships with other information providers both in the local community and in the global community.

The OSLA has also issued a policy statement on the role of the teacher-librarian, dealing with Curriculum Development and Leadership, Information Management, and Collaborative Program Planning and Teaching. ◆

---

*Rose Dotten, past president of the Ontario School Library Association and, for several years, convener of Ideashop, is teacher-librarian at University of Toronto Schools and Principal and Instructor of the School Librarianship program at OISE/UT.*

Get your copy now!

# The Morton Years

## The Canadian Library Association 1946–1971

Researched and written by Elizabeth Hulse
for the Ex Libris Association

*Elizabeth Morton was one of the founders of the Canadian Library Association. As the CLA's first Executive Secretary—a position she held for 22 years—she was responsible for creating a strong national voice for libraries.*

"The astonishing developments that took place between May 1944, when she arrived in Ottawa, and June 1946 (founding conference of the CLA in Hamilton) would not, I am convinced, have taken place without her."

— from the foreword by Dr. W. Kaye Lamb,
Canada's first National Librarian

"Elizabeth Hulse has created an account of the CLA that is vital in understanding the history of Canadian libraries and library organizations. Everyone involved in libraries will want to own a copy. We in the Ex Libris Association are proud to offer this as the first of a series of publications that record the history of our libraries and the achievements of those who have developed them."

— Les Fowlie, President
Ex Libris Association, 1995

The Morton Years *is now available to Ex Libris members at the special price of $17.00. To order your copy, please fill out the form below and send it along with your cheque or money order to:*

Ex Libris Association
*c/o* The Dean's Office
Faculty of Information Studies
University of Toronto
140 St. George Street
Toronto, ON M5S 3G6

*Please make your cheque or money order payable to* Ex Libris Association.

---

❑ Please send me _____ copy(ies) of *The Morton Years* at the special **Ex Libris members' price*** of $17.00 per copy ($15.00, plus $2.00 shipping and handling).

Name _____

Address _____

Apt. no. _____ City _____

Province _____ Postal code _____

Telephone no. (_____) _____

Total amount enclosed (number of copies x $17.00) _____

* Non-members: please order your copy from the Canadian Library Association. Regular price is $18.75, plus shipping and handling.

# Milestones

## Awards, Honours, and Accomplishments

*Norma Freifield Reading Room*. A new 24-hour-access reading room in the Cameron Library was dedicated by the University of Alberta's Library and Student Union as the Norma Freifield Reading Room on January 12, 1996. Ms. Freifield, who was present at the dedication, served the University of Alberta Library for four decades from 1950 until her retirement in 1980. She was honoured for her commitment and dedication to generations of students.

The new reading room features more than 230 study carrels, many of which are wired for telecommunications. Wheelchair access is provided at several stations. Two formal classrooms, a student lounge and a vending canteen are included in the facility.

## Retirements

*Gordon Bean*, Program Director for Applied Arts at Ryerson Polytechnic University, retired early.

*Susy Beynon*, Head of Non-Fiction Services at the St. Catharines Public Library, retired on March 31, 1996. Prior to her employ at St. Catharines, Ms. Beynon served with the Toronto Public Library.

*Dr. Sheila Bertram*, Director of the School of Library and Information Studies, University of Alberta, retired June 30,1996. Dr. Bertram taught at the School for twenty-five years in the areas of technical services, collection management, special librarianship and foundations. In 1996, the Alumni Association of the Faculty of Information Science of the University of Toronto chose her to be the seventeenth recipient of the Alumni Jubilee Award.

*Hans Burndorfer* has retired from the University of British Columbia Library after thirty-one years of service. He joined the Humanities Division as a Reference Librarian in 1964 and held supervisory positions in the Music and Fine Arts Libraries, Special Collections and Archives Division and Map Library.

*Joan Carruthers*, Assistant Librarian of Scott Library, York University, and Head of the Scott Reference Department, retired this summer. She joined the Reference Department in 1966.

*Kathy Cochrane*, Manager of Acquisitions and Technical Services for St. Catharines Public Library, took early retirement on Dec. 31, 1995. Ms. Cochrane began her career at St. Catharines and served with the Niagara Regional Library Board and the Grimsby Public Library. She returned to St. Catharines where she served for twenty years.

*Margaret Friesen*, who developed and managed the B.C. Post-Secondary Interlibrary Loan Network (NET) since its inception in 1977, has retired.

*Barbara Green*, Library Consultant for the Etobicoke (ON) Board of Education, has retired.

*Judith Hardy* of the Scott Library, Reference Department, York University, retired this summer. She was a member of the original library staff and a reference librarian and social sciences bibliographer.

*Diane Henderson*, Chief Librarian of the Faculty of Information Science, University of Toronto since 1973, has retired. She first joined the Faculty as Lecturer in 1968.

*Jo-Ann Henderson*, Teacher-Librarian in the Kent (ON) County Board of Education, has retired.

*Irma Kadela*, Public Services Librarian with the Waterloo Regional Library, retired in August 1995.

*Olive Kanat*, CEO of Wasaga Beach (ON) Public Library, has retired.

*Les Karpinski*, Western European Languages Bibliographer at the University of British Columbia Library, has taken early retirement after twenty-six years of service.

*Joan King*, CEO of Engleheart (ON) Public Library, retired in December 1995 after eighteen years of service.

*Margaret Crawford Maloney*, Head of the Toronto Public Library's Osborne Collection of Early Children's Books from 1979 until June 30, 1995, took early retirement.

*Carolyn Pawley*, Human Resources Head at the McLaughlin Library of the University of Guelph, has retired. She was President of the Ontario College and University Library Association 1990–91 and was the OCULA Award recipient in 1994.

*Vaike Rannu*, Head of the Deer Park Branch of the Toronto Public Library, has retired.

*Frances Richardson*, Deputy CEO of the Orillia Public Library, has retired.

*Alina Schweitzer*, Editor of Canadian Subject Headings, retired on May 19, 1996 after thirty years at the National Library. She received the Canada 125 Medal in recognition of twenty-five years of groundbreaking work.

*Jeanne Stones*, Teacher-Librarian at the John Fraser Secondary School in Mississauga, has retired after thirty-five years. She taught in the teacher-librarian programmes at several Ontario universities and was prominent in Ontario School Library Association activities.

*Margaret Turner*, Chief Librarian at Lambton College, Sarnia, has retired.

*Raman Venkataraman*, Reference Librarian in the Service and Engineering Division of the University of British Columbia Library, has retired after more than twenty years of service.

*Elaine Wright*, Librarian of the University of Toronto's Science and Medicine Library, has retired.

## In Memoriam

*MacDonald "Mac" Coleman* died in Red Deer on April 14, 1996, at the age of 77, after a long career in public libraries. He served as Chief Librarian of the Brandon Public Library 1948–60, Assistant Librarian of the City of Calgary 1960–64, and Chief Librarian for the City of Red Deer 1964–84.

*Mary Dennett*, Youth Services Librarian and Acting Branch Head of the St. James–Assiniboia Branch of the Winnipeg Public Library, died on February 4, 1996, following a short illness. After working at the Ottawa Public Library for four years, she joined the staff of the Winnipeg Public Library in 1982.

*Vera Doan*, former Library Consultant with the Scarborough Board of Education, died March 15,1996,in her 85th year.

*Evelyn Jean Elson*, former Head of Cataloguing of the University of Western Ontario Library, died on March 10th, 1996 in her 87th year. A graduate of UWO and of McGill University (BLS), she joined the UWO Library system in 1946 and became Head of Cataloguing in 1961. She retired in 1975.

*Madge MacGowan* (1935–1996), former University Librarian of the University of Windsor, died on May 6,1996. After teaching in her native Scotland, she came to Toronto where she completed a BLS at the University of Toronto and an M. Ed. at OISE. She was appointed Supervisor of Technical Services in the Calgary Board of Education Library where she served from 1971 to 1977. She then joined the Education Library of the University of Alberta and was appointed Head in 1951. In 1989 she was appointed University Librarian at the University of Windsor and served until 1994.

*Patricia Noonan*, retired Assistant City Librarian for the City of Winnipeg, died at Beausejour, ON, on June 28th, 1996, at the age of 55. Pat started her career as a rare books cataloguer at Niagara College, following which she joined the Library of the University of Manitoba, where she served a number of years as Head of Cataloguing.

*John Gerald Rafter* died May 7, 1996, in Regina. A graduate of the University of Alberta (MLS) in 1971, he held the positions of Chief Librarian at the Chinook Regional Library, Swift Current, and Assistant Provincial Librarian at the Saskatchewan Provincial Library.

*Dr. Jean Tague-Sutcliffe*, Dean of the Graduate School of Library and Information Science, University of Western Ontario,died on Sept. 24, 1996. The Dean had retired on June 30th of this year. Dr. Tague-Sutcliffe, formerly on the faculty of Memorial University, came to Western in 1974, where she taught in the areas of information retrieval, quantitative methods and research design. She served as Dean of the School from 1984 until her retirement.

## Our Next Issue

We would like to include anecdotes, reminiscences, and amusing stories about libraries and librarians in our next issue. Please write us with your contribution. In need not be a long article; 500 words or less is quite ideal.

Should you wish not to be identified when we print your contribution, just indicate so in a note. However, we will still need to know your name and where we can contact you, in case we have to check facts, get explanations of terms, etc. We guarantee that your anonymity will be preserved if you so wish.

Let's celebrate our profession—the joys and the sorrows; the strengths and the foibles of memorable characters you've known; the successes and the fiascoes.

Help us create a *great* issue of Ex Libris News. Send your contributions to:

The Editor, *Ex Libris News*
*c/o* The Dean's Office
Faculty of Information Studies
University of Toronto
140 St. George Street
Toronto, ON M5S 3G6
*E-mail:* fowlie@netcom.ca

We need to receive your contribution by March 1, 1997. Thanks!

## Volunteer Wanted

The Rockford Public School is looking for anyone interested in volunteering for an hour, a half day, or a full day to work in the library. Duties will be tailored to the volunteer's interests, ranging from shelving to computer training.

Rockford is an elementary school (JK to 6) with a largely ESL student body. The school is located at 60 Rockford Road, North York, ON M2R 3A7.

If your are interested, please write to Ms. Sheila Winnick at the above address, or call 416-395-4995.

ExLibris**News**
**Number 20**
**ISSN 0833-4278**

*Ex Libris News* is published twice a year by:

Ex Libris Association
c/o The Dean's Office
Faculty of Information Studies
University of Toronto
140 St. George Street
Toronto, Ontario M5S 3G6
Canada