



APLA promotes the interests of libraries in the Atlantic Provinces while fostering the development of librarians, library technicians and information professionals through cooperation.

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457 reads



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From the President's Desk

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Jocelyne Thompson

So much has happened since my last column, I hardly know where to begin this one. We have launched a new website, a contest, and a membership recruitment campaign, all in the space of about a month. Lest the proximity of these events give a false impression of the amount of work involved in the design and execution, I will note that each one represents weeks and even months of labour. And that leads me to think that the best way to begin this column is by thanking all the many volunteers, including members of the Executive, who have contributed to these efforts. Naming names is always scary terrain, because one lives in fear of forgetting someone. But not naming makes contributions invisible and I don't like that either. So here are just a few names in relation to the initiatives mentioned above:

- for the website: Pamela Maher, Sam Cheng, Lou Duggan, David Ross, and Nicole Dixon;
- for the Best Elevator Speech Contest: Pamela Maher and Lou Duggan (who acted as my sounding boards) and Leigh Gagnier (graphics); and
- for the membership recruitment campaign: Ann Smith, Pamela Maher (poster design), and Lou Duggan, as well as Sharon Haley-Mancini and Bill Slauenwhite who, with Lou, gave up a Saturday to stuff envelopes for the mailout. A special thanks to Alain Roberge for kindly reviewing my French translation of the poster.

Other thanks go to Sam Cheng who has become APLA's representative on the CLA Copyright Advisory Committee; to Leigh Gagnier for creating our Twitter site (@aplacontact) and Nicole Dixon for revamping our Facebook page; and to all those who have accepted nominations for positions on the APLA Executive.

Another reason for naming names is as a ploy to inspire others to volunteer, "If she can do this, well so can I!" being the desired reaction. If APLA is to remain a dynamic organization, then we need an active and engaged membership. Ask yourself this: How can I help? What can I contribute?

On the subject of engaged members, APLA lost such a one in January when Mary E Cameron passed away. Mary was the first chief librarian of Halifax Memorial Library, now Halifax Public Libraries. She was a past president of APLA and a past recipient of the APLA Merit Award. Although she has been retired these many years, it's clear that Mary was very involved in association work and a respected professional in her chosen field. It's good to take the time to remember these role models; they have much to teach us.

In other news, I had the pleasure of attending the Information Without Borders Conference, held February 9 in Halifax, on the theme of Open Access, Closed Content: The Information Dichotomy. Kudos to the SIM students who organized it all, from developing the theme and the program, to inviting the speakers, to fundraising for the event. The local arrangements were wonderful (great venue, great food!), and the speakers were inspiring. APLA has been supporting IWB, an annual event, for several years by providing a grant from its General Activities Fund, money well spent. I would encourage anyone to attend this conference.

Now to return to the theme of my previous columns, advocacy. The topic was very much on people's minds in Toronto just recently where VP/President Elect Lou Duggan and I attended the winter meeting of the

Partnership, as well as the OLA Super Conference (the latter as guests of the Ontario Library Association). We learned at the meeting of our peers (provincial and territorial library association presidents, vice presidents, and executive directors from across the country) that OLA has established an advocacy committee, while the conference featured several sessions on the subject. It is clear that our colleagues in Ontario, as elsewhere, are feeling the need to speak up for libraries in more effective ways than ever before.

Of all the sessions on advocacy I attended at OLA, one in particular stands out - Ford vs Atwood: Reshaping the Advocacy Debate for Stronger Communities, with Ken Haycock and Wendy Newman, both leading lights on the Canadian library scene. A few important messages from that session:

- We believe we have to be silver-tongued orators (born with it) to be successful advocates. Not true!
- Advocacy is planned, deliberate, and can be learned.
- Our messages must reinforce the notion of libraries as transformational; as the future, not the past; as necessary, not just nice to have.
- Identify the supporters and influencers in your community and equip them with the stories that demonstrate your value. They will advocate for you.

Ken Haycock said something else that hit home for me: "Lecturing and demonizing is what we fall back on in Library Land." I squirm to think how often in the past I've resorted to such ineffective tactics myself!

So where am I going with all of this? Well, I believe, as I have said in earlier columns, that APLA needs its own standing committee on advocacy (which I was more narrowly casting in the Fall as a standing committee on the value of libraries). Advocacy is hard but, as Haycock and Newman point out, it can be learned, and it must be planned. This is something we need to work on together. A standing committee will help us to think about and develop essential skills, and frame the vital messages. It will also provide leadership on issues of importance to the membership. A motion will be brought before the membership at this year's OGM for the establishment of such a committee. My hope is not only that the motion will pass but that some of you will consider volunteering to serve on the committee.

I will end by making a pitch for your participation in the Best Elevator Speech Contest. The contest is very much about developing our messages and becoming stronger advocates for libraries. It challenges you to articulate in 200 words or less why libraries matter. Go on, have a try! Winners will be announced at the Wolfville conference and juicy prizes will be awarded.

Oh, and one last thing: don't forget to renew your membership, and why not encourage other colleagues to join while you're at it. According to our esteemed VP Membership, Ann Smith, our membership numbers are up in just about every category. That's great news. Remember, there's strength in numbers, and certainly more brain power to meet our shared challenges.

See you in Wolfville!

Notices and Calls for Nominations

80 reads

Best Elevator Speech Contest – Enter to Win!

First Prize: \$250

Second Prize: Free APLA membership for one year

Third Prize: APLA t-shirt

The Challenge

To make a convincing statement on the enduring relevance of libraries in the 21st century. Tell us in your

own words why libraries matter.

The Scene

You step into an elevator of a big city hotel wearing a delegates badge from the library conference you are attending. A fellow passenger notes your affiliation and, clearing his throat, says, rather bluntly, "Libraries, eh? Aren't they on the way out? Doesn't everybody just find everything on the internet now? And read e-books?"

We all get this kind of question - quite frequently now - and we can't shy away from it. We also more often than not respond inadequately--sometimes emotionally, sometimes pedantically, most often unconvincingly. So, what do you say to your elevator friend?

Your Task

You have a maximum of two minutes to make a convincing case. Remember, the opportunity to speak for libraries is fleeting and your response needs to be both upbeat and succinct.

Contest Information and Rules

1. No purchase necessary!
2. Contest open to all APLA members in good standing: renew your membership now or join us for the first time!
3. Maximum of 200 words: The best elevator speech will be brief and to-the-point.
4. Participants may submit more than one entry.
5. Winners will be selected by an ad hoc subcommittee of the APLA executive.
6. Winners will be announced at the APLA Conference 2012 in beautiful Wolfville, Nova Scotia.

Deadline to Enter

The contest runs February 1 to March 31, 2012. You may enter as often as you like via email to Best.Elevator.Speech.Contest@gmail.com ^[11].

APLA Memorial Trust

Do you need financial assistance for study or research? The APLA Memorial Trust provides funding for projects that contribute to the development of your career and are of benefit to the library profession. Applicants must be members of APLA - previous applicants and winners are eligible. To apply, send a letter outlining your proposed research and estimated costs and a copy of your curriculum vitae. Applications must be submitted by March 31, 2012.

The annual award amount is determined by the interest from the Trust.

Please consider making a donation to the Trust as a means of assisting the professional development of future members and for honouring past members. For more information about the award, to submit an application, or to make a donation, please contact:

Heather Sanderson ^[12]

Convenor, APLA Memorial Awards Committee

The Carin Alma E. Somers Scholarship Trust Graduate Scholarship

The Atlantic Provinces Library Association administers the Carin Alma E. Somers Scholarship Trust. The trust provides an annual scholarship in her name to assist a Canadian citizen who is an Atlantic Provinces resident needing financial assistance to undertake or complete the academic requirements leading to a master's degree in library science and information studies. The program must be accredited by the

American Library Association. Applicants must be accepted or currently enrolled in an accredited program.

The terms of the scholarship restrict eligibility to residents of Atlantic Canada. Funds are awarded on a competitive basis and financial need is a consideration.

The award will normally be announced at the Ordinary General Meeting held at the annual Atlantic Provinces Library Association Conference.

Selection of the recipient will be recommended by a committee of the four Provincial Vice Presidents and the President-Elect to the Executive Committee.

Approximate Value - \$2,000 (One award non renewable)

Applications, including supporting documentation should be submitted by March 31, to the attention of:

La Atlantic Provinces Library Association gère la Bourse d'études postsecondaires Carin Alma E. Somers Scholarship Trust. À chaque année, le fonds distribue une bourse en son nom afin de venir en aide à un citoyen ou une citoyenne canadien(ne) qui réside dans une des provinces de l'Atlantique et qui a besoin d'aide financière pour entreprendre ou terminer la maîtrise en bibliothéconomie. Le boursier ou la boursière est accepté(e) au programme de la maîtrise en bibliothéconomie dans une institution postsecondaire accréditée par la American Library Association.

Les critères de la bourse limitent la participation aux résident(e)s du Canada Atlantique. La bourse est offerte sur une base compétitive et les besoins financiers sont considérés. Le nom du gagnant ou de la gagnante sera normalement annoncé(e) à la réunion générale annuelle tenue lors du congrès annuel de la Atlantic Provinces Library Association.

La sélection se fera à partir d'un comité composé de quatre vice-présidents(es) provinciaux et de la vice-présidente responsable des comités de l'exécutif.

Valeur approximative 2,000\$ (bourse non renouvelable)

Les demandes avec documents à l'appui doivent être soumises d'ici le 31 mars et envoyées à l'adresse suivante:

Lou Duggan ^[13]

APLA Vice-President/President Elect – APLA Vice-présidente/Présidente entrante
Cataloguing & Metadata Librarian
Patrick Power Library
Saint Mary's University
923 Robie Street
Halifax, Nova Scotia B3H 3C3
(902) 420-5174

Margaret Williams Trust Fund Award

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library-related projects or assistance in graduate studies in librarianship, archival studies, or teacher librarian ship.

Amount of Award (2012): up to \$1500
Deadline for applications: Friday 13 April 2012

For further information and to obtain an application form contact:

Mrs. Lorraine Busby

Chairman, Board of Trustees
Margaret Williams Trust Fund
Queen Elizabeth II Library
Memorial University of Newfoundland
St. John's, NL A1B 3Y1

Applications may also be obtained at www.library.mun.ca ^[14], click the appropriate link under News.

Vade Mecum: 21st Century Library

92 reads

L. F. Murphy

"Vade mecum": Latin for "walk with me". Some other definitions are: Something a person carries about for frequent or regular use; a book for ready reference; a manual or handbook; and a useful object carried on one's person.

What is being termed as disruptive technology, those devices and software facilitating data & information sharing, devices connecting people face-to-face in real time, devices allowing collaboration and partnering without boundaries of time or place and so forth, are currently, and will continue to have a great impact on how people learn, teach, communicate, do business, and interact.

As a 20th century user of libraries both academic and public, I find myself astonished at the opportunities presented to us by these 21st Century devices. In addition, I am seeing that the devices have enabled and facilitated software innovations (apps) that make life so much more intuitive, collaborative, integrative, and fun.

As a student, a distance learner or perhaps a lifelong learner, I can participate in a class at the University of Toronto, collaborate with someone in Alberta on our project assignment, Skype with my teacher in the evening for a one-on-one session or download a textbook or pdf file I need for my assignments. This ability has all been enabled by the Internet and the proliferation of access to computers. However, what is perhaps even more disruptive than the current described scenario is the mobile device coupled with social media coupled with crowd sourcing and other like trends. This is where we will likely feel a true cultural shift. Where the *"vade mecum"* will truly emerge.

In a CBC hosted program called *Recivilization*¹, the host, Don Tapscott reviews trends that are affecting or will likely affect education, medicine, and so forth. For the topic covering education, the discussion illustrated the premise that the sharing of knowledge has broadened to such a degree that the medieval model of teacher feeding information to a learner is rapidly shifting towards a collaborative, discovery-driven learning style based on curiosity and exploration determined by the learner. All this enhanced, enabled and facilitated by the Web.

The program also reviewed how research was becoming more open and available to the common citizen. As a result of the available data now discoverable, some scientists are becoming increasingly interested in open data over isolated patent driven research, and a few have opened their research to collaborations with what is termed "citizen scientist." In this scenario, researchers provide access to their data to interested lay members of society who provide some form of input to the research (see [Zooniverse](#) ^[15]).

So imagine I have a device which I will call *Vade Mecum*. It can be a variety of sizes but it may still look somewhat like a book. The iPad and Kobo may come to mind. Certainly they are the devices we can use now. More important than the device, however, is the software applications emerging and even more interestingly, how people are choosing to use those applications. Coupled with that, is an incipient attitude towards sharing and access that is unprecedented in recent history.

Some underlying shifts changing our landscape are:

- Open data

- Open access
- Cross disciplinary / multidisciplinary approaches to problem solving and research
- Shifts to focus on the learner in pedagogical methods – from criteria-based to curiosity-based learning
- Crowd sourcing information and data retrieval
- Peer-to-peer knowledge access via social media being considered increasingly authoritative

Web Space Dedicated to Democratizing Access to Knowledge and Learning

TedTalks ^[16]

“TED is a nonprofit devoted to Ideas Worth Spreading”. The underlying philosophy is that in sharing ideas as broadly and as openly as possible that attitudes, lives and ultimately, the world will be improved. They have created an online “clearinghouse that offers free knowledge and inspiration from the world's most inspired thinkers, and also a community of curious souls to engage with ideas and each other”.

The Khan Academy ^[17]

The Khan Academy is a non-profit organization with the goal of providing a free world-class education to anyone anywhere.

MIT Open Courseware ^[18]

“MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity”.

Web Space Dedicated to Open Research Collaboration

Web space dedicated to open research collaboration for citizen scientists is an application reflecting a shift in focus towards a more democratic approach to doing research. Citizen-science projects are scientific studies that rely on people of all ages and from all walks of life to assist scientists as they seek to identify a particular phenomenon. Two examples of citizen-science projects include the Christmas Bird Count ^[19]s (CBCs) and the Coastal Observation and Seabird Survey Team ^[20] (COASST). These are well established and not new. Interestingly now is the various initiatives by researchers and various research science teams who are asking for collaboration from lay people. They provide the initial ideas, the reassurance that what people are doing can make a real contribution and an audience who are willing to use the end result. The Citizen Science Alliance is a group of lay people from all walks of life working with a wide variety of partners, from classicists to climate scientists and ecologists to planetary scientists. See <http://www.citizensciencealliance.org/projects.html> ^[21]

Social Gatherings / Social Movements Organized Through Social Media

The newly released second edition of the Arab Social Media Report by the Dubai School of Government give empirical heft to the conventional wisdom that Facebook and Twitter abetted if not enabled the historic region-wide uprisings of early 2011. In part by using the social networking sites, activists organized and publicized the unprecedented protests that gave rise to the so-called Arab Spring. Social media – its rise and adoption in the developing countries has facilitated an unthought-of use for new activists and has “played a critical role in mobilization, empowerment, shaping opinions and influencing change,” the report said. (See The Emirates Economist ^[22].)

In summary, we have open education and open science beginning to make an impact on how we think of data, knowledge-acquisition, and access. We have social movements and gatherings publicized and organized using social media such as Facebook and Twitter and we have various crowd sourcing projects both trivial and serious being explored.

What may occur as a result of those described emerging technologies, services and social trends? I would like to speculate here as to how it may provide opportunities to our library worlds.

So what does a lifelong learner do with all this opportunity, with their “vade mecum” in the form of an iPad plus apps. We have access to all the libraries of the world and a variety of archived collections. We can listen to scholars discuss anything from a to z generally for free or at very little cost; we can interact with

people at a distance who have similar interests even though we have never met; we can participate in research & science and form part of an organized movement that may take in thousands of people whether it is to a street party or to topple a government.

For this curiosity-driven learner how would one navigate all this space without becoming lost and/or frustrated. Do we have an app for that? What we need is some kind of knowledgeable interface that can guide or assist in navigating information and is able to instruct in how to be successful in this curiosity driven research. Just one scenario among many possibilities, in response to this need would be, a pathfinder, a knowledge broker – a librarian. Not one who necessarily sits in a particular library but one who ranges free and can assist a person with a click regarding questions. She/ he needs to be a window on the mobile device, that can be opened and provide an interaction, who will give ideas and direction based on what is available to the searcher locally. Possible? Useful? Is it a space for librarians?

The citizen of today needs to be information savvy, to be a critical thinker, and to have access to relevant material when needed. Librarians have the expertise in this. Are we reaching enough people? Can a librarian be part of the learners *vade mecum*?

Currently we provide online assistance from our respective libraries and in Nova Scotia, we do that as a Novanet wide service. This a great initiative enabling librarians and a library service to participate in a more embedded approach to discovery learning.

I believe that there will be a variety of approaches to facilitating a more customized learner-driven education available to people of all ages and stages of life. The library has a vital and important role to play. The services will be those we have always provided plus others. However, the methods and style of these may have to be fundamentally rethought if we wish to fully participate where we are most assuredly needed. Libraries and librarians have a great opportunity to step into roles building on our traditional expertise while developing and fully engaging in an exciting social and cultural shift that quite likely is as profound a change as the industrial revolution.

¹<http://www.cbc.ca/recivilization/> [23]

And Then the Archivist Came to Class

126 reads

Wendy G. Robicheau

Stepping out of the archival vault and moving to the front of the classroom can be less-than-comfortable for an archivist. Still, to remain relevant within the academic setting, archivists need to emphasize their valuable role of assisting students to develop research skills – especially when using primary documents. Knowing that the Archives may be intimidating to researchers, it is important for archivists to collaborate within the more familiar library system and information literacy structure, challenging researchers to think beyond the Library's collections. Yet, few models exist to advise archivists on how to collaborate with faculty and students in order to create excitement about primary documents. Over the past few years, Robicheau has been delivering assignment-based archival information literacy classes to students in Sociology, Education, Theology, and History courses at Acadia University. This article draws on those experiences to demonstrate the delivery of successful literacy sessions.

In the past, archival information sessions at Acadia were more about raising awareness with the students. The objective was to tell students about the purpose and use of Archives with the hope that they would see the relevance and return to find information. These sessions were well received by students, but the final objective was not met. Few of them returned to the Archives to explore the collections or included primary sources in their assignments. Still, Robicheau learned a great deal from the interaction during the sessions and from the collaboration with a few faculty. Very quickly, the information sessions underwent ^[1] modifications_[24] and became information literacy sessions.

The new sessions at Acadia do not spend time talking about the purpose and use of Archives. Instead, all of this background information and handouts are included on a LibGuide that the students are required to

review before coming to the Archives. The LibGuide is available to the students for the duration of the course and often assignment advice is later added. Providing supportive webpages in the form of a guide allows for the entire session to be focused on using and examining primary sources.

To set up the session, Robicheau and a faculty member discuss the students' needs, the objectives to be met, and the course assignment. The faculty member is invited to attend the session and participate in the group discussions and hands-on exercises. Session examples are chosen based on the focus of the course. When they arrive, the students are immediately faced with a research question and given pre-selected, original sources to help them find an answer. Because the sources are pre-selected, the archivist giving the session already knows what will and will not be found in them. It's basically a guided exercise that demonstrates all of the steps required to do critical research. If time permits, the group does a second, more complicated exercise.

Here is an exercise that Robicheau has done for an environmental history course at the undergraduate level. Using the example of researching tidal power in the Bay of Fundy, the students are asked to consider this headline, "Harnessing the Tides of the Bay of Fundy". The byline reads, "Power Potentialities Derivable from the Installation of Current Motors at Cape Split Declared to be Sufficient to Supply all Needs of the Maritime Provinces, While the Scheme Has Been Declared Feasible by Eminent Consulting Engineers". The article is written by Principal W.L. Archibald of Acadia University. The students are then asked if they would question the byline and if it has relevance to their research topic. A number of clues are hidden in the byline to indicate that this article is not recent and so the class explores these clues with additional sources. Many are surprised to learn that this article was published in *Industrial Canada*, August 1918.^[2]
This example challenges the students' assumptions and directs them to dig deeper into their research – but not in the Archives.^[25]

Part of Robicheau's method is to show how the resources available in the Library, and even the Museum, work with the records in the Archives. University students would likely begin their research in the Library. It is for this reason that the Archives collaborates with the Library, building student-aimed LibGuides that are accessible on the Library's webpage, uploading archival descriptions to the catalogue, and adding documents to the digital database. Depending on the topic, research in the Library can direct the student to the Archives. The students may discuss their research with the librarian who needs to know when the archivist can help. This makes the archivist-librarian partnership essential.

An excellent example of this partnership is with a research methods Sociology class at the graduate level. The assignment is rooted in census data and the students select a research topic built on that data. The class, usually about 10 students, spends part of the morning with their Sociology librarian learning about the census and data interpretation as well as secondary sources. The class, including the librarian and professor, then comes to the Archives and Special Collections area to learn about primary sources. In essence, the exercise shows students how to build upon the census – putting "meat" on the "bones". When the class arrives in the Archives, they find that the archivist has already searched the census, picked out a sample topic, and identified a number of potentially helpful sources. Together, the group discusses the census findings, researches the pre-prepared sources, and explores the topic in more depth. Items in special collections as well as archival records are used and each is critically assessed by the students. Essentially, the students walk through the research aspect of the assignment so that they might experience the process. A LibGuide accompanies the course so that the students can refer to the session's information at any time during the semester.

The second essential collaboration is with the teaching faculty. Instructors and professors who bring their class to one session often return with another class. In the past four years, the rate of return is about 95%. As demonstrated in the examples above, the archivist works closely with the teaching faculty to build a session that compliments the course and the assignment. Professors in History, Education, Sociology, and Theology continue to book sessions and require primary sources to be used in an assignment.

Although statistics are kept by the Archives' staff and by the online trackers, plain staff observation helps to assess the effectiveness of the archival information literacy sessions. Robicheau's observation is that students are openly bored during an explanation about how to use the Archives and the purpose of Archives. One way to counter-act that reaction is to include all of that background information online and have the students review it before coming to the session. This creates a level playing-field for all of the students and helps them know what to expect before coming to the session. Robicheau has also observed

that the students become instantly engaged and interested when the session becomes practical and hands-on. For this reason, the archivist brings out the original materials as quickly as possible during the session and has the students work directly with the originals. Digital sources have minimal impact, only originals seem to generate student excitement and interest. Statistics and online trackers show that students do return to the Archives and LibGuides to complete their assignment, but staff observation indicates that most students do not transfer what they have learned to another course. Further study is required to determine how to help students apply critical research skills to other courses.

This article used practical examples and staff observation to discuss the benefits of incorporating primary sources in courses. Archival information literacy sessions compliment assignments being given by faculty. Archivists in academic institutions can bring their relevant skills and knowledge into the classroom to help students become better researchers. Partnering with librarians and teaching faculty is key to the delivery of these sessions and overall beneficial to the students.

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[1] ^[26] Inspired by an article written by the University Archivist at Northern Michigan University in 2001 about primary sources and research skills, these revised sessions incorporated some of Marcus Robyns' methods.

[2] ^[27] W.L. Archibald. 1918. "Harnessing the Tides of the Bay of Fundy." *Industrial Canada* (August) : 1-3.

News from Nova Scotia

154 reads

Dalhousie University Libraries

Tina Usmiani

DUASC and GISciences Centre Join Forces

Two prominent departments on campus—Dalhousie University Archives & Special Collections (DUASC) and the GISciences Centre—have just formed a partnership which will streamline operations and enhance development opportunities for both Killam Library-based units.

The new affiliation will allow James Boxall, Director of the GISciences Centre, to focus on teaching, liaising with the GIS community, and project development and implementation. Michael Moosberger, University

Archivist, will have budgetary and Human Resources oversight and will be responsible for establishing priorities and approving work plans and new initiatives.

“I think the affiliation has the potential to foster a greater collaboration between DUASC and Maps and GIS,” says Michael Moosberger. “We can explore a variety of initiatives including the rationalization of the DUASC and Map Collection holdings, working on digital scholarship initiatives and building a stronger team-based approach.”



James Boxall notes that cartographic resources within both the Dal Libraries and other institutions, particularly local and regional maps, have not always been organized to the benefit of clients. “Bringing together the Map Collection with Archives and Special Collections will result in a focused, specialized and larger collection of regional cartographic materials,” Boxall states, “which will enhance access and use by researchers and students at all levels, and in all locations.”

The realignment of GIS services provides opportunities to explore the potential for digital initiatives beyond the GIS community at Dalhousie. It will also spark the creation of projects that can be funded for development and technology in emerging areas, as well as providing opportunities for students to gain skills in these areas.

“For example,” says Boxall, “there’s a growing demand for mobile applications that bring together disparate sources of information and data within GIS applications. Our merged group will have a pool of talents to bring to such projects. And that will translate into better funding opportunities and certainly better deliverables for clients.”

Over the next month DUASC staff will be oriented to the workings of the Map Collection and GISciences Centre, and vice versa. “All of the staff are expressing a willingness to work together to facilitate the successful transition,” says Moosberger, while Boxall adds: “These plans are giving the GIS Centre and Maps staff and students a sense of excitement about creating new work programs and delivering new content to clients.”

Michael: I think the rationale for my taking over responsibility for Maps and GIS is that Donna wanted to have a cleaner organizational structure where a small, operational unit like Maps and GIS would not report directly to the University Librarian but still have a voice representing them on the Senior Management Team. As Maps and GIS functions more as a specialized, project driven operation being affiliated with DUASC provides it with a manager that understands that way of functioning. Reporting to the new Head of Killam would have been a possibility but it would not have been as good a fit.

I think the affiliation has the potential to foster a greater collaboration between DUASC and Maps and GIS. We can explore a variety of initiatives including the rationalization of the DUASC and Map collection holdings, the working on digital scholarship initiatives and building a stronger team-based approach among two units that have often seen themselves as being on the outside of the mainstream activities of the University Library system.

I have already included the GIS staff at staff meetings and in the budget deliberation process for the entire department. In the next month, we will begin the process of starting to orient DUASC staff to the workings of the Map and GIS centre and vice versa. There appears to be a general acceptance of the new organizational structure among all of the staff and an overall willingness to work together to facilitate the successful transition.

James: There has been a recognition, for some time, that the cartographic resources both within the libraries and amongst other institutions, have not been organized to the benefit of clients. This is even more so for local and regional content, and the bringing together of the Map Collection with the Archives and Special Collections is both the best thing to do, and long overdue. It should come to pass that a focused, specialized and larger collection of regional cartographic materials will help create an incentive for additional materials to be deposited, and for resources to enhance access and use by researchers and

students at all levels, and in all locations.

In connection to the maps, the aligning of GIS within the new department does provide opportunities to explore the potential for digital projects outside the norm of the GIS community at Dalhousie. It also will spark the creation of projects that can be funded for development and technology in such emerging areas, as well as providing opportunities for students to learn and gain skills. For example, there is a growing need and demand for mobile applications that bring together disparate sources of information and data within GIS applications. The new, merged group will have more skills and experiences to bring to such projects and that will also translate into better funding opportunities and certainly better deliverables for clients.

These plans are what gives the GIS Centre and Maps staff and students a sense of excitement, and creating new work programs in developing and delivering new content to clients - anywhere, anytime.

Staff Retirements in 2012

Four long-serving and highly valued members of the Dalhousie Libraries staff will be retiring this year. Judith Coughlan-Lambly (30 December), Sharon Longard, Tim Ruggles and Tina Usmiani (all 1 July) will be taking early retirement in 2012 and moving on to new chapters in their lives. All have been with the libraries for many years and have made invaluable contributions in their fields. Here are brief descriptions of their careers at Dal.

Judith Coughlan-Lambly was hired at the Kellogg Library in July 1984 as Assistant Head, Technical Services Librarian. Her principal duties were implementing the UTLAS online cataloguing system, staff training and Reference. She became Head of Technical Services in 1986 just as Novanet was established. Judith participated in the implementation of the GEAC library management system (2 versions) for cataloguing, serials and acquisitions, and the implementation of the current Ex-Libris Aleph library management system in 2005. She was a member and sometimes Chair of the Novanet cataloguing committee and participated on many other Dalhousie library committees.



As a new graduate of the Dalhousie School of Library Service, **Sharon Longard** was hired in June 1978 as a Science Librarian in the Macdonald Science Library. She was appointed the subject librarian for Psychology and worked as a science reference and instruction librarian. In the early years Sharon worked closely with Psychology Department faculty members to develop an information literacy component for the Psychology 2000 class. She has been teaching psychology students about library resources, both in person and online, for over 30 years. Sharon has worked on countless Library and Faculty of Science committees through the years. She served as Head of Science Services from 1998-2004 and is currently Head of Reference and Research Services in the Killam Library.

Tim Ruggles began his career at the Dalhousie University Libraries at the newly built Killam Library in 1973 as a cataloguer, eventually becoming Assistant Head in that department. For much of his time at the Killam he served as the library's Political Science subject specialist. In 1986, after graduating with an MLS degree from Dal's School of Library and Information Studies (now called School of Information Management), he was appointed to a librarian position at the W. K. Kellogg Health Sciences Library. This position was originally half-time in Technical Services and half-time in Public Services. In the late 1990's Tim became the Library's point person in evidence-based medicine. He worked closely with the Departments of Family Medicine and Emergency Medicine for many years in their ebm training programs for residents. In 2009 Dal's Emergency Medicine Department showed their appreciation for Tim's work by naming an award after him: the "Tim Ruggles Critically Appraised Topic Award" is now presented annually to the resident who writes the best CAT. Tim has also shared joint responsibility as liaison for undergraduate medicine for many years.



Tina Usmiani has been working off and on at the Libraries since 1979, when she was hired as a cataloguer at the Killam and became the library's Russian subject specialist. In 1982 she went to University of Toronto to do a PhD in Russian Studies and returned to Killam cataloguing in 1990 after working briefly in the Law Library. Tina continued her work as a library assistant in Special Collections from 1996 until

2009, when she acquired her current position as the Dalhousie Libraries Communications Officer.

Halifax Public Libraries

Staff Members Honoured

Last fall, two of Halifax Public Libraries' staff members were honoured by the Nova Scotia Library Association (NSLA). **Rachel Crosby**, who works at the Tantallon Public Library, was awarded the Emile Theriault Library and Information Technology Award for her efforts to promote and advance the cause of libraries in Nova Scotia. "Rachel's contributions have been numerous. Her willingness to volunteer her time to support the cause of libraries, her organizational skills, creativity, and professionalism are real assets to the Nova Scotia library community," said Lynn Lavoie, chair of the NSLA awards committee.



Tracey Jones-Grant, manager of literacy, ELL and diversity services, was awarded the Norman Horrocks Award for Library Leadership for her distinguished contributions to the promotion and development of library services in Nova Scotia. "Tracey's commitment to community, respect for diversity, and work in co-developing innovative new public library service models are inspiring. Her belief in the value of the public library and her tireless work developing library services—not just for the public but with the public—has earned her the respect and admiration of her peers," said Lynn Lavoie, chair of the NSLA awards committee.

Halifax Public Libraries congratulates Rachel and Tracey.

Titanic: 100 Years

April 15, 2012 marks 100 years since the sinking of the Titanic. To observe the centennial of the key role Halifax played in this historic event, Nova Scotia is getting ready to welcome visitors that will participate in commemorative events and Titanic-themed activities. Halifax Public Libraries will be offering a series of programs and a self-guided Titanic tour.



The self-guided tour, created in partnership with the Nova Scotia Archives, the Maritime Museum of the Atlantic and Halifax Public Libraries highlights Halifax's Titanic connections. The tour, which boasts more than 20 stops, will be available in April in a variety of formats, including a self-guided tour developed for mobile devices user Foursquare, QR codes, and augmented reality and Layar.

Visit [our web site](#) ^[28] for links to stories, resources, historic images of people and places central to the events of 1912 and information about the self-guided tours. Additional resources can be found on Discover, the library's catalogue. Armchair travellers were considered when the self-guided tours were designed, so if you won't be in Halifax during April, some aspects of the tour can be enjoyed from wherever you are.

Programs offered include:

Exploring the Wreck of the Titanic with marine geologist Steve Blasco

Woodlawn Public Library

Wednesday, April 4/7 p.m.

Keshen Goodman Public Library

Wednesday, April 18/7 p.m.

Built in Belfast, Remembered in Halifax: Titanic Victims in Halifax Graveyards with Blair Beed

Tantallon Public Library

Saturday, April 21/2:30 p.m.

Hugh Brewster, *RMS Titanic, Gilded Lives on a Fatal Voyage* Spring Garden Road Memorial Public Library
Sunday, April 22/2:30 p.m.

Paul Butler, *Titanic Ashes* Cole Harbour Public Library
Wednesday, April 25/7 p.m.

Refurbishment of the Sackville Public Library

The Sackville Public Library was beautifully refurbished last fall. The refurbishment took five weeks to complete, and when the branch reopened, library users found the following improvements:

- new computers
- teen area
- quiet study area
- two private study carrels
- increased areas for laptop plug-ins
- new carpets & paint
- Mac lab (six Mac laptops)
- New Sackville Heritage Society wall (containing over 20 historical captioned images)

The upgrades are part of Halifax Public Libraries' continued investment and commitment to the community and its branches. Special guests at the reopening celebration included the Honourable David Wilson, Minister of Communities, Culture and Heritage; MP Peter Stoffer; Mayor Peter Kelly; Councillor Bob Harvey, Halifax Regional Library Board chair Philip Moscovitch and Halifax Public Libraries CEO Judith Hare. The ribbon-cutting ceremony was followed with a performance for the children by the musical duo Razzmatazz.

The Sackville Public Library first opened in 1976 and moved to its current location in the former Acadia School in 1996. It serves a population of nearly 42,000 and circulated over 465,000 items last year.

	
<p>New teen area.</p>	<p>Sackville Heritage Wall</p>



New computer area.



New quiet area.

Western Counties Regional Library

Ian White

Library Plays Active Role in Workplace Wellness Network

Organizations and businesses in Yarmouth County have come together to form the province's first county workplace wellness network, designed to improve both physical and mental wellness in the workplace.

"The whole process has been very motivating," says Western Counties Regional Library Public Relations Manager Ian White. White represents the library on the network. "To meet with representatives from other organizations and discover the wellness initiatives taking place is inspiring and helps you bring new things to your workplace."

The push to form a network came from a meeting in the spring of 2010 at Burrige Campus, NSCC, set up by Peter McCracken, Physical Activity Capacity Coordinator with Physical Activity, Sport and Recreation Nova Scotia, and Tracy Burgess, Community Health Promotion Coordinator with the Heart and Stroke Foundation.

People, businesses and organizations in Yarmouth County who have an interest in workplace wellness were invited to connect, share and learn with others at the quarterly networking meetings, Burgess says. Some initial support for the network is being provided by Physical Activity, Sport and Recreation Nova Scotia and the Heart and Stroke Foundation.

"We would like to see networks in other counties grow and develop in the coming years," Burgess explains.

In the meantime, Yarmouth County is providing the blueprint for other counties to follow.

"The newly created network will serve as a structure to facilitate communication among workplaces, promoting the importance of using a comprehensive approach in creating healthy workplaces," says Burgess.

The network includes a wide range of organizations including South West Health, Macdonald Chisholm Trask Insurance, NSCC, Fisheries and Oceans Canada, Yarmouth Recreation, the Municipality of the District of Argyle, and Simply for Life.

"Anyone is welcome to join the network. It's an informal group that shares information through a website and meets four times a year," says White. The website is

<http://yarmouthworkplacewellness.wordpress.com/> [29].

Read more about it [here](#) [30].

Library Card Month Revitalized Through New Ideas

A new twist to Library Card Month and strong sponsorship helped make October a successful membership campaign for Western Counties Regional Library.

“We had 374 people sign up as new members of Western Counties Regional Library,” said Public Relations Manager Ian White.

The boost in membership means that 33 per cent of the people living in Digby, Shelburne and Yarmouth counties have a library card, 19,749 out of 59,303 people. That is the highest percentage among any regional library system in Nova Scotia.

Read more about it [here](#) [31].

Mobile Computer Lab Takes Computer Training to Seniors

A mobile training lab for seniors will be arriving at seniors’ residences and complexes in the Yarmouth area, offering free training in computers and the Internet through April 17.

“The first time I visit a site, I’ll be booking appointments,” says project intern Jaime Spates. She will then meet with her new clients and cover everything from computer basics, such as the function of a mouse, to social media, such as Facebook.

Spates has everything necessary to carry out online training in all locations, including two laptop computers, a 4G/wireless mobile Internet connection, table and chairs.

“As long as there is interest, I’ll be there,” she says.

While the overall goal is to increase the comfort level of seniors with technology, she says; it is also about reducing the feelings of isolation that can happen to seniors.

“Imagine how much more connected they’ll feel,” says Spates, adding that programs such as Facebook and Skype can keep seniors in touch with family members around the world.

Spates hopes to provide the seniors with enough skills to allow them continue to use the technology well into the future.

Although she is only through her first week on the job, she has already set up her first site visit to Sankey Manor. She hopes more senior residences will want her services once they become aware of the project and comfortable with what it can offer people.

For information on the mobile training lab, call the Gates Computer Lab at Yarmouth library at 742-5040 option 2 or e-mail jspates@southwestcap.ca [32]. The library is located at 405 Main St. in Yarmouth.



(Photo: right) Jaime Spates has all the equipment necessary to train seniors in computer technology right in their residences. (Ian White photo/Western Counties Regional Library)

New Project Offers Free Social Media Training for Small Businesses

Small businesses in the area have an opportunity to learn how to market themselves and provide customer service via social media through a new project at the Yarmouth library.



The project, Social Media Development and Support for Businesses, is a partnership of Southwest Community Access Society, Western Counties Regional Library and the

Community Businesses Development Corporation (CBDC) Yarmouth. It is a free service provided by project intern Erin Mohle through Wednesday, April 4.

“I’m going to be contacting businesses and seeing what kind of interest there is,” says Mohle.

She will be working with the CBDC Yarmouth to help her connect with area small businesses. She will also be going door-to-door to and phoning area businesses to find out if they are interested in using social media.

Using social media such as Facebook, Twitter and LinkedIn provides businesses with an effective way to promote their services and products, reach new clients and provide customers with another means to interact with their business, she says.

“The end goal is to get business that aren’t there (on Facebook, LinkedIn or Twitter), to get involved in social media,” says Mohle.

For information on the project call the Gates Computer Lab at Yarmouth library at 742-5040 option 2 or e-mail cap.socialmediaintern@gmail.com [33]. The library is located at 405 Main St. in Yarmouth.

News from the School of Information Management, Dalhousie University

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Jenn Cox

Dr. Anatoliy Gruzd Awarded \$150k Grant from the Government of Canada and the Province of Nova Scotia to Grow the Social Media Lab at Dalhousie University

Dalhousie University School of Information Management faculty member and Director of the [Social Media Lab](#) [34], Dr. Anatoliy Gruzd, has been awarded a [Leaders Opportunity Fund \(LOF\)](#) [35] award in the amount of \$150,000 from the Canada Foundation for Innovation (CFI) and the Nova Scotia Research and Innovation Trust (NSRIT).



This new infrastructure grant will allow Dr. Gruzd to continue to grow his social media research lab at Dalhousie. Dr. Gruzd will use the grant to renovate newly allocated space within the Dalhousie Faculty of Management and to purchase new equipment to support the lab’s future projects. Equipment includes new tablets, computers and a large multi-touch video wall that will allow researchers to visualize large datasets on a single screen and discover patterns in online data.

“I am very excited to have access to the new research space, latest computer equipment and analytics software. It will allow me and my students to thoroughly analyze and visualize social networks found in social media as well as to create new mobile apps that can help people to easily navigate through the vast amount of social data that is being created on the web. And more importantly, it will allow the lab to forge stronger connections with software developers and social analytic companies in Canada and abroad.”
–Anatoliy Gruzd, Assistant Professor, Faculty of Management.

“The CFI has made possible the purchase of state-of-the-art equipment that is necessary for high level science to take place. Without it researchers cannot do their work and without research we cannot advance the knowledge that improves our lives, our society and our health.” – Martha Crago, Vice President Research, Dalhousie University

Canada Foundation for Innovation funding is awarded through a rigorous, objective and merit-based national competition process. The information technology research being conducted at the Dalhousie's Social Media Lab is embedded in a growing industry, advancement made here will help businesses, government and not-for-profit organizations understand how to engage in online conversations with Canadians.

Inform

The latest issue of **Inform** (July to December 2011) is available [online](#) ^[36].

IWB Conference

The Information Without Borders organization committee and volunteers put together and hosted a very successful [2012 IWB conference](#) ^[37]. The keynotes, panels, and the debate were timely, relevant, educational, and engaging. A job well done!

Public Lecture: The Future of Academic Libraries: A Case Study

Donna Bourne-Tyson, Dalhousie University Librarian and SIM alumna, presented to a full audience at the January public lecture. Donna's lecture was recorded and can be accessed [online](#) ^[38].



YA Hotline

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The YA Hotline is going digital! The YA Hotline, one of the oldest YA journals in the world, is celebrating its 35th anniversary with a dramatic change of format. It is now available online **free of charge** [here](#) ^[39]. Twenty back issues (dating to 2005) have been archived and we will soon be publishing our first original digital issue, number 94, Teens and Technology.

Since 1977, the YA Hotline has been researched, written and produced by Dalhousie School of Information Management students enrolled in INFO 6250: Services and Resources for Young Adults. The newsletter contains a large amount of information and resources for both young adults and young adult librarians including book reviews, resource lists, bibliographies, feature articles, interviews and more. Each issue explores a different theme of interest to teens and practitioners in school and public libraries.

In keeping with the Hotline's history as student-produced, this new initiative arose as a student project in Dr. Anatoliy Gruzd's Digital Libraries class in the fall of 2011. MLIS students Melissa Scanlan, Ashley Enman, and Jasmine MacDonald worked with Geoff Brown of the Killam Library to move the YA Hotline into a digital format.

Print copies of the YA Hotline will still be sent to paid subscribers, but no new paid subscriptions are being accepted. We hope that making the YA Hotline freely available online will attract a whole new audience of readers and YA librarians to this excellent resource.

Questions and comments can be sent to [Vivian Howard](#) ^[40], Editor.

Looking to get involved in your professional organization?

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COLLECTIONS DEVELOPMENT

Cordelia Perry

NSCC Burr ridge Campus

372 Pleasant Street

Yarmouth, NS B5A 2L2

Phone: (902) 742-3416

Fax: (902) 742-0519

E-mail: cordelia.perry@nsc.ca ^[41]

INFORMATION LITERACY

Amanda Horsman, B.A., M.B.S.I.

Bibliothécaire, Centre de formation médicale du N.-B.

Université de Moncton

Moncton, N.-B.

Tél. : 506-858-4478

e-mail : arhorsman@gmail.com ^[42]

COMMUNICATIONS AND PUBLIC RELATIONS

Pamela Maher, MLIS

Academic Librarian

pmaher@dal.ca ^[43]

Université Sainte-Anne

Church Point, NS

COMPUTERS & CONNECTIVITY

Sam Cheng

Copyright Officer

NSCC

5685 Leeds St., PO Box 1153

Halifax, NS B3J 2X1

Phone: (902) 491-7477

Fax: (902) 491-2178

Email: sam.cheng@nsc.ca ^[44]

LIBRARY TECHNICIANS

Karen Darby, Library Assistant VIII,
Health Sciences Library
Memorial University of Newfoundland
St. John's, NL A1B 3V6
Tel.: (709) 777-7609 Fax: (709) 777-6866

E-mail: kdarby@mun.ca ^[45]
MEMORIAL AWARD

Heather Sanderson
Librarian, Information Literacy
Patrick Power Library, Saint Mary's University
923 Robie Street
Halifax, Nova Scotia B3H 3C3
Phone: (902) 420-5541

E-Mail: heather.sanderson@smu.ca ^[46]

FRANCOPHONE

Erin Comeau, BA; MLIS
Coordinator, Library Services
Western Counties Regional Library

Email: ecomeau@nsy.library.ns.ca ^[47]

NEW LIBRARIANS AND INFORMATION PROFESSIONALS
Vacant

Please contact Lou Duggan (lou.duggan@smu.ca) ^[48]

CONTINUING EDUCATION STANDING COMMITTEE
Joanne Smyth

Liaison Librarian
Harriet Irving Library
University of New Brunswick
5 Macaulay Lane
PO Box 7500
Fredericton, NB E3B 5H5
Email: jsmyth@unb.ca ^[49]

YOUTH SERVICES

Vacant

Please contact Lou Duggan (lou.duggan@smu.ca ^[48])
GROW A LIBRARY FUND

Donald Moses

Librarian

Robertson Library

University of Prince Edward Island

Charlottetown PE

C1A 4P3

Tel: (902) 566-0479

Fax: (902) 628-4305

Email: dmoses@upei.ca ^[50]

[51]

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- [3] <http://apla.ca/?q=75/3.notices>
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- [41] <mailto:cordelia.perry@nsc.ca>
- [42] <mailto:arhorsman@gmail.com>
- [43] <mailto:pmaher@dal.ca>
- [44] <mailto:sam.cheng@nsc.ca>
- [45] <mailto:kdarby@mun.ca>
- [46] <mailto:heather.sanderson@smu.ca>
- [47] <mailto:ecomeau@nsy.library.ns.ca>
- [48] <mailto:lou.duggan@smu.ca>
- [49] <mailto:jsmyth@unb.ca>
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