



Bulletin

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Menzies' Keynote Stresses Humanizing New Technologies

Heather Menzies' APLA '95 keynote speech raised a number of issues and was a cautionary on the wonders of the new information technologies. Central to her message was her warning that either the technology will be an extension of us, or we will become an extension of the technology. Information technology is creating a new form of civil society. This society can be an inclusive participatory society or an exclusive society. At present, she sees a system of privileged white males and a new elite of those on-line.

Menzies feels it does not have to be this way. She used two models to describe possible ways the world can organize itself with the new information technology, the transmission model and the community-communications model.

In her transmission model, information is a commodity that is moved. This model is biased toward form and technical structure, long distances over short distances, and mass communication over local information. Time is money in the transmission model. The buzz words are information highways and global economy.

In her community-communications model, the network as communications is central. Information is seen as communication and culture. This model is biased toward content and relationship, toward short distance face-to-face communication, and toward particular information and expression. There is time to talk, because time is not money to the same extent as in the transmission model. The model emphasizes the context involved in learning.

Menzies feels that libraries must buy into some of the transmission model, but librarians should consciously support the community model. When librarians form joint ventures, we must know what we

stand for and remember our values and traditions.

She urged us to use technology as an extension of existing library services, community services and traditions. We must hold up the idea of communication as culture, promote equitable accessible participation, enhance interactivity as dialogue, and balance computer power between information users and producers. We must make it possible for the available information to be all margin, no centre, by acting as brokers for local people and information. Interactivity at the local level is important. There must be local networking, local computer power and local professional staff levels so there can be dialogue and leadership. For her, freenets are doing this and are the potential renaissance of community information.

She warned us that if we don't do this, the new information technology will allow the colonization of our culture and information by big companies. In particular, Menzies is worried about local and Canadian content. She stressed the importance of building local databases. If

we do not, the information will not be on the Internet and it will cease to exist. Her warning struck a resonant cord. We know students would rather search an inappropriate index electronically than an appropriate index in paper.

Other changes Menzies sees coming are here now in some form or other. Libraries are being de-institutionalized. Private companies are offering library services. She tossed away the idea of one big call centre to answer reference questions - she did not presume that it would be in New Brunswick.

Menzies with her scepticism on the wonders of the new information technologies articulated my concerns and through articulation gave them a substance and reality they had not had before. Her success in doing this truly made her speech a keynote address for me. I think this may have been the case for a number of us because I found her scepticism echoed in other workshops at this year's conference. □

— Karen Lippold
Memorial University of Newfoundland

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APLA Honours Two Nova Scotia Librarians

Editor's note: Marion Pape, as Past President, presented the Merit Award during the banquet at the APLA '95 conference. The award was given jointly to Diane MacQuarrie, Chief Librarian, Halifax City Regional Library and Barbara Kincaid, former Chief Librarian, Western Counties (NS) Regional Library. Excerpts from the presentation speech follow - the full text is available from the Bulletin editors.

DIANE MACQUARRIE worked as a Bookmobile Librarian at the newly formed Halifax County Regional Library from 1960 to 1962, then as a Branch Librarian with the Scarborough Public Library from 1962 to 1963. In 1963, she returned to the Halifax County Regional Library as Assistant Chief Librarian, becoming Chief Librarian in 1964. In 1967, she accepted the position of Supervisor, Public Libraries at the Nova Scotia Provincial Library, resigning in 1973 to return to the University of Toronto Faculty of Library Science to earn a Master's degree. Since June 1974, Diane MacQuarrie has been Chief Librarian of the Halifax City Regional Library.

Diane MacQuarrie's dedication to library service and her public expression of it has done much to raise the positive profile of libraries and their essential role. She gives her time and sincere attention freely to her colleagues. "Lobby" is Diane's middle name as she has shown over the years on a number of thorny issues - budget arguments, a "difficult" politician or trustee and intellectual freedom challenges.

Diane is a librarian of stature in relation to intellectual freedom. She is a stalwart supporter of the principle, not only in theory but when under attack. The library, and Diane, have taken strong and sometimes brave, stands over the years on intellectual freedom. For anyone who has not faced such a situation in his or her official capacity, it is difficult to imagine how vicious the issue can become in one's own community. She has a never-fail interest and concern for the rural public libraries in Nova Scotia.

Diane has endured much teasing about her sense of direction, but there was no mistaking her direction and leadership in 1976, through the most serious budget crises ever experienced by Nova Scotia's regional libraries. Diane was the leader and by the time the situation was resolved,

funding had been restored, a trustees association formed, and the government of the day most certainly knew about the importance of public libraries to Nova Scotia.

Diane MacQuarrie has been remarkable for what I would describe as an ongoing contribution to libraries. Under her leadership the Halifax City Regional Library has offered excellent services to the public. She also has a deep and abiding care for the disadvantaged and has been a leader in Canada in developing outreach services.

Diane's contribution to our profession is national in scope as a member of CALUPL (Council of Administrators of Large Public Libraries), the Canadian Association of Public Libraries, the Canadian Library Association as second Vice-President, and member of the Advisory Board of the National Library. In 1988, Diane was the recipient of the Public Library Service Award from the Canadian Association of Public Libraries. Diane's contribution has also been much in demand as an Atlantic Provinces public librarian with vision. And she has made time to contribute in the senior courts of our profession.

To summarize, Diane's positive spirit in the face of adversity, her achievements, her consistently professional approach and dedication to library service are exemplary to our profession. I understand that Diane intends to continue in the field as a Consultant. In fact, she has been doing this for years. Diane MacQuarrie is a most worthy candidate for the APLA Merit Award. She has been honoured by her peers and has the respect of the trustees and library staff with whom she has worked at the municipal, regional, provincial and national levels.

BARBARA KINCAID worked at the Cape Breton and Halifax County regional libraries prior to becoming the Director of Western Counties Regional Library in Yarmouth in 1969. She has just recently retired from that position. Throughout the last 26 years, Barbara Kincaid has worked selflessly, both in her own region and for the good of all Nova Scotia regional libraries.

Barbara has been the first and only Director of the W.C.R.L. Under her leadership and through good and bad financial times, the regional library has always of-

fered a forward-looking and dynamic service, characterized by a strong liaison with the community, strong programming and bilingual services. Barbara Kincaid worked hard to upgrade the skills of her support and professional staff and gave solid commitment to the work required to constantly improve the Regional Libraries throughout the Province of Nova Scotia.

During the past couple of years, Barbara has provided knowledge and leadership about computers, and was the driving force in a proposed automation consortium with two neighbouring regional libraries.

No testimonial about Barbara Kincaid would be complete without mention of regional library funding formulas. Finding a satisfactory formula has consumed the regions and the Provincial Library at various times, for more than ten years. Barbara was associated with every funding committee during that period. During one period she developed 250 variations of one formula before finally accepting that a particular model could not work. Her determination has become legendary.

In 1973 Barbara was the founding member and first President of the Nova Scotia Library Association. Barbara developed the concept and was instrumental in seeing that the new association was aimed at, and affordable to, library support staff. NSLA remains true to this principle to this day. In 1991, NSLA honoured Barbara Kincaid with its Lifetime Achievement Award.

Her work for and with the trustees has been exemplary and her contributions have been many and varied at the local, county, municipal, provincial and national levels. Finally, I would recognize Barbara's contribution over the years to the library trustees association in Nova Scotia. I Believe She Has Served More Times As Secretary of LBANS than any other person.

Barbara's leadership at Regional Librarians meetings has been strong, her opinions well thought out and voiced. She is a paramount contributor to library development and will be very much missed. □

— Marion Pape
Nova Scotia Provincial Library

APLA Executive 1995-96



Front Row: Norine Hanus; Ruth Mitchell; Kelly Campbell; Sara Lochhead.
Back Row: Marilyn Rudi; Caren Mofford; Suzanne Sexty; Susan Libby; Karen Lippold; Charles Cameron. Missing from photo: Mark Leggott.

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From the Editor's Desk

Yes, this is the *APLA Bulletin*. Not the *Bulletin* as you are used to seeing it, but a *Bulletin* which we hope you will enjoy. Please let us know your reactions to the format, the content, or anything else that you want to comment on (our addresses are listed in the Publication Information on page 19).

With the *Bulletin* moving to a different province, and a new editorial team, the time seemed appropriate for changing the format. Those of you who have belonged to APLA for awhile will recall that the last time we changed the format was June 1978 (v. 42, no. 1). Volume 41 was 5½" by 8½" and published quarterly. In 1978, Terry Amis was the President of APLA, Peter Glenister was the *Bulletin* editor, and we suspect that some of you were too young to have started your library careers.

Besides changing the format, we have introduced a new column, Atlantic Profiles, and hope to have other new columns as the year goes on. We are also looking at putting some, or all, of the *Bulletin* on the Web. But, no matter what we think that we want to do, the *Bulletin* belongs to you. This issue, and future ones, would not be possible without your support and we would like to thank all those who have contributed to this issue. We encourage all of you to submit your ideas, and articles. □

— Suzanne, Joy, Bernie

From the President's Desk

My first priority for my first President's column - and a pleasant duty it is too - is to send a sincere "thank you" to Charles Cameron and to all the outgoing members of the APLA Executive for their hard work during their terms of office. This kind of service to the profession makes great demands on one's time and energy, and all of us appreciate their sacrifices on our behalf. I would like to express my personal gratitude to Charles for his help over the last year as I was preparing to undertake the responsibilities of the President's office.

The big event of this year for APLA will be the joint CLA/APLA conference in Halifax in June 1996. The CLA Conference Planning Committee, chaired by Jane MacDonald (University College of Cape Breton), has made it very clear that they welcome APLA's participation in the conference. They have asked us to indicate how APLA would like to participate, whether we would like a separate APLA day at the conference, whether we would like to co-sponsor sessions and workshops, and when we would like to schedule the events that are particular to APLA. My personal feeling is that we should try to keep as much as possible of the traditional structure of an APLA conference - having the first session of the Ordinary General Meeting on Friday evening, for instance, and the second session on Sunday morning. It seems to me that the best way for APLA to participate in the organization of the conference sessions is to have the various committees and interest groups cooperate with their counterparts in CLA to co-sponsor sessions and workshops. The Executive will be in touch with conveners to discuss this. I would be very pleased to get any feedback from APLA members about this.

I would also like to know whether there is an APLA member in Halifax who would be willing to work with the Conference Planning Committee to organize the events which are unique to APLA - the Ordinary General Meeting, for instance. If you are willing to do this, or if you can suggest someone who might be able to do it, please contact me as soon as possible.

It is already shaping up to be a busy year for the new Executive. Copyright issues are attracting attention again, and APLA will be addressing some of the issues surrounding that. Also, CLA has recently announced the results of their membership survey, and there are implications in that report for APLA as well as for other library associations. The Executive will be looking at this and other matters over the next few months.

I know that I have a most interesting year ahead of me. I hope that it will give me the opportunity to meet many more of you than I have been able to do in the past. Elsewhere in the Bulletin you will find information on how to contact me should you need to. I look forward to hearing from you. □

— Susan Libby

APLA '95: Building Better Bridges, Forging Stronger Links

CONFERENCE REPORTS

First Timer's Impressions of APLA '95

I arrived on Prince Edward Island, the home of Anne of Green Gables, in the afternoon of Thursday, May 25. It was a beautiful day for travelling. After disembarking from the ferry, I headed straight for Charlottetown with no idea where the university was located. Luckily I travelled only a few streets before coming across University Avenue and there was the University of Prince Edward Island. The atmosphere on campus was very nice. Upon arriving at the university, I registered for the conference and got situated in my room overlooking University Avenue.

On Friday, the first day of sessions, I attended the interesting keynote address by Heather Menzies, then on to a full day of sessions ranging from information on the Information Highway and the Internet to CANCOPY. I found the sessions to be most beneficial especially "Navigating the Internet: Evaluating Windows-based Gopher Clients" and "Reality Bites: What's Missing on the Information Highway?". A lot of information to absorb in one day.

On Saturday, I was ready for another full day beginning with another session on the Information Highway that was very good, then on to "Reading 2001 Multimedia Literacy II," and finally "Impact of the Z39.50 Search and Retrieval Standard on Library Services". I felt there was a good variety of sessions taking place at the conference and the exhibits were very interesting as well.

Overall, I felt this was a very good conference with lots of information to absorb in a short period of time. It ended with a wonderful banquet with entertainment to follow. I would like to thank the Association for the first timer's award which gave me the opportunity to attend this conference. □

— Joanne Cleghorn
Dept. of Fisheries and Oceans
Biological Station Library
St. Andrews, NB

Reading 2001: Multimedia Literacy I

Participants at the 1995 APLA conference were given words, sounds, and visual images to assist in exploring the concepts of literacy in a multimedia environment in the first session of "Reading 2001: Multimedia Literacy," presented by Ben Davis, Research Associate, Center for Educational Computing Initiatives, Massachusetts Institute of Technology. The well-equipped lecture room at the Atlantic Veterinary College was an ideal venue as Davis spoke, not of static products, software, hardware, of SGML, or the fine art of creating hypertext links, but about ideas and ways

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of thinking which have emerged with developments in computer technology.

The whirlwind tour of ideas and evocative images took time to assimilate. In thinking of the session, I was reminded of a quote from the children's story, "The Point". In the story, Oblio and Arrow enter the Pointless Forest and encounter the Pointless Man who, as the story goes, "did have a point. In fact he had hundreds of them, all pointing in different directions. But, as he so quickly pointed out, a point in every direction is the same as no point at all." It would not surprise me if participants came away with many different impressions of the session. There were many points presented in the session, many imaginative projects, and provocative images—but it took a bit of reflection to determine the central point of the session.

According to Davis, our environment has shifted from one in which textual-based computer networks provided "havens for literacy". That environment has shifted to reflect the realities of the world around us: a complex, dynamic, and multi-layered world of visual, auditory, and graphical images, where "sound-bytes" represent the norm in communication. Computers no longer give textual information an advantage; with technology, film, video, audio, textual and graphical information are rendered into a united and digitally equal environment.

When Davis speaks of "multimedia literacy" he is referring to the concept of literacy extending beyond the textual forms of communication to a complex interplay of graphical, audio, video and textual images in society. In our current environment, we are surrounded by images, sounds, understanding and integration of images; when Davis refers to the ability to "read," he speaks not only of word-based comprehension, but the ability to recognize and reason about the visual environment around us. Definitions of reading must be broadened, and literacy redefined to encompass a more textured, multi-level type of understanding.

The underlying concepts are important in comprehending what this shift in literacy means. As a point of departure, Davis used a picture of Buffalo Bill and Sitting Bull as a backdrop to focus on cultural differences which affect how we see, use, and design systems. Similarly, con-

text, experience, place or architecture, and metaphorical constructs have an impact on how we read, whether the "text" be an object such as a rock, or a video clip on a computer.

Given a broadened definition of literacy, multimedia offers exciting prospects for education. Simulation and interactivity, two very powerful educational tools, can be applied to almost any learning situation through imaginative programming. Students can use a multimedia "textbook" to create a new product as they progress through the term, personalized to include whatever visual, textual, or auditory cues they need to reinforce their own learning and to try out new ideas. Pattern recognition and cross-disciplinary connections, made easier through computer technology, allows researchers to study such things as how Leonardo Da Vinci repeated designs in painting, sculpture, and rough cartoons of planned works, and how these images were subsequently used by others.

The framework Davis provided on different ways of reading led into a quick tour of several of the projects undertaken by the MIT Center for Educational Computing Initiatives. Davis gave some examples of work done on the Harold 'Doc' Edgerton project, the Musee d'Orsay project, Man Ray's Paris Portraits, and others. Those interested can get more information on these projects through Davis' home page (<http://www.mit.edu:8001/people/davis/home.html>). The tour was much too quick; the session ended without an opportunity for questions, but with the promise of a second instalment on multimedia literacy and the Internet in the afternoon.

At the beginning of his talk, Ben Davis read the following quote, which appears on his home page:

Information technology in service to education has done its job if someone is inspired to leave the computer to read a book, write, look at a painting, carry on a coherent discourse, or realize that a telephone pole is made of a large plant called a tree and that a tree is made entirely of wood.

In this respect, Davis succeeded. In preparing this report, I was surprised to find how much time I spent in conversation with others who had attended the session, away from the computer screen.

Davis had challenged ideas relating to how we see, understand, and interact with the world around us, all the while keeping a guarded perspective on technology. Multimedia is truly useful when it reinforces our ability to read, to write, and to think clearly. By the end of the APLA conference, I was finally beginning to see what he meant. □

Elizabeth Hamilton
University of New Brunswick

Reading 2001: Multimedia Literacy II

In the second of his two part session on multi-media literacy, Ben Davis (MIT Center for Educational Computing Initiatives (CECI)) took the audience on a whirlwind tour of the Internet, as the newest architectural styling for multimedia. He likened the Internet to other examples of imagery created in architecture: the memory theatre of ancient Greek times, Shakespeare's Globe theatre, and native teepees. These were all different ideas of "virtual reality".

The Internet, he asserted, is a computer architecture modelling a "huge, vast library space". The computer terminology that has evolved with the Internet has its origins in real human behaviour. The example he used was of "browsing," an "information situation" that models a common human activity.

The Internet can also be seen as a "frontier," where the land is free, and anyone is able to go stake his/her claim. Who are the "natives" in the territory, who are the first stakeholders? Will taxes eventually have to be paid in this "synthetic" frontier, just as they were in the real Wild West?

Davis demonstrated to the audience his own piece of the frontier, his personal homepage on the Web. Likening the homepage to a "junk drawer," he said that creating a personal homepage is both a way to organize his work and to share it.

The teaching aspect of the medium is important as the Internet has the potential to be "one big school," particularly suited to distance learning. Issues needing to be addressed to realize this include network

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architecture, application software, teacher support, bandwidth availability, resource location, and community and policy requirements.

Davis also went on-line to show the audience his current project: creating a physical book and a "virtual book" at the same time. The work is entitled *Introduction to Imaging: Issues in Constructing an Image Database* and is by Howard Besser and Jennifer Trant. Davis outlined some of the problems in transforming images of fine art into computer images; perhaps most troublesome is the electronic version's tendency to "posterize" the original, coupled with very slow access for graphic images. Davis has written a review of three databases of fine art (see *Scientific American*, May 1995:107-111).

What is happening to reading and literacy as this new technology emerges? Davis asserted that reading and writing in their broadest terms are now being encouraged; we are all authors now, and we are all media educated. Davis is optimistic that the "stupid stuff" on the Internet will go away, because no one will look at it...his vision for the future is of a distinctly multimedia approach to learning. □

— Marilyn Rudi
Dept. of Fisheries and Oceans
Biological Station Library
St. Andrews, NB

Designing Library and Information Presentations: Building Bridges that Work

Who better than Suzanne Sixty to give a presentation on bibliographic instruction at an APLA Conference? Suzanne is Bibliographic Instruction Coordinator at the Queen Elizabeth II Library (Memorial University of Newfoundland). The speaker introduced the model used at Memorial University.

Based on the work of Marilla Svinicki and Barbara Schwartz, *Designing Instruction for Library Users: A Practical Guide* (N.Y.: Marcel Dekker, 1988), Memorial has produced a manual for bibliographic instruction. The manual outlines seven steps: setting objectives, identifying the audience, describing the situation, assess-

ing the librarian, determining the teaching methods, developing the lesson plan, and evaluation. Each of these steps requires planning and cooperation between the team of librarians and the professors who have requested the bibliographic instruction session.

In "setting objectives," the librarian works with the professor to know what is important and what needs to be taught. The next step is useful in identifying where help is needed by finding out the student's background in the subject content. Aspects such as time available, number of students, classroom conditions, and the resources available (props, overheads, good functional equipment, etc.) need to be examined under "describing the situation". Forms are used to "assess the librarian" where various skills are rated. Some skills are: public speaking ability, organizational talents, presentation skills, and listening and debriefing skills. The types of "teaching method" varies from direct (lecture, demonstration, film, video, slide, etc.) to semi-direct (lecture/discussion, workbook, study guides, etc.) to indirect (brainstorming, inquiry method, research paper, discussion, etc.). The "lesson plan" needs to reflect on what will be taught and how it will be done. The "evaluation" should review the objectives of the session, the suitability of the teaching method(s) and the lesson plans.

Sponsored by the Library Instruction Interest Group, Suzanne distributed a questionnaire whereby the thirty-six participants were invited to identify topics or themes for future APLA conferences. Suggestions from the readers of the *APLA Bulletin* are also welcome as this interest group will be planning a session for the 1996 CLA/APLA conference. □

— Jeanne Maddix
Moncton Public Library

La préparation de l'initiation à la bibliothèque/Designing Library and Information Presentations: Building Bridges that Work

Dans le cadre du Congrès de l'Atlantic Provinces Library Association qui s'est déroulé en mai dernier à Charlottetown,

Suzanne Sixty, coordonnatrice du service d'initiation à la bibliothèque à la Queen Elizabeth II Library (Memorial University of Newfoundland), était la conférencière invitée du groupe d'intérêt "Library Instruction Interest Group". Lors de sa présentation intitulée "Designing Library and Information Presentations: Building Bridges that work" et devant un auditoire de 36 personnes, Mme Sixty a décrit le modèle utilisé à Memorial University pour l'initiation à la bibliothèque. On peut d'ailleurs retrouver ce modèle dans l'ouvrage élaboré par Mme Sixty et pour lequel elle s'est inspiré de Svinicki & Schwartz, *Designing Instruction for Library Users: a Practical Guide* (N.Y.: M. Dekker, 1988).

La Queen Elizabeth II Library, comportant une collection de 1.3 million d'ouvrages, avec un personnel de 10 employés à la référence, dispense une centaine de sessions d'initiation à la bibliothèque par année (excluant les présentations faites sur une base individuelle).

Selon Mme Sixty, il est primordial de bien planifier l'initiation à la bibliothèque. Il est également essentiel d'évoluer et d'adapter notre style au cours des années.

Sept(7) étapes doivent être observées pour mener à bien le processus d'initiation à la bibliothèque. Ce sont: l'établissement des objectifs, l'identification de l'auditoire, la description de la situation, les sources de perfectionnement du (de la) bibliothécaire, le choix des méthodes d'enseignement, l'élaboration du plan de cours et finalement l'évaluation de la session.

Comme ces sessions d'initiation exigent une préparation sérieuse, les demandes de dernière minute (ex. téléphoner le matin pour fixer une session pour l'après-midi) ne sont pas acceptées. Le professeur ou la personne intéressée à une session d'initiation pour son groupe doit également remplir un formulaire de demande. De façon générale, les sessions ne sont pas offertes aux nouveaux étudiants. L'on attend plutôt qu'ils en ressentent la nécessité, ex. le besoin de faire de la recherche documentaire relié à la préparation de travaux. D'ailleurs, ils ont cessé d'offrir les traditionnelles visites ("tours") de la bibliothèque. Il s'agit plutôt

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de séances d'orientation où ils ne font que "montrer" les collections et services.

On conserve également dans un classeur les documents importants se rapportant à la préparation des sessions et qui ont exigé un certain temps de préparation; ceci afin de pouvoir y puiser rapidement de précieux renseignements, exemple: les notes d'une session d'initiation à INTERNET, etc...

L'auditoire a posé de nombreuses questions et a semblé conquis par la présentation de Mme Sexty. Car en plus d'avoir su gagner leur intérêt, elle a également réussi à les égarer à diverses reprises, nous permettant ainsi de constater jusqu'à quel point elle maîtrise l'art de la présentation. □

— Lorraine Julien
Université de Moncton

Impact of the Z39.50 Search and Retrieval Standard on Library Services

Z39.50 (formally, ANSI/NISO Z39.50-1992) is a communication standard and protocol for information retrieval. It promises users the opportunity to search the catalogues of many libraries with a single interface, making the differences among vendors transparent. Many library vendors are now marketing Z39.50 "clients" (interfaces). In this session, Jane Haller (Data Research Associates) provided a brief exposition of the standard, followed by a demonstration of DRA's Windows-based client. Perhaps the most impressive feature of such clients is the ability to simultaneously search the catalogues of multiple libraries.

For librarians, one concern with Z39.50 has been the difficulty in determining exactly what is included in the servers' indexes (for example, whether corporate authors are included within an "author" search). The "Explain" services, now part of the standard, are expected to supply this information. However, as of the time of the conference, only 10 sites had implemented this feature.

One of the most interesting questions from the floor dealt with the relationship

between Z39.50 and the Web. Haller reported that DRA is working on a Web server, and foresees the use of Z39.50 clients to search the Web. The more fundamental (and unaddressed) questions are whether the efforts of individual libraries to make their catalogues searchable via Web forms will detract from the widespread acceptance of Z39.50 clients, and whether anyone other than librarians actually cares about such niceties as "Explain". □

— Janice Adlington
Memorial University of Newfoundland

Liens nationaux: Les services de la mise en commun des ressources de la Bibliothèque Nationale du Canada

Cette année pour le Congrès, la Bibliothèque Nationale du Canada nous a présenté les différents projets sur lesquels elle travaille. Mary Jane Starr, conférencière invitée, a su rendre la session intéressante grâce à l'appui de nombreux exemples et graphiques. La présentation nous a renseigné sur la livraison des documents, le projet pilote de la norme Z39.50 et les publications électroniques. Les participants présents ont apprécié la présentation et leurs nombreuses questions ont démontré leur intérêt pour le sujet. □

— Johanne Jacobs
Bibliothèque Provinciale. I.-P.-E.

Technological Trivia, Tips and Trends

This panel discussion was co-sponsored by the Computers and Connectivity Interest Group and the Continuing Education Interest Group. Two technical services/systems librarians and a library school professor had the daunting task of making both predictions of changes to watch for and suggestions on how to cope with coming changes in the technological

landscape over the next 5 to 50 years. The result was short presentations which each took a slightly different tack and resulted in some lively exchanges between the three panellists and the audience.

Mark Leggott, Cybrarian, St. Francis Xavier University Library, focussed on the development of agent software, growing digital libraries and improved document delivery systems. An essential tip for all libraries and others coping with these technological changes is ongoing training for all staff. While some of his predictions for librarians and libraries in the next 50 years were quite fanciful (and certainly tongue-in-cheek), we only have to look back 15 years to the invention of the PC to realize how much can happen in a short period of time.

Leslie Foster, Technical Services Coordinator, Nova Scotia Provincial Library, challenged Mr. Leggott's optimistic outlook for the "information highway" suggesting like Clifford Stoll (author of *Silicon Snake Oil*) that continued use of the highway metaphor be banned! Mr. Foster saw the development of community information networks (freenets) as a positive step but questioned the relentless push of the new technologies and the usefulness and validity of much of the data on the Internet. Why do we need new version upon new version of our favourite software programs when our current versions will do far more than most of us will ever use them for. He expressed a hope that cooler heads would prevail - that someone would have the guts to say "enough is enough" and that our workplaces would return to slower and gentler places.

Elaine Toms, Assistant Professor, Dalhousie School of Library and Information Studies, felt future developments would come in 5 areas: image retrieval; digital video; user-friendliness of software; intelligent (agent) software and value-added access tools. Over the years libraries and librarians have changed their role to one of neutral agents in offering access to information. With the current state of Internet resources it is essential that librarians return to an earlier model of acting as evaluators of textual, visual and audio sources whether in hard format or networked form and as intermediaries

(Continued on next page)

CONFERENCE REPORTS CONTINUED...

between the new technologies and our users. □

— Dave Cumby
Eastern Counties Regional Library

Rencontre avec l'auteur Georges Arsenault

La rencontre avec l'auteur Georges Arsenault a clôturé cette conférence sur une note positive. M. Arsenault, qui est un excellent auteur et orateur, a présenté trois de ses écrits à un public restreint mais enthousiaste. Le groupe a beaucoup apprécié ses histoires et anecdotes des Acadiens de l'Île-du-Prince-

Édouard. L'atmosphère détendue et intime a fait en sorte que les gens se sentaient à l'aise pour poser des questions. La rencontre s'est terminée avec une discussion informelle avec l'auteur. □

— Johanne Jacobs
Bibliothèque Provinciale. I.-P.-E.

Technostress: Are You Stressing the Technology, or is the Technology Stressing You?

If the attendees at this session were a typical group, then technostress is very evident among librarians and library staff. Stress in the workplace, however, is not limited to the demands of coping with the new technology. Responses from both the workshop and the smaller discussion groups into which it broke, indicated that factors such as increased workload (often because of positions not being filled), new work procedures, new bosses, environmental factors in the office, and juggling the demands of work, home, and community all contributed to an increase in stress levels.

Heather Menzies, Conference Keynote Speaker, began the session by pointing out some changes over time which have contributed to an increase in work stress. People are now working longer hours -

answering e-mail at home, doing work while commuting, staying longer at the office. Statistics show that 22% of the population is now working over fifty hours per week. Output per hour overall in the workplace has doubled since 1945. Leisure time has been decreased. Downsizing has resulted in layoff survivor syndrome. Workers who retain their jobs when cutbacks occur feel a tremendous amount of guilt that they are still working and fear that they are going to be the next to go.

Menzies also touched on how workers are being manipulated to perform more efficiently. She cited research in the U.S. and Japan designed to study the effect of aromas on people's physiological states. Different aromas are pumped into office buildings - IBM's office in Toronto is one of the test sites - and the effects observed. Results show that peppermint perks people up; lavender makes them feel much more relaxed! She expressed concern that people are being adjusted in order to perform, and that such manipulation may mask signals which tell people that they need to slow down. She mentioned that repetitive stress injury has been labelled the disease of the 90s, and saw it as a physical manifestation of a psychological stress.

With the introduction of technology comes a speeding up of the workplace. The work environment is now being paced by the technology instead of vice versa and workers slide easily into this faster pace without realizing it, e.g. people now expect instant responses to e-mail, become impatient while waiting for the computer to respond to a command. This, coupled with other causes of stress, causes major upheavals in the equilibrium of the workplace and takes a lot of emotional strength to adjust to.

As an exercise to get people talking about stress in the workplace, Menzies asked participants to think of their work situation and write endings to sentences beginning with "It sounds like .., It smells like.., It feels like.., It tastes like .., and It looks like..". The participants then broke into smaller groups to discuss people's responses, which were then briefly reported back to the larger group. Some examples included: it sounds like a discordant symphony, a constant jumble of irritating noises, from the whirl and hum of machinery to people talking; it feels like a sinking

feeling, like sand slipping through the fingers, like being pulled in many directions at the same time; it looked like abstract art - too busy; it tastes dry, a desiccated environment. The overall sense from the group was that most people are working in very stressful environments.

In her closing remarks, Menzies emphasized the importance of people taking on individual responsibility for what is happening to them. They must learn to be in touch with themselves and speak on behalf of their own feelings. They must dare to say that things are moving too fast. Chances are others are experiencing the same thing. She encouraged people to talk to friends and coworkers, to call time out, to set limits, to negotiate a redesign of the way work is being organized if things are too stressful. If people value themselves and the life they want to lead, then they have to learn to minimize stress and make time for themselves. □

— Marguerite Jones
Memorial University of Newfoundland

Censorship of Selection: is that the Challenge?

Bertha Currie (Supervisor of School Library Services (retired), Halifax District School Board) used this session to present her views and experiences with censorship, garnered through many years as a Nova Scotia teacher, school librarian, and administrator.

She introduced the topic by listing the main grounds for school library censorship: sexuality, religion and witchcraft, swearing, racism, and sexism. She then went on to list the major factors governing materials selection in the face of school library censorship challenges:

- The existence of a good, up-to-date materials selection policy. Using and updating such a policy continuously gives the librarian a mandate for material selection.
- The level of support by the school principal and other teachers for the material(s) in question.
- The background of the censorship challenge or complaint. Was it oral or

(Continued on next page)

CONFERENCE REPORTS CONTINUED...

written? Oral complaints pose the greater difficulties and are harder to resolve.

Who issued the challenge/complaint. Was it a parent? Someone within the school system? This can make a major difference in how a complaint is handled or settled. It shouldn't, but it does.

Over the years, Ms. Currie said that she found that challenged materials were more often retained within a library when a selection policy was used, and when the complaint was a written one. An important part of any good selection policy, she insisted, was a Reconsideration Form: when complainants were required to fill these out formally to protest the selection of material(s), they often backed down. She also indicated that having everything written down was important in the event that a particular censorship issue ever made it into the media. Media types tended to be more sympathetic to the issue if they had all the facts up front.

Ms. Currie pointed out new areas for concern over censorship in school libraries: computer technology, videotapes, CD's. She stressed the need for self-vigilance in the selection process, for sensitivity in dealing with complaints, and for overall preparedness.

She discussed several recent cases of censorship, most notably the "Goosebumps" and "Fear Street" challenge to the Halifax County - Bedford District School Board. A decision on whether or not to remove books from these high interest/low vocabulary series from Board libraries is in abeyance after some parents brought complaints about them to the Board. As part of her presentation, Ms. Currie had a display of books which had been challenged in school libraries with which she had been associated, along with the reasons for the challenge.

The presentation concluded with the message that we should be offering children a wide range of literary choice: that we cannot protect them from the world. In any case, parents should realize that they have lost control of the learning process once their child begins to read - they will find out what they are being protected from anyway. Ms. Currie stated that it is important for children to learn about both the

best and the worst of humanity so that they will be able to comprehend their world better. □

— Stephen Field

Memorial University of Newfoundland

Reality Bites: What's Missing on the Information Highway

In this session, sponsored by the Computers and Connectivity Interest Group, Slavko Manojlovich, Head of Library Systems, Memorial University of Newfoundland made it clear from the outset that he was out to combat the media overkill/hype which has surrounded the Internet in the last couple of years. While it is true that the number of people with access to the Internet has been growing at a fast rate, accurate estimates of the actual number of users and networked servers and workstations are difficult to obtain and are often exaggerated by those with a commercial stake in the Net.

In reviewing the current state of networked access, Mr. Manojlovich pointed out that there are, in the over-used electronic highway metaphor, many traffic-related problems of which we need to be aware. Exponential growth in Internet access has created new problems for everyone from politicians to educators and librarians to network administrators to end-users in such areas as: intellectual freedom/censorship; network security/privacy; reliability of the information; copyright and user-friendliness (or lack thereof) of network software and systems.

Locating, reliably transmitting, and using data from the Internet is not always as straightforward as we have been led to believe by those who wish to sell us network access. Mr. Manojlovich cited a recent poll by Anderson Consulting (insert to the May 23 *Globe and Mail*) which appears to grossly overestimate the number of Internet users in Canada and the amount of academic/business vs. recreational use. The highlight of the session was an excerpted interview with Clifford Stoll (author of *Silicon Snake Oil*) that originally aired on CBC Radio's Sunday Morning program. Mr. Stoll is calling all of us to recognize the impersonal and de-

humanizing nature of most Internet activities and, as Heather Menzies stressed in her APLA keynote address, how we have become caught up with the distant transmission of data to the detriment of the cultivation of community information networks based on real relationships and the cultivation of local expertise. □

— Dave Cumby

Eastern Counties Regional Library

Improve Your Interviewing Skills

The art of interviewing can be distilled down to two simple precepts according to Andrea John, Coordinator, User Services and Nova Scotia Provincial Library. You must PREPARE and REHEARSE.

The preparation phase involves compiling an inventory of your marketable skills and experiences, composing an effective cover letter, and writing a resume that highlights your relevant education, training and experience. In advance of the interview do your homework; find out about the organization and the people working there.

Next, rehearse. Come up with answers to those predictable interview questions such as "Why are you interested in this job?" and "What are your strengths and weaknesses?" Compose a few questions of your own to ask the interviewers, for example, "What is the largest challenge facing the person who is hired?" Rehearse in front of a mirror or with a friend or colleague whose opinion you value.

Following the interview, evaluate your performance. If you get the job, you'll know why. If you don't, you will have learned from the experience.

Of course, there are things you should never, ever do during an interview. Don't do your nails, don't eat your lunch, don't fall asleep, and it's probably never a good idea to ask, "Why aren't you in a more interesting business?" □

— Susan Lovenburg

University of New Brunswick

(Continued on page 12)

APLA Prize

The winner of the Atlantic Provinces Library Association Prize for 1995 is Lois Loewen. Ms. Loewen has a BA (History), Magna Cum Laude, from St. Mary's University (1988). She has worked part-time as a library assistant at the Maritime School of Social Work Library since 1990. She received a Faculty of Graduate Studies Scholarship in each of her two years in the Library School programme.

The Prize is given annually to the outstanding student at the School of Library and Information Studies at Dalhousie University. The winner is chosen by the faculty of the School and is normally the student showing "the most professional promise". Ms. Loewen was unable to attend the APLA Conference in Charlottetown. Her Certificate, and the \$300 prize, will be presented to her in Halifax by APLA's Treasurer, Caren Mofford. □

— Charles Cameron
Past President



General Activities Fund

- Provides funds for projects or activities which will further the aims and objectives of APLA.
- Applications will be considered based on availability of funds.
- Applications should state topic and date of activity, relevancy to the Atlantic library community and APLA, sponsoring bodies, estimated costs and revenues, and a contact person.
- Send applications by September 15, 1995.

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BUDGET April '95/96		1994/95 Budget	1994/95 ACTUAL	1995/96 Budget
R E V E N U E S	BULLETIN			
	advertising	2,000	5,030	4,000
	subscriptions	1,450	1,090.55	1,100
	royalties		18.74	
	Subtotals:	3,450	6,139.29	5,100
	CONFERENCE FUND			
	receipts		8,500	335
	seed grant	1,500	1,500	1,500
	corporate donations			
	Subtotals:	1,500	10,000	1,835
GENERAL FUND				
personal memberships	10,750	10,359.88	12,000	
institutional	2,500	3,673.34	3,750	
Subtotals:	13,250	14,033.22	15,750	
OTHER				
interest	475	875.73	750	
miscellaneous		5		
First Timers	[a] 507.52	507.52	204.15	
GAF seed	2,000	1,597.69	1,000	
Subtotals:	2,982.52	2,985.94	1,954.15	
TOTAL REVENUE:	21,182.52	33,158.45	24,639.15	

APLA Memorial Awards Trust Fund Balance Sheet — 1994

ASSETS	Cash	\$ 1,707.71
	Investment Certificates	\$12,000.00
	TOTAL	\$13,707.71

Statement of Revenues and Expenditures

RECEIPTS	Donations	\$331.00
	Other	\$15.28
	Interest on Bank Accounts	\$2.85
	Interest on GICs: May	\$315.00
	Nov	\$255.00
	TOTAL	\$919.13
DISBURSEMENTS	Safety Deposit Box	\$33.17
	Awards	\$750.00
	Service Charges	\$7.69
	TOTAL	\$790.86

BUDGET		1994/95 Budget	1994/95 ACTUAL	1995/96 Budget	
EXPENSES	BULLETIN				
	packaging & supplies	600	142.46	300	
	printing	6,400	6986.92	8200	
	postage/shipping	2,250	1704.34	3,000	
	1993/94 carry over	753.47	753.47		
	Subtotals:	10,003.47	9,587.19	11,500	
	Conference Seed Grant	1500	1500	1500	
	APLA Prize	300	300	300	
	Executive Travel	4100	3,396.95	5200	
	Presidential Travel	750	382.32	700	
	Registrations & Memberships	[b] 250	250	250	
	Postage	400	64	100	
	Student Assistant	250	250	250	
	Supplies	600	212.92	100	
	EXECUTIVE COMMITTEES				
	Aims & Objectives	25		25	
	Bulletin Board	25		25	
	Membership	75		150	
	Merit Award	75		140	
	Nominations	125.00	143.24	175	
	93/94 carry over	115.03	115.03		
	STANDING COMMITTEES & INTEREST GROUPS				
	Communications	35		25	
	Public Relations	35		25	
	Other committees and interest groups [c]	300		300	
	Publications + extra postage for Bulletin	2000 250	295.65	500 225	
	GAF grant		907.98	500	
GAF seed grants	2,000		1000		
Miscellaneous	150	105.56	110		
Information Rights Info					
1994/95	[d] 750	388.10	64.73		
1995/96			650		
First Timers	550	550	517		
Computer, Monitor, Keyboard, software, modem & manuals	[e] 3,000	2996.65	300		
Total Expenditures:	27,663.50	21,445.59	24,631.73		
Revenues	21,182.52	33,158.45	24,639.15		
Revenues - Expenditures:	(-6480.98)	11,712.86	7.42		

Notes — Revenues and Expenditures

[a] This interest was accrued in 1993/94 and appears as part of the Accumulated Savings. In the 1994/95 budget, a corresponding amount is deducted/ transferred from Accumulated Savings.

The First Timers grant is calculated on the change in value for the money market fund the previous fiscal year, September 1993 to September 1994, which was \$345.44 (\$15,419.17 - \$15,073.73).

\$8,908.50 (First Timers principal) / \$15,073.73 (opening balance) = 59.09%

$(\$8,908.50 / \$15,073.73) \times \$345.44 = \204.15 available for 1995/96

[b] November 13, 1994 Executive approves increase by \$50 to \$250.

[c] *Editor's note: It is the normal procedure to budget \$25 for most committees and interest groups. In order to conserve on space, the editors have chosen to combine these separate lines into one line - committees budgeted for more than \$25 are still shown as separate lines. A copy of the budget showing these items individually can be obtained from the editors.*

[d] November 13, 1994 Executive adds item to the budget.

[e] December 1994 Executive agrees to increase by \$500 to \$3000.

1994/1995 Accumulated Savings

	1993/1994	1994/1995	1995/1996
1.	\$1,635.73	\$22,655.14	
2.	\$10,000.00		
3.	\$8,908.50	\$8,908.50	\$8,908.50
4.	\$6,709.08	\$6,924.59	
	(March 31, 1995 = \$15,833.09 - \$8,908.50)		
5.	(\$693.45)	(\$507.02)	(\$204.15)

- 1 — Savings
- 2 — GIC
- 3 — First Time Grant principal
- 4 — Investments
- 5 — Annual Interest on First Timers' principal (\$8,908.50) calculated from September 30 each year. □

CONFERENCE REPORTS CONTINUED...

The Internet: Friend or Foe of the Reference Librarian?

Part I - Social Sciences and Humanities Sources.

In this evenly paced and well-structured first session on using the Internet as a reference tool, Jennifer O'Toole and Elaine MacLean set the stage early for their presentation. They did this by making available, on the Net, their select resource guide to the Internet. The guide begins with the sage-like words of Westheimer's *Discovery*, "A couple of months in the laboratory can frequently save a couple of hours in the library," and Runyon's corollary, "A couple of hours on the Internet can frequently save a couple of minutes in the library".

This is an almost obligatory introduction to reference service using the Internet. To many librarians and library support staff, the idea of the Internet as an integral part of a library reference service revives memories of hanging terminals and intriguingly labelled files which contain precisely nothing. However, Jennifer and Elaine are well aware of the difficulties the Net represents for public service people, and they know that many of the problems were or are tied to technology - the reliability of the hardware, the speed and stability of the communications links. Recently, however, issues of policy and procedure related to public access to the Internet, as well as the more familiar questions about institutional support for Internet training and allowance for time to explore the new reference sources, are contributing to the reference service debate on the use of the Internet. In short, while the Internet is recognized as an extremely dynamic resource with a vast number of information sources (which vary in quality from very poor to excellent), the challenge for reference services in libraries is now to bring some order to the chaos. To do this, librarians need to become much more familiar with the Internet as a viable reference tool.

To begin this task, two questions have to be answered: 1) at what level will Internet reference services be provided and, 2) how can this massive amount of

information be organized? To answer the first question, the presenters offered three possibilities. The simplest solution is for the library to provide a "deferred" service - that is, take information requests at the desk and do them later on the Internet once the shift is over. This approach, while being fairly limited and cautious in terms of Internet reference service, has much to recommend it, i.e., it is safe. However, if libraries and (increasingly) library patrons want to push the service level one step further, then Internet searches will have to be done at the desk, more or less on demand. By implication the reference staff must have confidence in the technology, and they must have in place policies to cover such things as the amount of time to spend on certain questions and the type of searches to turn over to a subject specialist. Clearly, there is a major training component to be considered in providing this level of service. Finally, we come to a third level of service and here the focus shifts to the institution - the degree to which the library can or should provide public access to the Internet. At this level of service the question to be asked is, "is the library willing and/or able to commit resources to support bibliographic instruction for the Internet and, if so, how is the institution going to deal with such diverse items as securing the software and handling the censorship issue?" In answer, it is difficult to find a generally acceptable solution and the likelihood is that libraries will opt for some combination of all three levels, with the last level being left perhaps to individual institutions to balance service and policy with patrons' needs and library resources.

Once a decision has been made to offer Internet service at the reference desk, the second question about organizing the information has to be answered. To address this problem, Jennifer and Elaine worked through a decision tree in which some unnamed but intrepid searcher first chose a traditional source for the requested information. When this approach did not produce the desired result, a decision was made to go to the Internet. If this option is exercised, the presenters advise, it is a very good idea to know where to go. Thus, a random search or a fly by the seat of your pants' process is much less likely to succeed than one based on, for instance,

Internet resources arranged and selected according to local and global, or subject sources. Jennifer and Elaine also suggest that by recording or storing Internet addresses, even in something as nontechnical as a Rolodex on the reference desk, the whole process is made much simpler. Other possibilities include the use of bookmarks or hot lists for either graphical user interface (GUI) or text-based systems (all of which can be erased by someone else, remember) or, for people on the Web, the creation of one's own home page.

Before closing out the session with some examples of their favourite Web sites and addresses, Jennifer and Elaine confirmed the need to apply traditional library evaluation techniques to the Internet: we still have to know what format the information is in, and we still have to know what the scope and currency of the data are; we also have to know what authority lies behind the information we find, and we have to know how the data is arranged and what the points of access are; further, we have to ask what costs are involved and we have to know if the use of a particular source is cost effective. Because the two presenters finished their talk by touching base with these familiar library ideas, they tied up some loose ends and made an even stronger case for bringing the Internet onto the reference desk. Jennifer and Elaine are to be congratulated for giving some direction to the use of this valuable reference tool. □

— John Neilson
University of New Brunswick

CANCOPY: An Introduction & Update

Andrew Martin (Executive Director, CANCOPY) presented an update on Phase II of the Copyright Act. Phase II, which deals with provisions for "fair dealing" and the creation of copyright exemptions in certain circumstances, has been held up in Parliament, but may be passed into legislation in the fall of 1995 at the earliest.

He indicated that the general recommendations for libraries, arrived at by committee 6 years ago, would probably be maintained in the legislation:

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CONFERENCE REPORTS CONTINUED...

- Librarians will be able to use the defense of fair dealing if they are making copies for third parties who are entitled to use the defense.
- Libraries won't be responsible for infringing copyright law if warning signs are placed on self-serve photocopying machines.
- A single copy of a periodical article would be allowed for individuals engaged in research of a scientific, technical, or scholarly nature.
- There would be a specific exception for librarians to make single copies of articles for their own use, or for interlibrary loan if the person requesting the copy can satisfy the librarian that the copy is for private study or for research of a scientific, scholarly, or technical nature.

Mr. Martin outlined CANCOPY's plans for dealing with future library licensing. With regard to academic libraries, CANCOPY does not see fair dealing as including copying reserve materials, copying what's on course reading lists, copying what a professor tells one to copy, or cumulative copying. He also outlined CANCOPY's concern over the use of ILL for systematic resource sharing purposes, and he indicated that CANCOPY will be looking at conducting a future survey with the Association of Universities and Colleges of Canada (A.U.C.C.) to determine who is copying what. He warned that higher licensing fees will likely be the result. Other areas for further consideration include electronic copying, scanning, and publishing.

Public libraries will generally be able to plead fair dealing. Concerns CANCOPY will probably want to address in future licensing agreements include self-serve copy machines, staff-operated copy machines, and faxing.

As for business libraries, CANCOPY has drawn up a licensing strategy which will be "flexible" to allow for the different types of copying done in different libraries. The strategy will be presented to business libraries sometime this summer. Pricing may be based on a per copy charge or on a set fee. Special libraries such as hospital libraries will not necessarily be treated the same as corporate libraries, and the price structuring will re-

flect this.

Licensing information may be obtained on the WWW at <http://www.cancopy.com>. □

— Stephen Field
Memorial University of Newfoundland

Newspapers in a New Century

A number of newspaper enthusiasts heard, well-known Island journalist and teacher, Martin Dorrell provide some educated forecasting about the future of newspapers and journalism. First, he reviewed the revolutionary changes which have occurred in newspaper technology during his own career which he described as "not ancient history". With this in mind, he did not think that it was possible to make reliable forecasts about his profession beyond a 5 or 6 years span.

Dorrell does see a future for newspapers and pointed to a number of trends which we may see more frequently as time passes. Since technology has provided so many more avenues to world news, for example, newspapers will take more careful aim at local and provincial news and issues, paying more attention to what readers want to see in their newspaper. With the continuing upward spiral of newsprint costs, the print form may well tend to a tabloid format.

Online newspapers are here and publishers will continue marketing efforts to establish and expand their presence. Dorrell asks the question, "Will editors create from hypertext links to huge databases?," pointing out that in the past the best journalism brought a quality focus on a story. Such a trend may put journalists more on the sidelines than ever before. However, he does not believe that newspapers will become multi-media interactive, although there are current experiments with such format possibilities (e.g. *Ottawa Citizen*). For some time, the ability to fold, spindle and carry-under-your-arm will remain important to most readers. Readership declines with any economic slump, and it is difficult to re-establish the base. Dorrell is also wondering about whether or not the cur-

rent, and next, generation of young people will take up with newspapers. He noted that it was a promising sign that the School of Journalism at Holland College did not lack applications for admissions.

On the electronic newspaper front, Dorrell foresees more experiments with free access for a limited time, with subscription rates and value-added services to follow if the market studies are favourable and advertisers can also be convinced that this is the way of the future. He defines a newspaper as "news which has been edited," and his prognosis includes a belief that most people will still want that. The electronic formats do indeed raise preservation and access concerns for those interested in yesterday's news and what it represents for a community and Dorrell does not believe that many publishers are thinking of this aspect. He points out that publishers will also do well to remember that a good newspaper is a source of enjoyment as well as information. Martin stayed on for an active question period. □

— Ian Wilson
Saint John Regional Library

Charging Into the Future: How to Plan, Implement and Market a Fee-Based Research Service

Thinking of quitting your "day job," and setting up shop as an information broker? Under the gun from your institution to be more entrepreneurial?

"Look before you leap" was the advice given by information consultants Michelle Clairmont and Sharon Murphy. Clairmont and Murphy are the principal consultants behind TLRS, the TUNS Library Reference Service, a for-fee information service set up just over a year ago at the host institution in Halifax. TLRS began when the TUNS Library found it just could not provide the level of reference and document delivery service its external customers — architects, engineers, and others — were demanding. To better answer client needs, the library ad-

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CONFERENCE REPORTS CONTINUED...

ministration decided to set up an institution within an institution to field external requests — for a fee. And so TLRS was born.

The basic rate of \$75 an hour covers research, location of information, copying, document delivery, and ILL; all other charges, e.g., online connect time, are additional. TLRS has attracted a community of faithful users, but not without a great deal of hard work and some trial and error. With a year of experience under their belt, Clairmont and Murphy were able to offer their audience some very pointed advice on the preparation of business plans, ethical concerns, legal questions, marketing, and the personal side of life as an information broker. One eye-opening example was that it takes approximately 100 contacts to generate 5 actual contracts for research! And pitching the service never ends: once you've made your first hundred contacts, it's time to start all over again.

Murphy and Clairmont obviously enjoy their jobs, stressful though they may be. Their well researched, organized and presented talk demonstrated just how professional and serious they are about their work, too. APLA delegates were curious to know, however, if their success has been at the expense of TUNS staff and students. When challenged on this point, Clairmont responded that, on the contrary, the "extra" money brought in by TLRS has been re-invested in collections and staff time, leveraging more, or new, services for the internal community. She also believes that there's plenty of work out there for hard working, entrepreneurial librarians who enjoy risk taking and hard work. Her parting words of advice, "Do your homework before you begin." Amen. □

— Brenda Brady
Holland College

WANTED: a reference librarian —

swifter than Superman;
cleverer than Doctor Who;
undaunted by Sphinx-like riddles;
wise as Solomon. Hopefully can even
spin a little gold from straw
in the evening.

Reference Librarian, no. 14,
Spring/Summer 1986, p. 197

RESOLUTIONS

Resolutions passed at the 56th Ordinary General Meeting, May 28, 1995 / Résolutions adoptées par la 56e Assemblée Générale Ordinaire, le 28 Mai 1995.

*John Teskey and Jocelyne Thompson
for the Resolutions Committee*

Resolution #1/Résolution #1:

Resolved that: the first phrase of Standing Order 8.22 be changed to read "That the format of the APLA Bulletin be changed to 8.5" x 11" newsletter."

Résolu que la première partie de l'article 8.22 soit modifiée pour se lire comme suit: "Que le Bulletin de l'APLA soit de format 8,5 po sur 11 po."

(S.Sexty, J.Tillotson)
CARRIED/ADOPTÉE

Resolution #2/Résolution #2:

Be it resolved that the appreciation of the Atlantic Provinces Library Association be extended to:

1. the organizers and volunteers of the APLA 1995 conference;
2. the presenters, panellists, speakers, moderators and facilitators of all workshops, seminars and theme sessions of the APLA 1995 Conference;
3. the sponsors and exhibitors who have contributed to the success of the APLA 1995 Conference.

Résolu que des remerciements au nom de l'APLA soient adressés:

- (1) aux organisateurs et bénévoles du Congrès 1995 de l'APLA;
- (2) à tous les conférenciers, les experts, les présentateurs, les modérateurs et les facilitateurs de tous les ateliers, les séminaires et les sessions thèmes du congrès de l'APLA 1995;
- (3) ainsi qu'à tous les organismes qui ont parrainé le congrès de 1995 et en ont fait un grand succès:

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Louise Bruce, Eastern School District Office
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(J. Teskey, J. Thompson)
CARRIED/ADOPTÉE □

NEWS FROM THE PROVINCES

NEW BRUNSWICK

Public

An appreciation luncheon was held in May for staff of the **Albert-Westmorland-Kent** region. Nine employees, who had reached ten, fifteen or twenty years of service, were presented with certificates and mementos of their achievement.

The **Albert-Westmorland-Kent Regional** Board awarded, for the first time, certificates of achievement to four trustees who have made significant contributions to local and/or regional library development. The four recipients were **Myrna Adams** (Moncton), **Gregory Boyd** (Riverview), **Thomas Dupuis** (Shediac) and **Ralph Howe** (Sackville). Mr. Boyd also received a certificate of appreciation from the NBLTA for his work as a trustee.

The George Crawford Memorial Fund at the **Sackville Public Library**, set up to purchase literacy materials, has so far generated about \$1,800. An appreciation tea was held in June to thank the donors and let them look at the materials their dollars have been purchasing.

During Volunteer Week, **Edith Rosenow**, who gives her time to the **Moncton Public Library's** shut-in service, received special recognition for the 1,500 hours she has donated.

Claude Potvin, Director, **Albert-Westmorland-Kent Regional Library**, guest edited and provided several articles for a special section on Acadian children's literature, that recently appeared in the Quebec children's literature journal *Lurelu* (spring/summer 1995).

Lors de sa réunion annuelle, la **Commission régionale du Haut-Saint-Jean** a procédé à l'élection de son nouvel exécutif pour l'année 1995-1996: **Jeannine Bouchard** à la présidence, **René Cimon**, à la vice-présidence, et **Jean-Baptiste Lavoie** à la trésorerie.

Environ 80 invités se sont présentés à l'inauguration officielle des nouveaux locaux de la **Bibliothèque régionale du Haut-Saint-Jean** le samedi 13 mai 1995.

Author **Antonine Maillet** was guest speaker at the dinner at **Centre Communautaire Samuel-de-Champlain** in recognition of the 10th Anniversary of the Centre and Bibliothèque Le Cormoran.

Saint John trustee **Judy Heron** was chosen by the APLA Executive to attend Public Libraries and Literacy, Toward a Front Line Strategy at the National Working summit. Financial support was received from the National Literacy Secretariat through CLA. The Summit will be held in Calgary on June 14, 1995.

On June 1, the Children's Department of the **Saint John Free Public Library** hosted the provincial workshop for English tutors and sponsors, from the York, Albert-Westmorland-Kent and Saint John Regional Libraries, involved in the literacy program entitled "Kids at Risk". Nine libraries were represented. The program will provide one to one assistance to children who are experiencing difficulty with their reading.

Booksale '95 was held May 4-6 and along with the staff cookbook raised over \$13,000.

Staff and trustees gathered to honour **St. Croix Library** trustee **Alice Trafton** who resigned on May 31. The Board also paid tribute to **Irene Neate** who retired after eight years of service with the St. Croix Public Library.

The **Sussex Public Library** exhibited the paintings of artist Connie Harrigan during the month of April while the **West Branch Library** displayed the paintings and computer graphic designs of artist Gregg Molloy.

Academic

Margaret McAllister of the **New Brunswick Community College - Woodstock Library** has been appointed to the Provincial Library Forum.

Susan Collins has been appointed Head Librarian, Ward Chipman Library, **University of New Brunswick (Saint John Campus)**.

Special

Melinda Renner is now serving in Fredericton as regional librarian, Maritimes Region, Canadian Forest Service, Natural Resources Canada.

School

Cheryl Feindel of Simonds High School in Saint John has been elected president of the **New Brunswick Teachers Association Library Council** for

1995-96.

Ray Fraser is the new writer-in-residence at **Fredericton High School**. This is the first time a school in Canada has benefited from such a program. Ray Fraser is the author of *The Bannonbridge Musicians*, *The Heart Sound*, and *Todd Matchett - Confessions of a Young Criminal*. He has published fiction, non-fiction and poetry in a large number of magazines.

Twenty three members of the **Library Council** participated in the CSLA Natinal Teleconference April 8, 1995 from a site in Moncton. The teleconference addressed national Internet issues.

Two members of the **Library Council**, **Catherine Cox** and **Cheryl Feindel**, will have units in ATLC's publication *Winners*. The Council's Distinguished Administrator Award will be presented to **David Storey**, a vice-principal at Kennebecasis Valley High.

Associations

The **New Brunswick Library Trustees Association** held its annual meeting on April 30 and elected its Executive: **Judy Heron**, President; **Myrna Adams**, Vice-President; **Paul Richard**, Treasurer and **Martha Edwards**, Secretary. As part of the proceedings, the 1995 NBLTA Merit Award, for distinguished service as a public library trustee, was presented to **Dale Calder** of the **Campobello Public Library**. Mr. Calder has served as a trustee for 22 years. This has included serving as chairperson of the Saint John Regional Library Board and as a member of the now disbanded New Brunswick Library Council.

Library Education Programs

Lesley Beckett Balcom replaced **Susan Lovenburg** as Coordinator of the **University of New Brunswick's Library Assistant Program** effective June 1, 1995. The program's Level I course will be offered beginning in September of this year. For more information contact Ms. Balcom at (506)453-4646.

Other News

The **Provincial Archives of New Brunswick** has mounted a small exhibit to mark the 50th anniversary of the end of
(Continued on next page)

NEWS FROM THE PROVINCES

the Second World War and to honour New Brunswickers who assisted in the war effort. It portrays contributions both in the war zones and on the home front. In New Brunswick, 46.8% of eligible males enlisted: only a few of these could be highlighted. For example, the DFM of F/O Harry Gill is on display, as well as *Canadian Heroes*, the August 1944 Canadian comic in which he is featured. Most of the documents are from the permanent collections of the Provincial Archives. These include a 40" x 52" hand painted broadside from the USSR, sent to Canada to assist the "Aid to Russia" committees in their efforts to collect goods for the Soviet civilian population. A number of artifacts have been borrowed from several museums to supplement these documents. The exhibit will remain open until December. □

— Marilyn Rudi
Vice President (New Brunswick)

NEWFOUNDLAND Public

Fiscal restraint measures by the Newfoundland government mean that employees of the **Newfoundland Public Library Services** will have to take a day and a half without pay this year.

Academic

Alexandra Goff, has been appointed the Learning Resource Specialist at the Carbonear campus of the **Eastern College of Applied Arts, Technology and Continuing Education**. **Brenda Collins**, formerly the records analyst with the Newfoundland Department of Justice, is the new Learning Resource Specialist at the Burin Campus of the College.

The **Queen Elizabeth II Library** will be the first building wired in Memorial University's networking project to install a campus network backbone. The wiring in the Library is expected to be completed by the end of the summer.

The **Preservation Laboratory** of the **Queen Elizabeth II Library** will expand over the summer into space the Library is reclaiming from the University Bookstore.

Bert Riggs, Archivist of the Centre for Newfoundland Studies Archives, **Queen Elizabeth II Library**, was awarded a certificate of appreciation by the City of St. John's during Volunteer Week in April. He was recognized for his work with the Newfoundland Labrador Human Rights Association.

David Howse has been appointed to a one year contract as a public services librarian in the **Health Sciences Library** of Memorial University of Newfoundland.

The new Sir Wilfred Grenfell College library to be located in the building presently under construction will be called **The Ferriss Hodgett Library**.

Special

Trine Schioldan, who was formerly on contract with the **Newfoundland Women's Policy Office Library**, is now in a permanent position with them.

Sean Dawe is at the **Newfoundland Department of Justice Library**. He is working part time as a records analyst and part time as a librarian.

Schools

Cable Atlantic is providing the technology to network a number of schools in the St. John's area and to connect them to the Internet. **Prince of Wales Collegiate** is the first site up and running with the system. The official launch at Prince of Wales took place June 6.

Associations

The Newfoundland Library Association executive for 1995-96 is as follows: President: **Stephen Field**; Vice-President/President Elect: **Jewel Cousens**; Secretary: **Derek Bussey**; Treasurer: **Beverley Neable**. **Pam Morgan** will convene the Microcomputer Interest Group and **Susanna Duke** will convene the Special Libraries Interest Group. **Chris Dennis** has agreed to stay on as the editor of the *NLA Bulletin*. The **Newfoundland Library Association** reached a record membership of 100 during 1994-95.

Diane Mann, of the **Holyrood Public Library**, was the winner of the Newfoundland Library Association prize for outstanding achievement in the Library Certificate Program, Division of Continu-

ing Education, Memorial University of Newfoundland. The prize is given to the graduate of the program who achieves the highest average.

The **St. John's InfoNET**, which was launched April 4, 1995 during Information Rights Week, had 660 registered users by the first of June.

Other

The **Margaret Williams Scholarship** for 1995-96 was awarded to two candidates, **Lori Small** and **Beth Maddigan**. Ms. Small has completed her first year of the MLIS program at Dalhousie University. Ms. Maddigan, who works in the A.C. Hunter Children's Library will use her award to attend the Graduate School of Library and Information Science at the University of Western Ontario. □

— Karen Lippold
Vice President (Newfoundland)

NOVA SCOTIA

Academic

Saint Mary's University announced that, after almost twenty years of service as University Librarian, **Ronald Lewis** will be retiring effective August 3, 1995. **Margot Schenk** will be Acting University Librarian. □

— Mark Leggott
Vice President (Nova Scotia)

PRINCE EDWARD ISLAND

Librarians on Prince Edward Island allowed themselves a sigh of relief and a smile of satisfaction upon the successful completion of APLA '95. **Sharon Clark**, coordinator of the conference, completed her work on June 9. Committee members have been busy writing up reports and recommendations to pass on to the next conference committee.

Public

The **Provincial Library** reports that **Moir Davidson** has been appointed as

(Continued on next page)

NEWS FROM THE PROVINCES CONTINUED...

Systems Librarian, effective August 1. A Library Automation Study has been completed by Jane Beaumont Associates and is currently being reviewed by the staff of the Provincial Library.

The **Confederation Centre Library** will be experiencing a busy summer. June 17 they will host the official launching of Hugh MacDonald's new book *Looking for Mother*. Mr. MacDonald's poetry celebrates his mother's life and her struggle with Alzheimer's disease.

"A book, a mystery to discover" is the theme of this year's summer reading program at the **Confederation Centre Children's Library**. A Clue Tournament, a Magic Club, a Mock Court, and a visit from a police detective are a few of the many planned activities which will run through the summer months. Children's Librarian, Barb Kissick, is the contact person for the 1995 Children's Book Week. Visiting P.E.I. this year will be author Julie Lawson.

Academic

Robertson Library, University of Prince Edward Island, has completed the reconversion of its monographic and audiovisual materials. Six data entry clerks were hired, under a Section 25 grant, to complete the work over the winter months.

Special

Public Archives has been the recipient of the complete microfilmed holdings of the *Charlottetown Patriot*. The afternoon daily ceased publication on June 9.

School

Sandra Richardson, Provincial School Library Consultant, is settled in her new office in the Media Centre. She will be dividing her time between school and media resource development for the schools. Sandra also reports that the Department of Education Technology Project will see multimedia work stations placed in all the schools across Prince Edward Island this year. □

— Norine Hanus
Vice President, Prince Edward Island

Atlantic Profiles: Barbara McDonald

This is the first in what we hope will be an ongoing series of profiles of interesting librarians in the Atlantic region. Please send the Bulletin editors your suggestions for inclusions in the series.

Barbara McDonald is a reference librarian at the Queen Elizabeth II Library of Memorial University of Newfoundland. She is also the assistant coordinator of bibliographic instruction, the information manager for the Campus Wide Information System (CWIS), the convener of the User Education Committee of the St. John's InfoNET and the librarian for the Memorial/University of Indonesia Women's Studies Linkage project.

Bulletin: How do you do all this?

McDonald: I'm interested in it all so I make time to do it - it also helps to have support from the place you work and cats, not kids, at home.

Bulletin: How did you decide to become a librarian?

McDonald: It all started when I became captain of the school library team in Grade 5. We were responsible for shelving in the 500-900 range and I took it very seriously. A school librarian who knew everything and recommended wonderful books to read was also a big influence. Liking to read kept me involved in related work, like selling books, working in an archive and as a library assistant. A reference librarian finally persuaded me to go to library school.

Bulletin: Have you always been interested in computers?

McDonald: No, I thought of myself as a techno-sceptic at library school - someone who questioned the value of computer applications. Since I got involved with the Campus Wide Information System and the St. John's freenet, I've discovered how much creativity can be involved in using computers. I've also enjoyed de-mystifying them for others and helping people to gain the skills they need.

Bulletin: What's involved in being information Manager of the CWIS?

McDonald: Mainly working with the people who provide the information, explaining the concepts involved and teaching them the skills they need to get their information on the system. My other role is to work with the computer people to organize the menus and presentation of information on the CWIS.

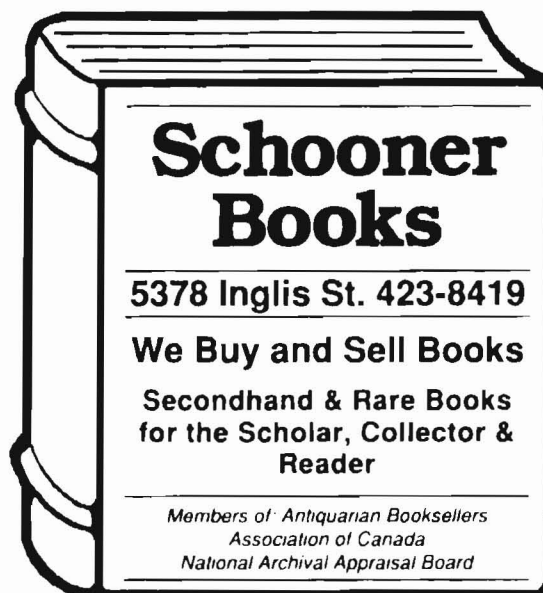
Bulletin: What's the Indonesia project?

McDonald: It's a Canadian International Development Agency (CIDA) linkage project that involves exchanges of faculty and students between Memorial and the University of Indonesia in the field of women's studies. The project provided funds to buy library materials and I was involved in helping to arrange for buying books and sending them to Indonesia as well as advising about the setup of the library there. I felt that I learned as much or more as I taught in my role as visiting expert and being there has given me a whole different attitude to many things like the influence of culture on libraries.

Bulletin: What would you like to do next?

McDonald: Whatever interesting thing comes along but something about the history of libraries and books appeals to me. □

— Joy Tillotson
Assistant Editor



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APLA CONFERENCE 1996

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From St. Jerome's Den

Editor's note: From time to time, St. Jerome will share with us words of wisdom, stories (true ones), and reflections on libraries, librarians, and all things related to both. Why St. Jerome? Maybe you can tell us why. St. Jerome would love to receive items for this column. He can be contacted through the editors.

Funny(?) LC subject headings:

- Adult children
- Beehives *see* Bee - Housing
- Diving for men
- Hand - Surgery - Juvenile literature
- Stupidity *see* Inefficiency, Intellectual

How about this for a real book:

The madam as entrepreneur: career management in house prostitution. And the subject heading is: Prostitution - United States - Vocational guidance.

Films featuring librarians in a major role include: *Desk Set* (1957); *Something Wicked this Way Comes* (1983); *Storm Center* (1956)

ethernet (n): Something used to catch the etherbunny.

Rule 8 from Memorial University's *Library Handbook* (1949): "The Library is a place for reading and study only. Conversation is forbidden."

"Computers are useless, they only give you answers."

— Pablo Picasso



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- To get information about APLA Executive actions.
- To share questions, answers, and ideas about library service.
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Upcoming Events

Nova Scotia School Libraries Association Summer Short Course, August 17, 1995, Halifax, Provincial Library. The instructor will be Gwen MacNairn. The topic is Resources for Grades P-12 on the Internet. Participants must be members of the Nova Scotia Teachers Union. Contact Carol-Ann Belisle at cbelisle@fox.nstn.ns.ca

Hook, Line and Net '95: STEM~Net/SchoolNet Educational Networking Conference, August 19-25, 1995, Corner Brook. For information and application forms, contact Nancy Parsons Heath at nancy@calvin.stemnet.nf.ca or see <http://www.stemnet.nf.ca/~nancy/aug.html>

Nova Scotia School Libraries Association Annual Conference, October 26-28, 1995, Cole Harbour, Auburn High School. The theme will be technology and its application in the school. Contact Jane Thornley at jthornle@fox.nstn.ca

Fall Internet World '95 Exhibition/Conference, October 30 - November 2, 1995, Boston, World Trade Center. Five conference tracks bring you sessions on the business; technical/security; legal; utilization; political issues as well as an array of tutorials on the World-Wide Web. For Seminar Program, contact Amy Fillmore at iwconf@meckler-media.com

Internet World Canada '96, January 9-12, 1996, Toronto, Sheraton Centre. Simultaneous tracks in the Internet, electronic publishing, and multimedia. For more detail, see <http://www.meckler-media.com>

CLA 51st Annual Conference (held in conjunction with APLA), June 6-9, 1996, Halifax, N.S. □

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