

Library Matters @ McGill

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www.mcgill.ca/library/about/pubs/newsletter/

FROM THE TRENHOLME DIRECTOR OF LIBRARIES

In the last few weeks, I have been privileged to represent the Library at several meetings. As the world goes digital, there are various groups seeking to ensure that digital content is shared by all, easily available, preserved, created using common standards and described using metadata which will aid retrieval. Library and Archives Canada is one organization who has been sponsoring discussions on the topic. At a meeting in Toronto, one of the background papers was presented by William Zerber, from John Wiley. Wiley publishes paper books, e-books, online and paper journals, course management tools and databases. All new publishing content is produced digitally. In the STM market (Science, Technology, Medicine) 90% of content is distributed digitally and is approaching 100%. The big players in STM are Elsevier, Springer, Thomson, Wolters Kluwer and Wiley. Wiley is the smallest of these companies with 400 journals and 900 thousand articles online, and 4000 books and major reference works converting rapidly to online and desktop formats. At McGill, we are purchasing most of this online content and making it available to our users.

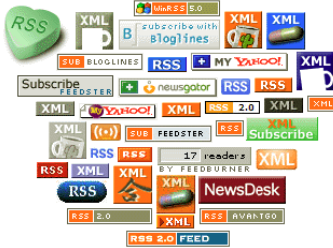


Image by Harold Lee. Retrieved from Flickr <<http://www.flickr.com/photos/lxceo/110297662/>> May 23, 2006.

An excellent paper was presented by Mike D'Abramo from a youth consultancy company which surveys young people under 30. Young people have moved from liking the internet to relying on it. The expectations of young people are different. They expect integration of digital content. They can find all knowledge via Google. Wikipedia provides free knowledge on every topic and young people are not concerned about its source. Blogs tell them their opinions and thoughts are valuable and that someone somewhere cares about what they have to say. Copyright is a problem for young people who consume culture at high levels. While they respect the people creating it, they know they can obtain what they want. The importance of the new media is referred to later in

this newsletter by other staff who have attended recent seminars. Change is afoot and we ignore it at our peril. A recent CBC program provided further opportunity for thought. (<http://www.cbc.ca/theend/>). The program in three parts discussed The End of TV, The End of the Media and The End of Print. And the verdict on the future of print? (<http://www.cbc.ca/theend/print.html>). While such devices as the new Sony Book will seek to replicate current book experiences, Margaret Atwood believes print will remain – “trust me” she said. On the other hand, Bowker reports for the first time a reduction in production of print in the U.S. in the past year.

Continuing the theme, Peter Nicholson, President, Council of Canadian Academies addressed the combined meeting of the Association of Research Libraries (U.S.) and the Canadian Association of Research Libraries in Ottawa last week on *The Changing Role of Intellectual Authority*. He again referred to the ubiquitous nature of the Internet – over 20 million blogs he said. A quick google search on “blog” finds over 1.6 billion references to the word¹. In addition, there are other growth areas like eBay, Amazon, MeMedia, Flickr and podcasts as well as the search engines, to name but a few. Mitch Kapur has described this as *massively distributed collaboration*. What is the nature of the academy and of intellectual authority in this brave new world? Lynne Brindley from the British Library and Deanna Marcum from the Library of Congress brought research library directors back to earth through addressing some of the changes that all of us must make in our libraries to accommodate these changing phenomena. Prioritising possibilities and letting go of some of our values are essential for future success.

Janine Schmidt,
Trenholme Director of Libraries

¹So you don't know what a blog is? <http://www.answers.com/blogs&r=67>

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E AND E - TO EXCHANGE AND ENCOURAGE

The *Library Matters @ McGill* newsletter, brought to you by the *you never heard it from us* editors, seeks to exchange and encourage ideas, innovations and information from McGill Library staff at all levels.

The newsletter is published monthly. The latest issue, as well as an archive of past issues, can be found at www.mcgill.ca/library/about/pubs/newsletter/.

We welcome your contributions. The deadline for submissions is the first day of the issue month. Send your input to the *you never heard it from us* editorial team:

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WHAT'S NEW

Historic plaque unveiled at Osler

An historic plaque commemorating the career of **Margaret Ridley Charlton**, was unveiled at Osler Library on May 1. Margaret Ridley Charlton was a librarian at McGill's Medical Library from 1895 to 1914. According to the unveiling ceremony program from the Historic Sites and Monuments Board of Canada, "Margaret Charlton advanced modern library principles and techniques during the profession's formative years. In 1898, she co-founded the Medical Library Association, which became an international leader in specialized librarianship. A prolific author, she also made a pioneering contribution to the medical history of New France. Charlton's success in a field dominated by men helped pave the way for other Canadian women."



Colombo arrives

On May 24, 2006, Colombo, the new interlibrary loan (ILL) system, will be launched at the McGill Library, and simultaneously at 20 Quebec university libraries located in 7 institutions. Colombo is a web-based interlibrary loan system that allows all McGill students, faculty and staff to search Quebec or Canadian university library catalogues simultaneously; request items through interlibrary loan online; and track the progress of their interlibrary loan requests.

Interim Special Libraries Coordinator

Cynthia Leive has been appointed in a temporary capacity to coordinate the special libraries replacing **Bob Clarke** who has taken over one of the Principal Librarian positions in the Humanities & Social Sciences Library.

Farewell to Sacha Jerabek

Sacha Jerabek, Assistant Systems Librarian, has left McGill Library to take a position at the Daniel Langlois Foundation for Art, Science, and Technology as a research librarian in their Centre for Research and Documentation. Sacha says, "It is a unique interdisciplinary organization that brings together artists, scientists, technologists and engineers. One of its primary concerns is the preservation of digital art and new media, a difficult and pressing problem. It doesn't get much more interesting

and challenging than this, and I'm very much looking forward to it." Sacha was a librarian at McGill for seven years and has done a great deal of developmental work with ALEPH and MetaLib. We wish Sacha all the best in his exciting new endeavour.

Remi the Greek

Remigio Mariano, Evening Coordinator at the Life Sciences Library, was just awarded the Grand Consul's citation for

his outstanding service to the Sigma Chi Fraternity. In 2004-05, Remi also received recognition from Sigma Chi earning the William T. Bringham Best House Corporation Officer award. He has demonstrated outstanding loyalty to the Sigma Chi Fraternity through his personal leadership, time and effort working with McGill's Gamma Lambda Chapter of the Fraternity. It is great to see this long association with the Sigma Chi recognized. Congratulations, Remi, on a job well done.

"Even if you are on the right track, you will get run over if you just sit there."

- Will Rogers

"The online chat with a librarian is an excellent service. Thank you so very much for providing this."

Kudos received from a chatting user in May

CONFERENCE TIDBITS

Diversity in the Classroom Workshop

Cecilia Tellis (Nahum Gelber Law)

On April 21, Cecilia attended an enlightening workshop given by Teaching and Learning Services entitled **Diversity in the Classroom**. Coordinated by Joan Wolforth of the Office for Students with Disabilities, and facilitated by representatives from the Joint Senate-Board Committee on Equity, and faculty with experience teaching students from diverse backgrounds, this 3-hour session was designed to give participants the opportunity to discuss issues which might arise in a classroom of students with diverse backgrounds and needs.

A diverse classroom was described as one that included students who were visible or invisible minorities, had a mental or physical disability, were of aboriginal descent or were female (it was pointed out that there are still fewer women than men at the graduate level and consequently, fewer female Faculty members within certain departments). The objective of the workshop was to leave participants with a clearer understanding of the potential demands of the diverse classroom, and to give them the opportunity to generate successful outcomes in this challenging environment. Participants watched several video scenarios that illustrated common situations which may be encountered by faculty and then discussed the themes of sensitivity, reasonable accommodation, exclusion and tokenism. While one or more of these themes was specifically illustrated in the clips, a breakdown in communication also tended to occur between the students and professors portrayed, thereby aggravating the situations. Professors shared, amongst other personal classroom anecdotes, their methods for dealing with 'sensitive' topics, creating a curriculum and an environment that are inclusive and connecting with students from the Millennial generation.

This is the third time this workshop was run and it was clear that the participants could have continued discussing the many issues exposed well past the conclusion of the session. Since the participants hailed from various Faculties at McGill including Management, Medicine, Education, Religious Studies, and Library & Information Studies, this made for animated discussions and exposure to interesting viewpoints. Cecilia recommends that anyone involved in teaching or instruction take this workshop to become more sensitive to the needs of the "other" not only in the classroom, but in society in general.

American Society for Eighteenth-Century Studies, 37th Annual Meeting, March 30 to April 2, 2006

Phyllis Rudin, Liaison Librarian (Humanities & Social Sciences)

Phyllis attended several sessions over the three days of the ASECS Conference, targeting in particular subjects that are the focus of research interest for history department faculty

CONFERENCE TIDBITS CONTINUED FROM PAGE 2

members. Prof. Brian Cowan's recently published book *The Social Life of Coffee: the Emergence of the British Coffee House* led her to attend the session "Habermas and the Coffee-House Problem."

Prof. James Delbourgo's research into race in the Americas encouraged attendance at the "Material Culture of Slavery" session. For her own interest, she focused on sessions having to do with 18th century encyclopedias, attending both "La Nouvelle France dans les encyclopédies du 18e siècle" and "Rousseau and the Encyclopedia Project."

Of all the sessions that Phyllis attended at the ASECS Conference, she found the session of March 31 entitled "Using Electronic Resources in Scholarship and Teaching" the most intriguing. At this round-table discussion, faculty members, graduate students, vendors and a librarian discussed the pros and cons of using e-resources for eighteenth-century studies. By far the most talked-about resource was *Eighteenth Century Collections Online (ECCO)*, but reference was also made to *Past Masters*, *Liberty Fund Online Library*, and some Chadwyck-Healey databases.

The faculty members described their use of ECCO in a somewhat predictable pattern, namely using its search capabilities to perform the type of word-relationship research that would have been unthinkable before the availability of digital resources of this nature. The more intriguing issue was brought up by faculty members in institutions where there is no access to ECCO, and how there is a new underclass of have-not universities that is being created, where it is difficult to perform research or to attract new faculty members in the absence of this very basic tool.

One faculty member from Yeshiva University expounded on how she teaches her students to recognize the difference between a scholarly and a non-scholarly site on the web. Another explained how he tried to get his students to perform efficient Google searches. When Phyllis asked whether they had tried to get librarians involved in this aspect of their classes, the reply was universally and strongly negative. They obviously had not been happy with the types of presentations librarians had given in the past. When she explained to them the concept of a liaison librarian as it is set up at McGill and the closer research and teaching relationship it is meant to engender between the library and the faculty, they had never heard of such a model. The only librarian in the panel lamented that although we librarians often talk about liaison librarianship and information literacy, it appears that we are only talking to each other. Obviously the message has not gone out to the faculty and more work needs to be done in this area.

Stanford University graduate student Brad Pasanek explained how he used all of the above e-resources to create his searchable database *The Mind is a Metaphor*. In his estimation, ECCO was almost too vast to be useful, preferring the other databases, which to his mind were more manageable.

The considerable discussion of ECCO confirmed Phyllis's feeling that the individual titles that make up the resource, deserve to be added to the library catalogue. Usage of this database would surely skyrocket if the titles appeared in the catalogue as they do for the comparable database *Early English Books Online (EEBO)*. Adding the titles for ECCO would represent a batch load of over 150,000 records.

pédagogique des ressources numériques." The purpose of the workshop was to discuss the different ways in which digital information and resources could be integrated into higher education. Several interesting talks and demonstrations were offered on this topic, such as the plenary session given by Wayne Hodgins, Chair of the IEEE Learning Technology Standards Committee. He spoke of the need to design learning systems that can take small pieces of information, skills, knowledge and attitudes, and reconstruct them in any number of ways. This not only makes it possible to endlessly reuse and reconfigure "learning objects", but can allow for individualization of systems. Other presentations looked at examples of projects dedicated to creating effective online learning tools, specifically the Canadian LD Repository <www.idld.org/> and Procena.

Several case studies were featured in work shops, such as the use of blogs and wikis in courses. Blogs were found useful in presenting and posting information in diverse formats classified by category [a course resource blog], and for collaboration and response. Wikis were seen as a good way to a share information and opinions and work on collaborative projects. These can be protected from outside alteration through user authentication. Editing rights can be granted to sub-groups and restricted to certain sections of the wiki. Both blogs and wikis are easy to create and edit as they do not require knowledge of HTML. They are also a means to encourage exchange and to create a sense of community amongst users. There are already examples of these being used at McGill, such as the McGill School of Environment wiki <resilience.geog.mcgill.ca/~garrypeterson/mediawiki/index.php/Main_Page> and the Adaptive Environmental Assessment and Management course reading blog <resilience.geog.mcgill.ca/blog/index.php/2006/01/18/adaptive-environmental-assessment-and-management-course-readings/>. Another workshop dealt with the issue of copyright, which could be problematic when dealing with on-line material. This issue would need to be ironed out to allow digital resource sharing.

There are several ways in which the Library can get involved with integrating digital information and resources. We could find out which professors are already using blogs and wikis in their courses. These might be good candidates for incorporating library resources within pre-existing systems. We should also be increasing our ability to use WebCT by taking the workshops for instructors and course designers available at McGill, and suggesting ways for faculty using WebCT to incorporate library resources into their course spaces. This could include investigating the feasibility of adding search forms to WebCT to query MetaLib for articles, or adding RSS feeds specifically tailored to courses. Librarians, along with professors and the educational and technology professionals from Instructional Multimedia Services and Teaching and Learning Services can form development teams and create effective digital learning "scenarios" that combine subject knowledge, effective learning expertise, awareness of resources and metadata and technical ability. These are just some of the ways in which we can help to integrate digital information and resources at McGill.

Integrating Digital information and Resources in Higher Education

Chris Lyons

On March 24, Maryvon Côté, Genevieve Gore, Maryse LeMoine and Christopher Lyons attended an interesting workshop organized by CREPUQ entitled "Les défis reliés à l'intégration

"There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered."

- Nelson Mandela

NEW DELIVERY BOXES ON THE WAY

by Joseph Hafner, Coordinator of Lending & Access Services, Humanities and Social Sciences

The Library is in the process of purchasing new delivery boxes. Switching from bags to boxes has proved good for the materials.

It is great that Canada Post was willing to lend us boxes to test, so we could see if the concept was going to work for us. The boxes we are using still belong to Canada Post, so they aren't the best long term solution. There are also some other problems, including:

- We need two sizes, because the small are too small for everything
- They are made for letters, not books
- The tall size is not wide enough to use for regular deliveries.
- The two sizes are two different sizes completely and don't stack
- The lids are very difficult to open
- Staff are using tools to open the lids
- Staff are concerned about injuries from the problems with the lids
- You need to have at least 4 different piles going for the different boxes and lids
- The boxes are dirty and difficult to clean
- The boxes do not have handles to lift them easily

We did some research and looked into what other libraries are using, and they are using plastic boxes. We were able to try the same model of boxes that they use at the BNQ — the black boxes. While at first they seem larger than the Canada Post boxes, they are just 9 inches tall, which isn't very much taller than the others. They will also allow us to use one size, instead of two. We have been working to get a good deal on them and we are in the process of ordering a batch of 300. The boxes we purchase will be red and have the Library logo on them.

Some reasons the new boxes will be an improvement:

- One size will work for all of our needs
- The lids are attached to the box, and are easier to open
- They are stackable
- They are durable and made for heavy use

- There are handles to lift them
- They will protect the books
- They are easy to keep clean
- The labeling system will work better on them
- They are being used by other libraries
- The supplier is located in Quebec
- They will actually belong to the Library

We appreciate the input everyone made to help us make this decision.

CLIENT SERVICE TIPS

by Joseph Hafner



Find out how you're doing—ask!

Former New York City mayor Ed Koch was noted for cheerily asking "How'm I doin'?" in his encounters with voters. He also seemed to listen to what they said. You can get instant feedback from clients almost anytime in the same way. Examples: *Am I on the right track here? Is what I'm telling you useful?* And, of course, *What else may I do for you?*

YBP MATERIALS PICK UP SPEED:

DAYS VS WEEKS

by Diane Koen and Louisa Piatti

As of Monday April 23rd, the majority of the shelf ready YBP monographs will be delivered to our branches within a few days of their receipt in LTS. The new approaches of the Processing and Fast Cat teams should see the books arriving on the shelves a lot sooner.

As the YBP shipments are unpacked, additional steps will be taken by the Processing Team:

1. One member of the Processing Team per delivery box will complete the item record for immediate shipment of the books and pass only the invoice plus those items that require cataloguing to the Fast Cat team.

2. The invoice will then be paid by the Fast Cat without the majority of the books. Each shelf ready book is handled once and put into the branch shipping box for next day delivery.

With this new approach over 80% of all YBP material will flow through to the branches with minimal delay. These shelf ready YBP books are delivered to McGill fully processed with the OCLC MARC record loaded into the McGill Catalogue. This will free up the limited shelf space in LTS for those items that actually require cataloguing attention, not just invoice payment.

Several key points to be aware of with this new process:

1. The Call Number will not display

in the holdings record for several days until the Fast Cat team pays the invoice or until a technical improvement to our OCLC to Aleph loader is made by our LTS/LSO staff. Until then, our users will see the "for regular loan in library" status in the holdings display and can locate the call number in the bibliographic record. McGill Library staff will be trained to look in the MARC record if our patrons ask for this book.

2. McGill Library will accept the LC MARC records as well as the OCLC contributing copy records delivered directly to our Catalogue. McGill staff will not be double checking these records. This will be following the practice adopted in the majority of libraries across North America.

3. The system record number will no longer be penciled onto the title page.

4. Folio material, including Life Sciences material will be processed with a "folio" label affixed above the spine label.

5. All paperback material purchased via YBP will be bound automatically, beginning June 1, 2006. Those that have already been shipped or are due to arrive prior to June 1st will not be bound.

Thanks to everyone in our Processing and Fast Cat teams for making this new approach possible.

ALEXANDRIA: LIBRARY DESIGN

by Louisa Piatti, Liaison Librarian (Nahum Gelber Law)

For those of us who attended the presentation by Hamilton Wilson and the discussion concerning the new library design, it may have led to images of other libraries. We can all imagine or have had the fortune to have seen or read about the Queen Elizabeth II Great Court and Reading Room of the British Museum, <http://www.thebritishmuseum.ac.uk/greatcourt/read.html>; or Oxford's Radcliffe Camera <http://www.bluffton.edu/~sullivanm/england/oxford/gibbs/radcliffe.html>; or the New York Public Library <http://www.nypl.org/> and finally the library as described in Umberto Eco's *The Name of the Rose*.

The Library at Alexandria, once the largest library in the world,



Bibliotheca Alexandrina library in Alexandria

contained perhaps 500,000 books. It is generally thought to have been founded at the beginning of the 3rd Century BCE and was destroyed by fire. The New **Bibliotheca Alexandrina** is a major library and cultural center located in Alexandria, Egypt. It is both a commemoration of the Library of Alexandria that was lost in antiquity and an attempt to rekindle something of the brilliance that this earlier center of study and erudition represented.

In 1974, a committee set up by the Alexandria University selected a plot of land for its new library, between the campus and the seafront, close to where the ancient library once stood. After an expenditure of some 20 million USD the complex was officially inaugurated on October 16, 2002. The dimensions of the project are vast: the library has shelf space for eight million books, with the main reading room covering 70,000m² on eleven cascading levels. The complex also houses a conference center; specialized libraries for the blind, for young people, and for children; three museums; four art galleries; a planetarium; and a manuscript restoration laboratory.

The library's architecture is equally striking. The main reading room stands beneath a 32m-high glass-paneled roof, tilted out toward the sea like a sundial, and measuring some 160m in diameter. The walls are of gray Aswan granite carved with characters from 120 different human scripts.

Take a moment to follow these links to learn more about this world renowned library.

[Wikimedia Commons](#) has media related to:

- [Bibliotheca Alexandrina](#)
- [Bibliotheca Alexandrina official website](#)
- [Bibliotheca Alexandrina webarchive](#)
- [Portfolio of photographs of the complex](#)

Retrieved from <http://en.wikipedia.org/wiki/Bibliotheca_Alexandrina> on May 10, 2006.

Photo taken by Hajor, December 2002. Released under ccc-by-sa and/or GFDL. Retrieved from [Wikimedia Commons <commons.wikimedia.org/wiki/Image:Egypt.Alexandria.BibliothecaAlexandrina.01.jpg>](http://commons.wikimedia.org/wiki/Image:Egypt.Alexandria.BibliothecaAlexandrina.01.jpg) on May 11, 2006.

FOR THE LOVE OF FOOD

by Cecilia Tellis, Liaison Librarian (Nahum Gelber Law)

My love of baking and cooking began at an early age when my grandmother would ask me to help her roll cookie dough, measure ingredients for a cake or chop vegetables for one of her famously tasty dishes. She was the Queen of the Kitchen and I was more than happy to be her assistant.



Cecilia's Easter spread

My Nanay, as I call her, is a former teacher-librarian who immigrated to Canada from the Philippines in the 70s. She not only taught me how to read and write, but also how to prepare my favourite Filipino dishes: chicken adobo, pansit, lumpia. My mom is also an excellent cook with a large library of cookbooks and an adventurous streak when it comes to food. While she makes lots of Filipino food, she also mastered some Pakistani dishes when she married my dad. I must say, I grew up in an interesting culinary household. The fact that we lived in such a diverse community in Toronto made it that much easier to savour foods from around the world: Greek baklava, Chinese dumplings, Polish sausage, Indian samosas, Middle Eastern flat bread – you name it, we could get it.

In high school, I somehow managed to find a group of friends who were equally enthusiastic about food. Sure we hung out at mall food courts and probably ate way too much Taco Bell, but we would also seek out primo burger joints where hamburgers didn't come pre-pressed with grill marks. We'd compare and contrast the fragrant Vietnamese broths which enveloped long, slurpy rice noodles (thick or thin noodles were also debated!). Our gatherings at each other's homes consisted of a feast that was as multicultural as the makeup of our group. Picture Indonesian rice balls filled with spiced meat alongside a bowl of "Canadian" ketchup chips or a cheesy, spinach lasagna together with Laotian spring rolls. This was "fusion" food before it became trendy!

In our university years, we had a little more cash in our pockets so we would visit chi chi Toronto hot spots, shell out for lobster bisque and indulge in meals that didn't come with an order of fries.

Fast forward to library school and back to budget living. You'd think there was only so much pizza that a girl could consume in a two-year term but apparently not! When we did eventually tire of this student staple, we'd hit up one of the many Indian buffets downtown. Who could resist warm, fluffy naan bread, melt-in-your-mouth butter chicken, the sinfully sweet and highly caloric gulab jamun, and the finishing touch, a fragrant and spicy cup of chai?

Nowadays, I spend more time in my kitchen than in a restaurant. Sure, I go out once in a while—there are way too many good restaurants in Montreal! See for yourself: www.montrealfood.com/, and for a fun food blog, see: montrealfoodblog.blogspot.com/, but for me cooking and baking are stress-relieving activities. Once I'm in the culinary "zone", all other distractions disappear.

Now that you've finished reading this foodie's brief memoir, why don't you check out some other ones, like:

Apricots on the Nile : a memoir with recipes / Colette Rossant. TX725 E375 R67 2001, Humanities and Social Sciences, McLennan Bldg.

Pig tails 'n breadfruit : rituals of slave food : a Barbadian memoir / Austin Clarke. TX716 B35 C52 2000, Humanities and Social Sciences, McLennan Bldg.

The raw and the cooked : adventures of a roving gourmand / Jim Harrison. TX649 H35 A3 2001, Humanities and Social Sciences, McLennan Bldg.

"There is no love sincerer than the love of food."

- George Bernard Shaw

WHERE IN THE WORLD?

Can you guess where **Kathleen Vandernoot (Administrative Coordinator, Law Library)** took these striking photos?

1



2



3



4



1. Ottawa (National Gallery of Canada) 2. Ile d'Orléans 3. Dominica 4. Barbados

COMING ATTRACTIONS

- ❖ Monday, May 29, 10 a.m. – *Education and Library & Information Studies Convocation*, Librarian Emerita: Mrs. Frances Groen
- ❖ Tuesday, May 30, 10 a.m. – *Library Awards presentation*, Staff Café, 2nd Floor, Redpath Library Building
- ❖ Tuesday, June 6, 2-4 p.m. – *Future Focus presentation: "Gutenberg Revisited?: Twenty-first century issues in scholarly publishing and communication"* with speaker, Colin Steele, Leacock Rm 232

For more McGill events, consult the
Community Calendar:
www.mcgill.ca/calendar/