

**HAMILTON PUBLIC LIBRARY BOARD
Regular Meeting**

Wednesday, December 5, 2001

Board Room

5:30 p.m. Dinner

6:00 p.m. Meeting

MINUTES

PRESENT: Anne Gravereaux, Glen Whitwell, Peter Rogers, Mavis Adams, Maureen McKeating, Chris McLaughlin, George Geczy, Doreen Horbach, Joyce Brown, Councilor Caplan, Anita Culley, Mac Carson, Dawna Petsche-Wark

REGRETS: Councilor Jackson

STAFF: Ken Roberts, Don Kilpatrick, Kit Darling, Beth Hovius, Helen Benoit, William Guise, Pam Haley, Eileen Thoms, Karen Hartog

Mr. Rogers called the meeting to order at 6:00 p.m.

1. DISCUSSION PERIOD

2. ACCEPTANCE OF THE AGENDA

Add 6.7 Share the Stories
6.8 OLA Conference

MOVED by Councilor Caplan, seconded by Mr. Whitwell,

THAT THE AGENDA BE ACCEPTED AS AMENDED.

MOTION CARRIED.

**3. MINUTES OF THE HAMILTON PUBLIC LIBRARY BOARD MEETING
OF WEDNESDAY, NOVEMBER 7, 2001**

Amendment: The motion to go in-camera must state the reasons for convening an in-camera session.

MOVED by Councilor Caplan, seconded by Mr. Whitwell,

THAT THE HAMILTON PUBLIC LIBRARY BOARD MINUTES OF WEDNESDAY, NOVEMBER 7, 2001 BE ADOPTED AS AMENDED.

MOTION CARRIED.

4. BUSINESS ARISING

5. Correspondence

Response letter regarding redeployment from Ken Roberts

Received for information.

Comment form from David Zywine

Received for information.

Comment form from Kandree Zywine

Received for information.

6. REPORTS

6.1 External Auditor's Appointment

Councilor Caplan requested that a discussion surrounding audits be placed on a March Board agenda.

MOVED by Ms Brown, seconded by Mr. McLaughlin,

THAT GRANT THORNTON LLP CHARTERED ACCOUNTANTS BE APPOINTED AS EXTERNAL AUDITORS FOR THE HAMILTON PUBLIC LIBRARY BOARD FOR A TERM CONCURRENT WITH THE CITY CONTRACT.

MOTION CARRIED.

6.2 Dundas Audited Statements

MOVED by Ms Adams, seconded by Mr. Whitwell,

THAT THE 2000 AUDITED FINANCIAL STATEMENTS OF THE DUNDAS PUBLIC LIBRARY BOARD BE RECEIVED.

MOTION CARRIED.

6.3 Capital Budget 2002-2011

A lengthy discussion ensued regarding the capital budget and the items included.

MOVED by Ms Culley, seconded by Ms Horbach,

THAT THE PROPOSED LIBRARY CAPITAL BUDGET FOR 2002-2011 BE FORWARDED TO THE CITY OF HAMILTON FOR INCLUSION IN THE CAPITAL BUDGET FOR THE CITY OF HAMILTON.

MOTION CARRIED.

6.4 Discounted HSR Bus Pass Program

MOVED by Councilor Caplan, seconded by Mr. McLaughlin

THAT THE LIBRARY PARTICIPATES IN THE DISCOUNTED HSR BUS PASS PROGRAM INITIATED BY THE CITY OF HAMILTON.

MOTION CARRIED.

6.5 Library Reserves as at December 31, 2002

It was suggested that a maintenance report comparing City and Library reserves be placed on a future agenda.

The report was received for information.

6.6 Smoking in front of the Library

Received for information.

6.7 Share the Stories

Received for information.

6.8 OLA Conference

MOVED by Mr. Carson, seconded by Mr. Whitwell,

THAT THE LIBRARY BOARD APPROVE THE REGISTRATION, MEAL ALLOWANCE AND BUS FARE EQUIVALENT EXPENSES FOR HAMILTON PUBLIC LIBRARY BOARD MEMBERS ATTENDING THE 2002 OLA CONFERENCE, AND

THAT AN EXCEPTION BE MADE AND APPROVAL GRANTED TO FUND HOTEL EXPENSES FOR MR. ROGERS.

MOTION CARRIED.

7. **IN-CAMERA SESSION TO APPROVE MINUTES**

MOVED by Ms Brown, seconded by Ms Adams,

THAT THE IN-CAMERA SESSION BE CONVENED TO APPROVE THE IN-CAMERA MINUTES OF THE HAMILTON PUBLIC LIBRARY BOARD MEETING OF WEDNESDAY, NOVEMBER 7, 2001.

MOTION CARRIED.

7.1 In-Camera Minutes of the Hamilton Public Library Board meeting of Wednesday, November 7, 2001

MOVED by Ms Adams, seconded by Ms Brown

THAT THE IN-CAMERA MINUTES OF THE HAMILTON PUBLIC LIBRARY BOARD MEETING OF WEDNESDAY, NOVEMBER 7, 2001 BE ADOPTED AS AMENDED.

MOTION CARRIED.

MOVED BY Mr. Carson, seconded by Ms Brown,

THAT THE IN-CAMERA SESSION BE ADJOURNED.

8. DATE OF NEXT MEETING

Wednesday, December 19, 2001

5:30 p.m. Meeting

7:00 p.m. Cocktails, Chamber of Commerce

8:00 p.m. Dinner, Chamber of Commerce

9. ADJOURNMENT

The meeting was adjourned at 6:45 p.m.

Minutes recorded by Karen Hartog.

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- Memo from Ken Roberts dated December 13, 2001 re Draft Mission, Values 1-2

Hamilton Public Library



*Growing minds.
Growing community.*

Memo

To: Anne Gravereaux, Hamilton Public Library Board Chair

From: Ken Roberts, Chief Librarian

c.c. Library Board Members

Date: December 13, 2001

RE: Draft Mission, Values

The attached Draft Mission and Value statements were prepared from the flip chart pages of the December 5th workshop with Rosemary Russell. They were distributed to the small sub-committee (Chris, George and Doreen) and were also sent to Rosemary.

The Draft Mission Statement includes concepts that tended to appear in the notes of all groups. I did not manage to use the words Plaza or Beacon, although I hope the concepts are intact.

The Draft Value Statements are pretty close to what appeared on the final board, with short definitions. I could not manage to write a short, crisp definition of "Integrity", particularly since there were two quite different concepts being used. So, I took Mac's suggestion and put "Integrity" in an introductory sentence and used "Excellence" to define concepts that two of the teams were suggesting as part of "Integrity." The first four Value Statements (those that were listed on the final flip chart) tend to be result oriented. The notes from the various groups did include some behavioral values (open, honest, accountable, responsive) that I placed under the Value of "Respect." I struggled with the definition for Intellectual Freedom and consulted the Canadian Library Association Statement on Intellectual Freedom. That document uses the phrase "access to all expressions of knowledge, creativity, and intellectual activity."

Rosemary and I did not expect that the Board would get to a "Vision" Statement on December 5th. Anne, Rosemary and I met for breakfast several days after the workshop session and discussed next steps, etc. It is the feeling of this group that the current absence of a Vision Statement is not critical to the Strategic Planning process. The next stages may help to create components of a Vision Statement that can be drafted at the end.

Anne, Rosemary and I did discuss next steps and anticipate that this will form a part of the board's discussion on December 19th.

Rough Draft: Mission

The Hamilton Public Library brings people and ideas together. The library enriches the lives of individuals by providing informed staff, relevant collections and access to global electronic resources. The Hamilton Public Library actively promotes the necessity of literacy and the joy of reading.

Rough Draft: Values

The integrity of the Hamilton Public Library is reflected in the following values.

Intellectual Freedom

- We provide individuals with access to all expressions of knowledge, creativity, and intellectual activity.

Inclusiveness

- We work with our diverse community to encourage library use.

Excellence

- We provide exceptional services.

Innovation

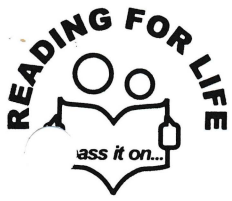
- We anticipate changing needs and seek unique solutions.

Respect

- We are open and honest, accountable and responsive.

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- Letter from Judith Bishop re Family Literacy Network 1



FAMILY LITERACY NETWORK

Sherwood Library
467 Upper Ottawa St.
Hamilton, ON L8T 3T3

Tel: (905) 546-2139
Fax: (905) 546-3268

November 27, 2001

Anne Gravereaux,
Chair of the Board,
Hamilton Public Library,
55 York Boulevard,
Hamilton ON L8R 3K1

Dear Ms. Gravereaux:

The Family Literacy Network would like to thank the Hamilton Public library for its generous support and partnership over the past two years. The Network would not have been able to continue its Books for Babies program and launch its family literacy drop-in program, Families Reading Together, without the generous in-kind assistance that the Hamilton Public Library has provided.

In return, the Family Literacy Network has been pleased to acknowledge the Library's support in all of our public relations and program materials and to promote library use amongst agencies and program participants.

This coming year the network is looking forward to maintaining and extending its work to reach more families. We expect to provide Books for Babies kits to new agencies in our community and to expand the Families Reading Together program to new locations. We thank the Hamilton Public Library for providing the following in kind support subject to a biannual review as per Helen Benoit's recommendation:

- Office space at Sherwood Library for staff person
- Computer, printer, email, and internet access (3 year lease: September 2001 – September 2004)
- Telephone (current budget year to December 2002)

The Hamilton Public Library rightly has a reputation as a progressive organization with a strong community focus and the Family Literacy Network is proud to be associated with such a well-respected community service. Thank you for your ongoing support and I would be happy to present our progress to the Board or to answer any questions that you may have.

Yours sincerely,

Judith Bishop
Chair, Family Literacy Network

cc Helen Benoit
Simone Saunders

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- Memo from Ken Roberts dated December 13, 2001 re Meeting User Needs 1-6

Hamilton Public Library



*Growing minds.
Growing community.*

Memo

To: Anne Gravereaux, Hamilton Public Library Board Chair

From: Ken Roberts, Chief Librarian

C.C. Library Board Members

Date: December 13, 2001

RE: Meeting User Needs, A Model for the delivery of Information/Reference Services

Recommendation:

That the Report entitled *Meeting User Needs, a Model for the delivery of information/reference services* be received for information.

Background:

The library's legal counsel has heard the reasons why the Education Policy was approved by the Board. He believes that they are good, solid reasons and has recommended that the library's administration produce a document that preserves many of these reasons, placing them on the public record so that the Education Policy and the necessity for qualifications can be tracked to a objective process. In response, we have produced the attached document and placed it in the board package.

Meeting User Needs

A Model for the delivery of information/reference services

November, 2001

Purpose

This document is intended to set out the conditions that have led to a review of the qualifications required of Hamilton Public Library staff members. It is also intended to justify the expenditure of significant funds on upgrading the educational levels of existing staff members. This is a companion document to the approved Education Policy and is intended for internal use, recording decisions.

The "New" Hamilton Public Library

The Hamilton Public Library is a new library system serving 470,000 people. Provincial legislation unified the former Dundas Public Library, Hamilton Public Library, and Wentworth Libraries, effective January 1, 2001. The new Hamilton Public Library Board was created in accordance with both provincial legislation and municipal by-law. While the new Hamilton Public Library shares the same name as one predecessor library system and assumes liability for the obligations of each former system, the new library system is not a legal continuation of any single predecessor.

Background

The former Hamilton Public Library restructured as the result of a large budget cut in 1994, using the existing hierarchical model for the delivery of information services. The Library Board and Administration assumed that branch staff had access to limited resources and would refer many questions to the Central Library. Branch staff knew what was inside the reference books they housed and knew what needed to be referred.

"We are moving from an Industrial Age built on gears and sweat to an Information Age demanding skills and learning and flexibility."

President Bill Clinton, January 24, 1995, State of the Union Address.

The 1996 Central Library Services Review, a staff participative inspection of the Central Library, showed that the 1994 model was unravelling. Branch staff could not easily reach Central Library staff members by phone and branch managers increasingly commented on increasing expectations that branches would

have "answers," not referrals. The review team suggested that resources be placed in branch libraries to answer common reference questions. Electronic products were licensed and networked so that branch staff could search for information such as phone numbers in other cities. The solution was effective, although few branches had public workstations and there was a limited choice of available electronic resources. We purchased "core" print reference collections for each branch.

Amalgamation required us to review library trends and re-visit the hierarchical service model. The review was timely. The world of electronic information has changed dramatically since 1996. All library branches in the new system have easy access to thousands of electronic periodicals, encyclopedias, medical databases, Internet resources, etc. It is no longer possible for branch staff to know the content of all resources available within their walls. The way patrons use their branches has also been changing the model. Patrons no longer accept that branch staff are there to assist "primarily with readers aid." Like many libraries, we are naturally shifting to a more diffuse service model.

There is still a need to refer patrons to our Central Library. The most dramatic changes in patron expectations and in our ability to deliver service is, however, at the branch level.

The role of Central Library staff is also changing. Central Library professional staff still act as resource experts to whom questions are asked, but they are increasingly asked to act as resource staff who organize system resources and who train staff throughout the system. The Hamilton Public Library provides training that concentrates on the use of "tools." This training is not intended to replace courses offered by colleges and universities. The Central Library does less direct business but, through training and the electronic catalogue, its resources still play an important system role.

"Basic ICT [information communication technology] abilities have evolved into a new category of general skills which individuals will need to master . . . This is reflected in the fact that employers are moving their institutions to those that employ people with increased education."

Industry Canada

October, 2001 presentation to LibraryNet

Why Change Now?

Why must the Hamilton Public Library review and change its educational policies and qualifications now, in the Fall of 2001?

*** Amalgamation**

This is a new Hamilton Public Library system. Each of our predecessor library systems used a different distinction between the qualifications and responsibilities for various positions. Amalgamation requires that the practices of each former system be reviewed and merged. The only large amalgamated Canadian library system to have com-

pleted this process is the Halifax Regional Library. We checked with Halifax. Halifax unified its educational qualifications and grandfathered incumbents into existing positions, allowing lateral transfers to positions with similar job characteristics. After initial disruption, the change has worked well.

*** Rapid increase in electronic resources**

The impact of the Internet and electronic resources is just being understood in most public libraries. We know that electronic use will increase, that electronic content will continue to grow exponentially and that seeking relevant information (electronic or print) will become even more complex for members of the public. We know that the public has identified "information navigator" as a role they expect public library staff to perform in the "Information Age." The Benton Report makes this expectation clear.

*** Patron Expectations/Staff Skills**

Managers report that there is an increase in patron belief that complex questions can be answered by resources and staff within all branches. Increasingly, all staff need to understand how the entire library system works, how electronic information can be used effectively, how to support formal education needs and how to provide readers aid and programming support. Many of our branches will have only one unionized staff members at a time working with the public; we cannot guarantee mentoring or on-the-job "training."

*** Funding opportunity**

The library's provincial pension program (OMERS) is running an operating surplus. Staff and the employer are each enjoying a "holiday" from paying into the pension plan. The library has permission from the city (our primary funder) to apply the employer portion of our pension surplus to issues such as the educational policy. This allows us to introduce changes in a humane fashion. It also allows us to provide staff who do not have the listed qualifications with notice that the library of the future may employ fewer staff with clerical qualifications and more staff with Library Technician, general degree, and Master's of Library Science qualifications.

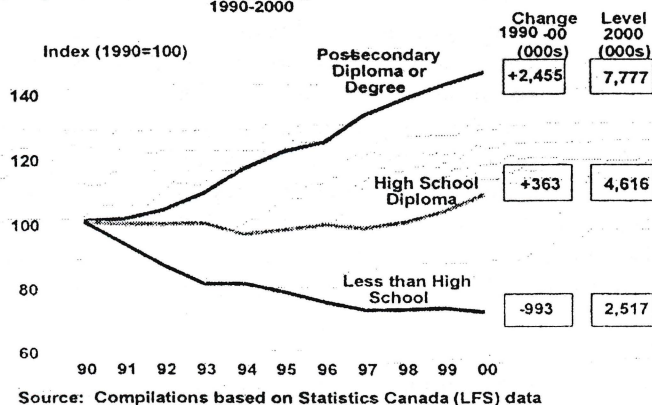
*** Notification to staff**

We reviewed industry trends. Jobs that are repetitive are disappearing. There is a greater demand for positions that require more skills, education, and training. Positions that require post secondary di-

plomas and degrees accounted for the vast majority of all new jobs created in Canada during the past decade. This trend will continue. The attached graph (below) shows a steady increase in positions for those with post secondary education. Libraries are in the business of providing the public with direction and guidance as they seek relevant information. It is important that our staff carry the relevant educational qualifications to meet this expectation.

Public libraries across North America are preparing for self-check out technologies. One public library branch in Richmond, British Columbia (Ironwood) has no circulation desk and no circulation staff. More than 80% of all Ironwood circulations are conducted by patrons themselves at self-check out machines. Another large Canadian library is currently preparing an RFI for a "contactless" self-check-out system. The radio wave technology this system uses allows people to simply walk out of the library with their material in handbags, briefcases and strollers. The system checks out all material and stops people with blocks on their cards. These trends will affect future Hamilton Public Library employment opportunities.

Employment Growth by Highest Level of Education Attained
1990-2000



The chart at the left shows figures presented to Industry Canada's LibraryNet Board in October, 2001. The chart was part of a section on "Digital Literacy Critical to Success in The Network Age." LibraryNet is composed of the provincial and territorial library directors, the Chair of the Council of Administrators of Large Urban Public Libraries, and representatives from the National Library and the Canadian Library Association. LibraryNet monitors trends and tries to devise national solutions.

Comments on Specific Qualifications

Children's positions

So far, this paper has emphasized the library worker as "information navigator" in the "Information Age." In many respects, the same arguments made from these workers holds true for those working with young people. The Benton report as well as the Market Probe study done for Ontario public libraries indicate that there is a significant shift in the attitudes of young people toward libraries. While older generations are starting to accept a role for electronic resources in their lives, young people tend to prefer electronic resources and, because of this preference, wonder if public libraries will be relevant to them as adults.

It is important for library workers to understand this trend and to assume a role that helps young people use resources wisely and well. We have to serve young people who have their own opinions about the types of resources they wish to use. We have to present the library and its capabilities using the latest in presentation software and skills. We have to ensure that library staff can move outside the walls of our branches and into community locations where young people can be reached. We need a technical skill set that includes a knowledge of electronic resources combined with communication skills to deliver the library message effectively. We have to package these skills in a way that informs and entertains.

In addition, those who work with young people are expected to introduce young people to the art of reading as a joyful activity. Almost half of the business of most public libraries comes from the loan of fiction for adults and fiction for preschool and school age young people. The Hamilton Public Library Board is establishing the delivery of quality children's services as a priority service for this library system. We cannot assume that work with young people is less demanding or complex. Children's services will be staffed by a combination of professional librarians, Library Technicians, and Library Assistant staff members.

" . . . The skills valued most highly by employers across the board are those fostered and cultivated in liberal arts and social science programs . . . Interpersonal, analytical, written and oral communication skills are of the utmost importance to them"

Donald Graham

Arts Graduates Valued in Workplaces,

Toronto Star, April 3, 2000

Library Assistant positions

The Canadian Library Association has identified succession planning as a concern. Large numbers of professional library staff will retire in the next few years. In the past, many new librarians came from the ranks of degreed library workers who became attracted to the profession.

The value of a general degree for many of the information/reference positions in public library systems is clear. Staff with general degrees are valued in many library systems for the basic knowledge and research skills they have ob-

tained. The former Wentworth Libraries (and to an extent, the former Hamilton system) tried to emphasize a need for both degree and Library Technician education. We have changed this to express a value for the research, problem solving, writing and adaptability skills that degrees have come to represent. This is amply supported by the literature.

Specialty positions

All large organizations need staff with specialized skills. The Hamilton Public Library requires staff with expertise in network, software, and hardware maintenance. We also require staff with expertise in cataloguing and other aspects of Technical Services work. The Hamilton Public Library will meet any reasonable expectation to train staff internally for positions when they become available but will not assume a responsibility to train staff in situations where we do not have internal expertise to train (or where the internal expertise cannot train and perform responsibilities at the same time), where there are common standards requiring formal qualification, where there are grant requirements or where it will take longer than three months of on-the-job training for a person to gain and to demonstrate job-level use of the skills required of a permanent position. This is a guideline. In some instances, such as temporary positions, the guideline may not be appropriate.

The Model

- * The Hamilton Public Library is adopting a more diffuse model of service delivery, one that retains a Central Library as well as the expertise of its staff and collections, but one which emphasizes the ability of the public to enter any library location and to receive staff assistance on a wide range of informational concerns, placing an emphasis on electronic resources.
- * The Hamilton Public Library has adopted an education policy that sets out qualifications for library positions, alerts staff about these qualifications, grandfather existing staff who are performing under former sets of qualifications, and provides staff with the means of obtaining qualifications, should they wish.
- * The Hamilton Public Library is acting as a responsible employer by alerting staff that future technological changes are likely to change the nature of union work.
- * The Hamilton Public Library will use its pension surplus to finance the education policy.

“ . . . The possible need to effectively position the library as a successful information provider in a competitive environment might be an important consideration for future staff requirements”

The Ontario Public Libraries Strategic Plan, Fall, 2001.

Select Bibliography

There is no shortage of general and library specific information on changing qualifications, changing skill sets, succession planning, increased public expectations, and concerns that our core users are aging as young users ask us to deliver different services. This short bibliography is intended only to reference those statements presented as “fact” within this paper. Many of the articles, and others, are attached to this document, including a number of articles on the benefits of the generalist degree. These articles are illustrative of the entire literature.

“Buildings, Books, and Bytes,” The Benton Foundation, 1996 (<http://benton.org>)

Note: The two Benton Reports are viewed by virtually everyone as milestone research. The reports comment about the “Information Navigator” role for public library staff. The research also highlights the fact that young people are less enthusiastic about the ability of public library systems to meet their future needs. The Benton Foundation did follow-up research on this point and this research can also be found on the Benton web site.

Corcoran, Cate “Are We Ready for the Library of the Future?” Salon, Dec. 1997. (<http://salonmag.com/21st/feature/1997/12/02feature.html>).

Graham, Donald, “Arts graduates valued in workplaces,” The Toronto Star, April 3, 1999.

Griffiths, Jose-Marie “The New Information Professional,” ASIS Bulletin, Feb/Mar, 1998. (<http://www.asis.org/Bulletin/Feb-98/griffiths.html>).

Gurstelle, Carol, compiler “Libraries of the Future Bibliography,” <http://www.metronet.lib.mn.us/lib/libfut.cfm>., October, 1999

Boisjoly, Elise “Industry Canada Presentation to the LibraryNet Board, October, 2001.

“Introduction to the Library Foresight System,” Library Futures Quarterly, <http://www.libraryfutures.com/lfs.htm>).

“Market Probe Survey: Analysis of Urban and Rural Responses,” Ontario Public Libraries Strategic Directions Council, October, 2001. (<http://www.strategicplan2000.com>)

Note: The Strategic Directions Council hired Market Probe to conduct province-wide research on public attitudes. The survey was an attempt to see if the Benton results were valid in Canada. The results mirror those of the Benton survey, with the exception that the attitude of young people toward public libraries is even more pronounced.

Melton, Marissa, “The Modern M.L.S. degree,” U.S. News and World Report, <http://www.usnews.com/usnews/edu/beyond/grad/gbmls.htm>).

Oberg, Larry, “Library Support Staff in an Age of Change: Utilization, Role Definition, and Status,” ERIC EDO-IR-95-4. (<http://erica.org/digests/support.shtml>)

“An overview of technologies and libraries,” The Benton Foundation, June, 1997. (<http://benton.org>)

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- Memo from Ken Roberts dated December 13, 2001 re 2002 Operating Budget 1

Hamilton Public Library



*Growing minds.
Growing community.*

Memo

To: Anne Gravereaux, Hamilton Public Library Board Chair

From: Ken Roberts, Chief Librarian

C.C. Library Board Members

Date: December 13, 2001

RE: 2002 Operating Budget

Meetings at the city are taking place before next Wednesday's Board meeting and we will be prepared to provide the Board with an update on the status of the 2002 Operating Budget.

We will also be prepared to provide the Board with the requested overview of the budget process and the format of the library's operating budget (including the types of services and items carried under different account identification numbers). We will be prepared to present this presentation, or to delay it to January, depending on the length of the discussion on Mission and Values.

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- Memo from Don Kilpatrick dated December 12, 2001 re Special Collections Request for Special Gifts Funds 1-4

Hamilton Public Library



*Growing minds.
Growing community.*

Memo

To: Anne Gravereaux, Hamilton Public Library Board Chair
From: Don Kilpatrick, Head of Public Service
CC: Library Board Members
Date: December 14, 2001
Re: Special Collections Request for Special Gift Funds

RECOMMENDATION:

That an amount not to exceed \$10,000 be allocated from the Special Gift Fund to be used for the conservation of the Special Collection Department's First and Second World War posters and 8mm and 16mm local history films

Financial Implications:

There are sufficient funds in the Special Gift Fund Reserves to support this request. A balance of the Special Gifts Fund account will be provided at the Board meeting.

BACKGROUND:

Poster Collection:

The Special Collections Dept has an extraordinary collection of First and Second World War posters. Many were gathered when the library served as a community information center during the wars, some have been purchased and others have been donated. Approximately 85 –100 posters will be matted and backed making them suitable for display as well as acting to conserve them. These posters will be permanently protected from tearing, cracking due to folding and soiling from handling. The estimated cost for this project is \$6,000.00

Film Transfer Project:

Special Collections has a rich local history collection of 8mm and 16 mm films. There are 34 films that need to be converted to archival quality storage. A copy in both VHS and DV tape format will be made of each film. The VHS copies will allow viewing of the films now. At a later date, when DVD standards are more set and prices drop, the DV tapes can be transferred to archival quality DVD. To the best of our knowledge no other organization has archival copies of these films. The cost of this project is approximately \$4,000.

The following is a sample list of titles:

- Royal Visit to Hamilton, 1939
- Hamilton: World Seaport
- Wentworth County Centennial – 1854 – 1954
- Portrait of a city – 1961 Tw Labour day [parades in downtown Hamilton 1977 and 1978
- Interview with Ellen Fairclough, the first female cabinet minister
- Fernleigh Lawn Bowlers, Hamilton, 1933-1939.
- Doorsteps of opportunity – 1959 (promoting Hamilton)

War public relations

Posters from the First World War and the Second World War courtesy of the Hamilton Public Library Special Collections



HICK THEM
over there!



Canadians Alert!

COME ON CANADA!
Buy VICTORY BONDS

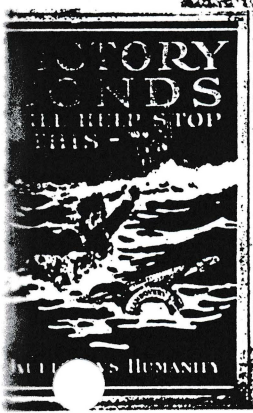
GIVE!...to relieve human suffering

COME ON CANADA!

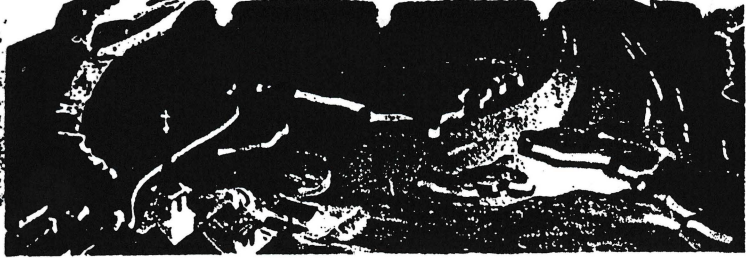
How about you!



CANADIAN RED CROSS



 **They who buy**



COME ON CANADA!
Buy VICTORY
BONDS

GIVE!...to relieve
human suffering

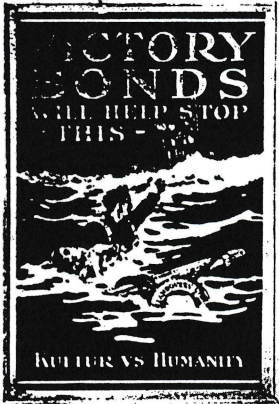
COME ON CANADA!





How about you?



\$80000
needed

CANADIAN
RED CROSS



 They who buy
and put away 
 will have real cash
a later day 

VICTORY
BONDS

Buy
VICTORY BONDS

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- Memo from Helen Benoit dated December 4, 2001 re Class Visit Report 1-6



Hamilton Public Library

*Growing minds.
Growing community.*

DATE: December 4, 2001

REPORT TO: Anne Gravereaux, Hamilton Public Library Board Chair

FROM: Helen Benoit, Coordinator, Youth Services

c.c. Library Board Members

SUBJECT: Class Visit Report

RECOMMENDATION:

That the 2001 Class Visit Report 2000 - 2001 be received for information.

BACKGROUND:

I have attached a copy of Ilona Hitchcock's Class Visit Report for 2000 – 2001. It was a challenging and very busy year for youth services staff. It was a year of change and experimentation. It was also a successful year and we learned a great deal from each other. We conducted 565 class visits and connected with 192 schools in our area.

Class visits provide library staff with an opportunity to showcase collections and to present a warm and welcoming image of the public library to Hamilton school children. The class visit program is considered a core service and is structured to reach children at key age and grade levels. We invite classes to visit their neighbourhood library or we bring the library to them. For many children, these visits serve as their introduction to the public library and as their only opportunity to register for a library card.

We expect to be very busy in the 2001 – 2002 school year and we will be working on a variety of models to reach as many students and teachers as possible.

c.c. Ken Roberts, Chief Librarian

HAMILTON PUBLIC LIBRARY

Class Visit Report 2000-2001

The purpose of the class visit program is to ensure that each child has been introduced to public library service at least once in their school career, that children have an opportunity to learn about the recreational as well as informational resources available to them and to ensure that each child has the opportunity to receive a library card of their own.

“Opening Doors” Amalgamation Report 2000

The year 2001 is our first year as an amalgamated library system, combining the former Dundas, Hamilton and Wentworth library systems. This report straddles the pre and post amalgamation period and could serve as a benchmark for class visit figures and format in the coming years. The goal here is to document the format, statistics, problems and successes for class visits in the past year and to reflect on possible future directions.

During the 2000/2001 school year, staff conducted 565 class visits. There are a total of 192 schools (private, separate and public) in the area served by the new Hamilton Public Library. Of these, 90 participated in regular class visits and 124 hosted promotional visits for the Summer Reading Club.

Class Visits 2000/2001

Branch	# of schools	# of schools participating	# gr7 visits	# gr4 visits	# gr2 visits	# K visits	# other visits	# repeat	Total visits	Schools visited for SRC	# of Bk exchanges
Ancaster	11									3	
Barton	8	5	1	6	5	22	28	39	101	8	103
Binbrook	3	-							-	3	
Bookmobile	20	19	23	36					59	19	
Carlisle	2	-							-	1	
Central B&G	15	9		11	10	14	1		36	10	
Central 4 th	9	7	14				13		27		
Concession	6	5	1	6					7	5	1
Dundas	8	2	4			3	8		15	4	66
Freelton	-	-							-	1	
Greenville	4	-							-	3	
Kenilworth	12	6		12	3	9	2		26	7	8
Locke	3	2		3	8			1	12	2	
Lynden	1	1		1	1		1	22	25	1	24
Millgrove	1	-			1		4		5	1	
Mount Hope	2	-							-	2	
Picton	3	2		4	3	8	3	40	58	3	
Red Hill	16	12	9	16	19	4	11		59	14	
Rockton	1	-							-	1	
Saltfleet	10	-							-	3	
Sheffield	2	-							-	2	
Sherwood	19	12	4	15	15	12	1		47	10	
Stoney Creek	2	-					3		3	2	
Terryberry	19	12	12	11	15		2		40	14	20
Valley Park	6	1					4		4		
Waterdown	6	2	1		1	1	10		18	2	
Westdale	7	5	2	3	6		12	5	28	2	5
Winona	2	-							-	1	
Total	192	90	71	124	87	73	108	107	565	124	227

The "Opening Doors" Children's Services Amalgamation Report recommended a focus on grade 4's and 7's and then grade 2's:

...there will be, at *minimum*, annual grade 4 class visits offered at all libraries to local schools to introduce children to pleasure reading and to ensure that each child has the opportunity to receive a library card.

...where resources allow, grade two classes will also be invited to visit.

... there will be grade 7 reference workshops focusing on use of the library's information resources.

Primary Grades

In accordance with the principles outlined in *Opening Doors*, former Hamilton Public Library locations focused on inviting grade four classes. A total of 124 grade four class visits were offered (up from 114 in 99/00). Grade 2's, which have been the most enthusiastic participants in past years, were down to 87 visits (from 131 in 99/00). Barton, Central Children's Department, Locke, Red Hill, Sherwood and Picton continued to serve this group after their grade 4's were completed.

For primary grades, a typical class visit may include giving children a tour of the library, highlighting some books and other materials they might enjoy, telling a story, distributing library cards to students, explaining the responsibility of having a card and allowing children to borrow books at the visit. By far, the majority of class visits followed this recommended format.

A different model has been offered by Bookmobile, as there is obviously no space for the classes to come onto the bus. In this instance, children's staff bring their visit into the classroom. This format has both advantages and disadvantages. When the library comes to the classroom, students lose the immediate connection to the library building and receiving a card becomes more complicated. However, this format makes it possible to reach more schools. This approach may be especially appealing for schools that are too distant to come to the library and would be welcomed by teachers who find it increasingly frustrating to cope with the paperwork required for students to leave the school.

Dundas and Waterdown have hosted visits from their local schools for a variety of grade levels.

Barton, Lynden and Picton have served their local schools with repeat visits and this has fostered a close relationship between those schools and the library and greatly benefited the children involved. However, this format of intense service is not sustainable as a system model if we are to attain our objective of reaching every student.

Grade 7

In this school year, the number of grade 7's participating in class visits increased to 71 from only 43 in the previous year. Terryberry, Central, Sherwood, Redhill and Bookmobile all had significant increases. Other libraries hosting grade 7's were Barton, Concession, Waterdown, Dundas and Westdale. Terryberry had some success taking grade 7 visits to the schools.

To meet the increasing demand for reference training for grade 7's and in accordance with the recommendations of the *Opening Doors* report, a power point show entitled *How to Tackle that School Report* is being created to use with class visits and to be accessed by students and teachers from the HPL homepage.

Other Grades and Special Visits

Kindergarten teachers frequently request visits to the library and there are many reasons why these requests should be accommodated. The biggest stumbling block is time and staffing. The priorities have been identified as above, but branches have tried to accommodate other classes whenever possible. Often this is accomplished by inviting a number of classes at the same time for a special event such as a holiday puppet show or storytime type of program. In the past school year we hosted 73 kindergarten classes. Other class visits including ESL, reference focused visits and other grades one through high school totaled 103.

Book exchanges totaled 227 and are common at Barton, Dundas, Lynden and Terryberry

SRC Promotion

Almost all the branches visited some or all of their allocated schools and reached 65% or 124 of 192 schools. These visits in early June targeted all of the children by visiting individual classes or the whole school at an assembly. The Summer Reading Club, the library and reading were promoted. Schools were very accommodating and eager to host these visits.

This was our most successful effort to connect with the children in our community as evidenced by the large increase in this year's Summer Reading Club registration (up 24%).

This highly effective connection could be built on, perhaps by using this opportunity to issue a card to each child. Other library systems (e.g. Arlington, Virginia) do combine Summer Reading Club promotion with class visits in the schools and issuing cards to students.

Staff Comments & Suggestions from Questionnaire of August 2001:

Problems

Schools lost momentum after strike.

It is becoming increasingly difficult to contact and book class visits. The Public teachers strike affected this year greatly as the teachers seemed much too busy. The teachers that were interested in class visits were usually the senior/junior kindergarten teachers.

We have had two teachers in the past that came for regular monthly visits. We did have some complications with children checking books out and parents not always aware, so books overdue – but visits themselves were very positive – just limited in what we could offer at a very busy single staff branch (unfortunately).

We have found that the early fall Teacher's strike most definitely had an impact on the teachers' willingness to come for a class visits. The teachers' schedules became very busy and making a trip later in the year seemed less desirable. The teachers in the public school system continue to complain about the lengthy forms necessary to bring their students for a class visit.

*Larger class sizes cited as problem by teachers.
Had to turn away requests for Kindergarten visits.*

We lost momentum when the Public Board went on strike. We never managed to persuade them to bring their classes into the library for a visit since too much time had elapsed.

Increasingly difficult scheduling class visits due to changes at schools and at the library. Staffing changes at HPL in 2002 will impact on children's services if branch positions are lost and staff are assigned other duties.

Class visits do not seem to be a priority with schools, especially the public board. Unfortunately, the public schools were on strike again this year. A lot of regular teachers didn't bring their classes for a class visit as they had curriculum to catch up on.

Suggestions

A more efficient means of library card registration would be improvement – maybe system wide as opposed to each location delivering and receiving application forms.

Since contacting teachers is difficult at the best of times, I found faxing the information to the schools an efficient way of communicating, booking times and confirmation as well.

Four of our schools are in walking distance and only one has access to transportation. It is essential that we find a way to take the library to the schools – with or without book borrowing.

It is helpful to have teacher librarians' e-mail address. It is a much easier way to communicate rather than trying to reach them always by phone.

Change focus of our class visits – emphasis grade 6 instead of grade 7. The grade 7's are not interested and it may be worthwhile to entice them in grade 6 instead.

Although I have always presented the class visit as an inevitable part of the grade 2 and 4 school year, more and more often the teachers are feeling too overwhelmed to automatically schedule one. They have a lot of good reasons why it may be too hard to arrange. I think HPL needs to work towards making it easier for the teachers, by offering alternatives that are too attractive to resist.

Visual aids (oversized library card and mock-up of Dynix search page) are very useful.

Ask both school boards to exempt library visits from the multiple permission forms required to take classes off school property.

For rural schools or those with trip problems, set up a "visiting team" to go out to classrooms and do library promotion for the system. This could be part of a grant doing everything from puppet show for ECE/ JK visits, to reference service overviews for high school classes. It would be great public relations and take some of the pressure off small rural branches.

We are looking at different ways of increasing the number of class visits - perhaps even going out to schools that have a difficult time coming to Terryberry due to distance.

Comments

It would be great to have a class visit workshop his fall - for everyone!

Many children in Carlisle area are home-schooled

It will be nice to start class visits again. (from former Wentworth branch)

The teachers always had to arrange a time - either before we open or during our operation time. If the latter, the class is always accompanied by volunteer helpers so all is quite orderly. If we are busy and cannot talk to them right away, the teachers are very good at touring the children around. It seems to work quite well

During Barton's renovations, we visited the schools in lieu of the classes visiting us. Our results were no better then. It is hard for the teachers. The classes are large and a lot of the children are behavior problems.

Children would have to be bused to library or brought by volunteer drivers.

On a positive note: our SRC staff visited over 140 classes at 14 schools. Very good!

School visits to promote SRC were very active and had direct results.

It has always been up to the teachers in the school next door as to whether they bring the classes to visit. Last year the Kindergarten teacher asked about it. We open at 2 pm and they are on the bus at 3:10, so it doesn't allow much time for it. We were not encouraged to do class visits due to financial restraints in the past.

Our class visits were different in some ways, but with very similar goals. My approach is a bit different in that a tour of the library in Lynden is unnecessary and our class visits were repeated all year, all grades from 1-5.

Follow up and Reflection

Fax numbers and e-mail addresses were identified as being useful for reaching teacher librarians to book and reschedule class visits. Teacher librarians are often shared between schools and have other obligations making them difficult to reach by telephone, and as a result, fax and e-mail are invaluable. This information is now being included on the annual school allocation list.

A centralized method of issuing library cards would make booking class visits much smoother and easier. This has already been initiated for high school students and middle schools and the logistics of extending it to elementary schools is being considered.

Taking the library to the schools as well as creating "school visiting teams" would make class visits easier for teachers, especially in rural areas. Expanding on the Bookmobile model as a secondary option for the whole system would increase our success in reaching many classes that are currently not served.

The visits to the schools to promote the Summer Reading Club were very successful and should be explored as an opportunity to offer more connections to the public library.

Visual aids to explain the library's electronic resources to large groups of children have been produced for all locations that can use them.

Kindergarten class visits are an area of demand. While it would be beneficial to introduce library resources to this group, core services have been established and class visits for grades 4, 7 and then grade 2 classes take priority.

Training and system support are essential. The fall staff training session, an overview of class visits and booktalking was very successful. A workshop on "how to book and present a class visit" for staff new to class visits will be offered early in the New Year.

Conclusion

Class visits have been an essential part of our service mix to students and teachers. Our new larger library system that serves a geographically wide spread community presents new challenges and an opportunity to reexamine how we can reach out to all students.

Submitted by Ilona Hitchcock

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Hamilton Public Library

*Growing minds.
Growing community.*

Memo

To: Anne Gravereaux, Chair, Hamilton Public Library Board

From: Karen Hartog, Administrative Assistant

CC: Hamilton Public Library Board Members
Administration Committee

Date: December 13, 2001

Re: 2002 MEETING DATES

The following is a list of meeting dates for 2002. The Library Board will be meeting on the third Wednesday of each month.

Additional meeting may be conducted at the call of the Chair. All meetings will be held at 5:30 p.m. (dinner), 6:00 p.m. (meeting) at the Central Library Board Room unless otherwise stated.

Wednesday, January 16, 2002
Wednesday, February 20, 2002 (Ancaster Branch)
Wednesday, March 20, 2002
Wednesday, April 17, 2002
Wednesday, May 15, 2002
Wednesday, June 19, 2002

Executive Committee meets during the months of July and August at the call of the Chair.

Wednesday, September 18, 2002
Wednesday, October 16, 2002
Wednesday, November 20, 2002
Wednesday, December 18, 2002