

A Community Study of the Bibliothèque Saint-Jean

Denis Lacroix

March 11, 2003

Reflective Paper

The significance of my capping exercise is valued according to its relevance with respect to librarianship as a field of study in the University of Alberta's School of Library and Information Studies (SLIS) and as a lifelong professional pursuit. The relevance of *A Community Study of the Bibliothèque Saint-Jean* as a capping exercise is threefold: first in relation to the collection management course (LIS 531) for which the work was originally produced, second in relation to the University of Alberta's Bibliothèque Saint-Jean (BSJ) and its francophone community, third in relation to digital librarianship. In its electronic format, the *Community Study* takes on new importance as it provides a template for future work in XML publishing.

This community study report was worth forty percent of the final grade within the LIS 531 course and provided me with the opportunity to develop my skills in data mining, critical analysis, and report formatting. Background information about the BSJ and Edmonton's francophone community, as well as data representing the BSJ's resource collections and the users they serve came from a variety of sources: online community sites, statistics from Statistics Canada, internal BSJ working documents, and an objective personal interview with Ms. H  l  ne Larouche, the BSJ's head librarian. In analyzing the data I sought to apply it to a qualitative research methodology and present it clearly and systematically in a report format so as to make recommendations useful to the community.

The *Community Study* is above all a management document that seeks to report methodically and objectively about the BSJ's community. It is a document that synthesizes data pertaining to the BSJ's collections, its users, and its francophone community, in order to build a framework which will support useful recommendations. Upon the request of the BSJ's head librarian, I presented her my final report, besides submitting it for course evaluation.

As a capping exercise, the *Community Study* benefits from the value-added digital flexibility and metadescriptiveness of XML, and of HTML components. The online publication is well-formed, because it adheres to the strict XML syntax, and it is valid, because it obeys the rules of a DTD or Schema, which in turn is tailored to the textual needs of the document. The textual content resides in the metadescriptive XML format, whereas the digital formatting elements are separate and are located in one XSL document, which outputs the entire site into XHTML. A content-format dichotomy equals flexibility in processing and modifying the content. In the words of W3C, XML is "extensible, platform-independent, and it supports internationalization and localization [. . .] [because it] is fully Unicode compliant." This capping exercise is, therefore, a local document with international potential.

This capping exercise is a professional pursuit in digital and collections librarianship. It takes advantage of the flexibility and versatility of XML, in order to magnify the significance of the work in my library and information studies program and to manage the content more closely and usefully than in

regular HTML. This digital document, besides its inherent analytical and qualitative usefulness, is a template for implementing similar textual documents into XML.

Note to the Readers

This version of the *Community Study of the Bibliothèque Saint-Jean* is taken from an XML publication located at <https://sites.ualberta.ca/~dlacroix/index.html> (see [Appendix Five](#) for a screenshot of the original website). The data pertaining to the community survey, as well as all the events surrounding its distribution and the compilation of results are fictionalized. Furthermore, the circumstances which led up to the commissioning of the study and my position at the Bibliothèque Saint-Jean (BSJ) are of course imagined for the purposes of this assignment. The names of the people mentioned in this study are real.

Executive Summary

The Bibliothèque Saint-Jean (BSJ) is an academic library located within the instructional setting of the Faculté Saint-Jean (FSJ), a branch campus of the main University of Alberta campus, and within the organizational framework of the University of Alberta Library. The BSJ is six kilometres away from its parent institution, which limits attendance by other main university users. Users are divided into three categories:

- primary users: 66 faculty members and 545 students, 88 of which are graduate students in the Master's of education and Canadian studies programs, at the FSJ
- secondary users: teachers in francophone and immersion schools in Edmonton and throughout Alberta; however, the eighty teachers in the Edmonton francophone schools are the principal users surveyed in this study
- tertiary users: the general francophone public in Edmonton (21 220 people), of which only 11 034 people are literate in French, 7 075 people speak French at home, and the number of people 65 and older is increasing

The library's mission is to provide its primary and secondary users with French resources that support their research endeavours. It fits within the overarching mission of the parent institution which focuses on the user as a learner and emphasizes information literacy, along with quality innovative products and services and informational partnerships.

The BSJ's internal collection consists of 210 000 documents spread out over five main sections:

- the general collection: fine arts and humanities, social sciences, education, and natural sciences (for a total of 74 735 documents)
- the pedagogical section: curriculum support materials (53 812 documents)
- microforms: mostly Western Canadian francophone periodicals (30 000 documents)
- special collections: Alberta Heritage and Oblates of Mary Immaculate fonds (17 440 items)
- the BARD collection: documents stored off-site (14 000 documents)

The BSJ's external resources are composed of consortial agreements with other libraries, which give access to interlibrary loan privileges and electronic resource sharing. Many FSJ-related and community-based organizations are also good sources of information and constitute potential

resource-sharing partners. Recommendations are to foster community partnerships, improve electronic access to information especially in regards to digitized special collections, and establish an up-to-date collection.

Introduction

This community study analyses the primary, secondary, and tertiary users of the Bibliothèque Saint-Jean (BSJ), within the context of the BSJ's internal and external informational environments. The identification of an ethnic community of users is made in light of the library's¹ mission and vision for the betterment of the existing library collection. The goal of this report is to scan the BSJ's community in such a way as to obtain an image of its collection needs and resources. This study's scope will focus on the following elements

1. geography,
2. organizational economics and technology,
3. demographic information
 - ethnic, social, intellectual, and professional groups
 - mother and home languages
4. community associations and organizations

which will reflect a number of collection management implications. The questions that will guide the analysis of the data far exceed the mere description of the community, for they involve answering

- What role does the BSJ play in serving these people?
- Have the research interests and demands of the primary and secondary users changed?
- What special needs does the population require?
- How does this population use the library?
- Are there other sources of French information in Edmonton that would serve this population?
- What social, cultural, and intellectual functions does the library serve within the community?

Since the BSJ is mainly an academic library, this community study will focus on the elements that describe a library community with learner-centred academic pursuits. The study will report its findings, the implications that those have on the BSJ, and recommendations on how to cope with them.

Context

The main mission of the BSJ has always been to serve the professors and the students of the Faculté Saint-Jean (FSJ), where it is presently located. However, its virtual information walls extend far beyond the boundaries of the library room. The BSJ reaches forward to the University of Alberta community and its resources, as well as to other cooperative partners and to some respect the francophone community at large. Its history dates back to 1969 (see [Appendix One](#)). Since then the BSJ developed a multifaceted collection.

The general BSJ collection is diverse and extensive. The main stacks hold 74 735 documents, to which one must add 1 886 reference documents, 643 microforms, 5 546 periodical titles, 956

¹ The use of the singular form of library in this paper refers to the BSJ.

audiovisual materials, and 10 031 official publications. As for the Special Collections room, it houses 17 440 catalogued and non-catalogued documents. Space for seven percent of the BSJ's total 210 000 documents is made possible by the University of Alberta's Book and Record Depository (BARD). The BSJ's collection is superior to the Alfred Monnin library at the Saint-Boniface University College, a comparable institution to the FSJ, by 60 000 documents (Larouche "Personal Interview").

The pedagogical and youth literature collection is aimed at not only the FSJ community, but also at all who work in the French as first (FFL) or second language (FSL) sectors in Alberta or elsewhere (University "Au sujet"). Since 1993, the BSJ has expanded its resource focus to include all French-taught subjects in francophone and immersion schools. This section now comprises 53 965 documents and gives access to over 390 periodical subscriptions (Larouche *Bibliothèque* 7).

The BSJ's historical commitment to serving FSJ community and Alberta Francophone Teachers, as well as its responsibility to preserve Western French-Canadian history and to collaborate with information organizations, has provided the incentive to study the exact nature of the BSJ's relationship with its community and to find implications for the development of its collections. The potential lack of space for the growth of the library's collection is also a concern, to which the community may offer solutions. The library wants to continue to offer a solid French research resource to all its users and build on the strengths of its collection: diversity, preservation, and collaboration.

Methodology and Data Sources

The compilation methodology of data sources, fully described in [Appendix Two](#), is threefold and subdivides on the basis of information needs. The data sources provide information that helps in determining how the BSJ's external and internal community affects and relates to the library. The survey of primary and secondary users, literature scanning, and the interviewing of the BSJ's head librarian supply the necessary data (see [Appendix Three](#)).

Institutional Goals, Objectives, and Priorities

Wood identifies a number of community-based findings that determine the development of a library's collection. The first section of the community study will be to learn about "the goals, objectives, and priorities of the institution" (1). The second focuses on exploring the library's internal and external collections (1). The third investigates "the environmental characteristics" (13) and the demographics of the BSJ.

Although the BSJ does not have an explicit mission, one is obviously apparent from the library's interdependence on the University of Alberta Library and on its community. The mission of the parent institution is centred on the learner, for whose needs all the libraries are to provide "innovative and traditional information products and services" that extend beyond institutional walls (University "Our Mission"). A set of values arise from this mission and directly affect how the BSJ will manage its collections. They are the centrality of the learner, quality products or services, information literacy, and cooperation and partnerships (University, "Introduction," 1-2). The 2004 orientations of the University of Alberta Library reinforce these values in setting guidelines for the close collaboration of librarians and university teaching staff, the adaptation of library services to user needs, and partnerships with other information resource centres (University, *Library* 2.5, 2.7, 4.4). DeLongchamp specifies that,

although the BSJ collects in both of Canada's official languages, its main focus is on the acquisition of French works in relation to the FSJ's degree programs (2). The importance of developing the BSJ's pedagogy and youth literature section is also essential, since FSJ students and faculty, and francophone school teachers depend on it (2). It is also the mission of the BSJ to preserve the heritage of Western French-Canada (especially Alberta) (2).

The implication of this two-tiered mission affirms the library in its collection direction, but also gives it the incentive to pursue cooperation and partnerships in order to maintain its diverse collection and its preservation mandate. Community resources can help ensure that the library's collection develops in an academically sound fashion and reaches out to each library learner. A direct philosophical implication of the strategic plan is that every library user is a learner who deserves quality personalized information through a harmonious relationship of product and information need (University, "Introduction," 6). The challenge of this mission will be to harmoniously meet the needs of primary and secondary users.

An interview with the head-librarian of the BSJ, H  l  ne Larouche, painted a realistic picture of the community, from which appeared implications as to the direction that the library may take. Library attendance statistics indicate fewer learners who enter the physical library, and more who browse its virtual online shelves. More quality informational resources online is a clear implication. The BSJ has already started to digitize its oldest issues of Francophone newspapers. Online accessible digitization, like that available through The Alberta Heritage Digitization Project ([AHDP](#)) , is a possible avenue the BSJ may want to take with its Special Collections. Partnership with AHDP would help in digitizing the documents and in encoding them with metadata to facilitate their searchability. This is a long-range project, which could alleviate the library of its potential space problem, as the archival material could subsequently be stored at the Provincial Archives, while still remaining electronically accessible to the BSJ community. Information network resources, such as those between the BSJ, the Alberta Teachers' Association, and the University of Alberta's Coutts Library, can help support both FSJ faculty and students in their respective fields. Some fields of particular research importance at the FSJ are Canadian studies, pedagogy/education, economy, business administration, Western French-Canadian literature, and French language acquisition. Community associations or businesses are invaluable program support resources.

Primary and secondary users clearly identify in the survey responses what their information needs are and, therefore, the priority of the library's collection (see [Appendix Four](#)). BSJ patrons want the library to maintain a strong collection of online resources, especially those that assist in finding periodical articles. Monographs are also of importance to users. Other needs consist in addressing certain informational gaps in the collection. Francophone documents are a rare commodity in Anglophone Canada, but researchers in an institution where French is the principal working language require up-to-date information in that language. It is a challenge in the sciences and in computer-related fields, like computer-assisted-language-learning, but the library must do its utmost to fill this need. "Establish[ing] priorities for allocating funds to meet these needs" (Wood 3) implies support to the library's mission and its learners. The collections' funds are distributed according to a formula based on student course registration: the more students registered in a course, the more that subject matter will receive library funds. Although each subject receives a minimum of \$500, which Henley recommends should be changed to \$1000, "the formula is far from ideal and would need changes, [. . .] [since] some disciplines receive too much money, others not enough" (Henley). Transferring funds from a wealthy discipline to a poor one, helps in adjusting the formula (Larouche, "Personal

Interview"). Close partnerships with the FSJ's professors would ensure efficient distribution of funds for up-to-date subject relevant material acquisitions. However, close collaboration with subject specific University of Alberta libraries would help distribute funds only for the BSJ's collection niche: diverse quality French resources. For example, the BSJ could divide its French language collection focus with the main campus humanities library: BSJ would collect mostly literature, following the FSJ's teaching program emphasis, and the main campus would focus more on grammar. Although some FSJ faculty members do not realize the importance for the BSJ to limit its acquisitions to French resources (Larouche, "Personal Interview"), it is the responsibility of the library to spend its funds on its collection mandate and work with other libraries to complement its collections. Therefore, Henley stresses the importance for the BSJ to "order French resources and leave the responsibility of English resources to the west campus." University of Alberta libraries need to be interdependent and maintain complementary collections, because library users are not dependent on any one library to meet their information needs.

Library Collections

A study of the BSJ community also requires scanning its internal and external resources (Stuart 51). The most immediate source of information in a library is its collection, both physical and electronic. Similarly, Wood recommends "learn[ing] about the collection that currently exists" (1) and to identify its "scope and nature" (3). The context setting section of this paper already discusses the breadth of the physical internal collection, but not its electronic resources. Besides the internal collection, the library identifies, through an "external analysis [or] 'looking around'" (Stuart 51), the resources that its external community can bring into the library and make available to every patron. A partnership must exist between the BSJ and its sources of information.

Internal library holdings currently divide into four general disciplines: fine arts and humanities, education, social sciences, and natural sciences. It is projected, however, that a nursing collection will enrich the present collection in order to support a bilingual nursing program at the University of Alberta (Larouche, "Personal Interview"). As nursing is an interdisciplinary subject of social and natural sciences it will fit perfectly in the BSJ's existing resources. However, adding a new scientific collection will not only limit shelving space in the library, but provide a greater emphasis on the currency of the collection. This will encourage the library to gather statistical information concerning the average publication age of each discipline and weed² accordingly. This process will not only make more room on the shelves for new documents, but identify possible information gaps where the BSJ may wish to collect.

The primary partners of the BSJ are those who are part of library consortia and who share their resources through interlibrary loan or electronic access. NEOS, The Alberta Library (TAL), and The Council of Prairie and Pacific University Libraries (COPPUL) unite a number of libraries whose users have access to the consolidated physical and electronic library resources. NEOS gives access to 27 separate academic library locations across Alberta. TAL connects 240 "public, university, college, technical institute, and special libraries" to which users have "walk-in access" (Alberta). As for COPPUL, it is a consortium of "22 university libraries located in Manitoba, Saskatchewan, Alberta and British Columbia" (COPPUL), which share electronic and physical library resources.

² Humanities and historical discipline perspectives are not so much concerned with document currency, as are the sciences.

There are four FSJ affiliated associations that directly influence its educational programs and offer multifarious informational resources for students and faculty. The French Teaching and Research Centre (CERF) has the mission to maintain a high quality of French teaching and learning at the FSJ, while ensuring an optimally francophone environment. Its mission is to help faculty in improving their university level French courses (Faculté, "Mission"). The Centre for Oral and Written Communication (CCOE) focuses on helping students improve their French linguistic competencies (Faculté, "Centre"). The *Bibliothèque virtuelle* or Virtual Library is a Website that the FSJ maintains, which makes available full-text digital copies of French-Canadian literary works (Faculté, *Bibliothèque*). This endeavour could lead to a related digitization project of the BSJ's special collections, which is described in more detail previously. As for the Centre for Canadian Studies (CEC), it ensures the development of pedagogical activities and the dissemination of knowledge in French at the FSJ centring around Canadian studies. The centre has an interdisciplinary approach to studying Canada in grouping resources, organizing conferences and seminars, supporting publication, and encouraging contacts among canadianists nation-wide (Faculté, "Bienvenue").

Is the BSJ taking full advantage of the information potential that these four preceding associations provide? If one were only to consult the library's Website, with which many students will make do, the *Bibliothèque virtuelle* is the only associative resource present. Library learners are not directed to the other three resources that support French language and Canadian studies: two of the FSJ's primary teaching areas. By and large, the BSJ's Website is a translation of the general University of Alberta Libraries' site. What the library needs is a personalized portal to its internal and external resources, through "customized [student] profiles based on academic disciplines" (Hepburn 104) at the FSJ. *My BSJ*, similar to Hepburn's *My Chicago Library*, would create a virtual "ethnic community," to use Raymond Breton's terminology, that consists in its own identity and resource acquisitions (DeLongchamp). External community organizations could join this new ethnic community to make it more pragmatic.

A number of other community associations and organizations, therefore, exist that can add value to the library's existing collection: especially in the areas not covered by the FSJ's current associative collaborations. An educational and a cultural grouping appears to best include Edmonton's French community associations most valuable to the BSJ. Educational associations comprise the Alliance française (AF), the Francophone Lawyers' Association of Alberta (AJEFA), the Centre for Musical Development (CDM), the North-Central School Division (CSRCN), and the Guy-Lacombe Family Institute (IGLF). Briefly, the AF is an international organization controlled by the government of France, which has the mandate to promote the French language and culture through educational and cultural activities. The Edmonton AF chapter does maintain a small library. One of the AJEFA's objectives is to provide legal reference material in French, from which the BSJ's business administration program could benefit (L'Association). The CDM constitutes an external pedagogical resource in music. The CSRCN offers school division teachers pedagogical services that consist in support and research materials in every educational facet, as well as professional workshops (Conseil). These services continually create links between education professionals. Finally, the IGLF believes in serving all francophone families in Edmonton through up-to-date information and educational programs (Institut). This is all the more important for the BSJ because the FSJ offers family studies and sociology courses. The cultural grouping provides resources and an informational network that, inter alia, supports studies in French language, drama, Canadian studies, and fine arts. The following cultural associations are the most prominent: the Provincial French-Canadian Association of Alberta (ACFA), l'UniThéâtre, the Alberta Francophone Multicultural Association (AFMA), the Mamowapik Cultural

Society, the North-West Francophone Genealogical Society³, and the Alberta Francophone Visual Arts Centre Society.

Collaboration with external information sources would ensure that the library serve "all parts of the community, both present and future" (Gardner qtd. in Wood 3). Associating with community organizations will help the library keep pace with the community's evolution, and therefore prepare for future learner needs, especially in respect to secondary and tertiary users. Nevertheless, collaboration also means stretching already thin staff time to sit on organizational committees, which is hardly possible with the existing staff size (Larouche, "Personal Interview"). Hiring staff who have connections to the external community⁴ may facilitate collaborations.

The main implications of the survey are three-fold (see [Appendix Three](#)) : review the reference services work schedule, evaluate the currency of the collection, and develop user-identified collection areas. It may not be possible to extend reference services with the current staff, but the library should at least consider slight modifications. As for currency, we suggest that the library undertake an average collection age evaluation per discipline and *prune* the collection accordingly especially in the disciplines of choice. The BSJ's head librarian indicated that currency evaluation is of interest to her and that it will take a few years to complete (Larouche, "Personal Interview"). This is all the more so important as the library will be expanding future resources in the medical sciences. Collection development in reference documents, as well as in electronic resources and government documents are a priority, especially in the patrons' main areas of research and in the collection areas that need improvement.

The Library's Environment and Demographics

The extent of the BSJ's user community and its informational needs depend on "environmental characteristics" (Wood 13), such as geographical location (15), the economic structure (15), and demographics. The BSJ, which is part of the FSJ campus, is located six kilometres east from its parent campus of the University of Alberta. The city of Edmonton does not consider the FSJ's neighbourhood as being part of the university district, but defines it within the western boundary of the Bonnie Doon district. One hundred students live on the FSJ campus itself in a residence connected to the FSJ main building. The other students live elsewhere in Edmonton (University or Bonnie Doon areas) or are video-conference students. We may assume, therefore, that electronic access to the library will be preferable to a majority of students, even though students benefit from two shuttle buses which ensure connections on week-days every half hour between the two campuses (Faculté, "Horaire"). Despite the presence of a direct public transport route, the relative isolation of the FSJ campus may dissuade some French students from the main campus to frequent the BSJ. All the more so that they have access to French language resources at the main campus library. However, the BSJ is located at the heart of the francophone business and cultural community and close to the associations mentioned previously. The BSJ, therefore, maintains an intimate "relationship to local professional/cultural/historical groups" (Wood 15) from the mere fact of its close geographical proximity.

³ The Genealogical Society maintains a library, which would greatly enhance the BSJ's special and Canadian studies collections if a partnership existed between both institutions.

⁴ This includes connections with the learner group and the discipline, for example nursing students and evidence-based medicine.

As for the economic structure (Wood 15) of the BSJ, it is situated within the University of Alberta Library system and its consortial agreements. The University of Alberta Library's budget for 2001-2002 information resources totals ten and a half million dollars, which will be sufficient to assure the University of Alberta "Library's ranking as number one in holdings/student in Maclean's" (University, *Operating Budget* 12). The strategic objectives of the parent institution's budget is to purchase "more electronic resources, which will reduce the barriers that accompany print sources" (12). The BSJ, therefore, has to align itself also with purchasing more electronic resources. This may be a useful direction to take, especially when considering developing a nursing collection, which will involve costly online medical textbooks and research databases. The BSJ may consider collaborating with the J. W. Scott Health Sciences Library on the main university campus in making French medical resources available in portable digital assistant (PDA) format through the Scott's PDA project. This may be useful for students who need to commute regularly between two distant campuses and may free up shelf space.

Besides the primary and secondary users, whom we have previously identified, the tertiary community is more heterogeneous and requires a demographic analysis on the basis of its linguistic characteristics. According to the 1996 Census data⁵, there are 18 385 people (Canada, Statistics, "Ethnic.") with uniquely French origins (i.e. dating back to grand-parents) in Edmonton, while 21 220⁶ people speak French as a mother tongue (Canada, Statistics, "Mother."). However, only 7 075 people speak French at home (Canada, Statistics, "Home."), which includes people who speak French along with another language. Two percent of the University and Bonnie Doon areas' population are of French origins according to the city of Edmonton's Corporate Planning and Policy Section (2). Nevertheless, the fact that one speaks French does not imply a functional level of literacy necessary for enjoying most of the resources at the BSJ. In fact, Lucie Lapierre reports that 52 percent of francophones are illiterate in French. In terms of age, the university area houses mostly young adults (1), whereas Bonnie Doon contains "a larger share [19%] of people aged 65 and older" than the City of Edmonton's (1). In both areas the population decreased by a little over one thousand people in five years. Bonnie Doon's trend corroborates Edmonton's Allocation Study Summary Report, which predicts, for the year 2025, that the city's population older than 65 years of age will "increase significantly" (24).

The demographic reports' implications for the library concerns tertiary patrons. Given Lapierre's 52 percent illiteracy rate, one could say that there are 48 percent of all Edmonton people who speak French as a mother tongue who would be able to benefit from most of the resources at the BSJ. The library, therefore, collects at present for potentially 11 034 people, or 11 994 after population change adjustment (see note eleven). Since approximately thirty percent of Edmonton's population is older than 65 years of age, 3 598 literate francophones would fall within that age category. The BSJ must therefore collect with that population's interests in mind and build its historical and archival collections with the help of that population and for its sake. As for the French illiterate portion of the community, it would be worthwhile for the BSJ to attract more users by collecting resources to help this segment of the population and by cooperating with associations that aim to *refrancize* those who are illiterate in their mother tongue.

5 If one compares the 1996 Statistics Canada census data for Edmonton's total Census Metropolitan area population of 862 597 people and the 2001 population of 937 845 people, it is fair to assume that the 1996 census data should be adjusted by an 8.7 percent population increase.

6 This number includes people who speak it along with another language as a mother tongue.

Conclusion

Following Stuart and Moran's initial strategic planning steps, we scanned the Bibliothèque Saint-Jean's community according to two objectives: the analysis of the library's external and internal community. Having identified user needs according to the mission, goals, and objectives of the library, we evaluated a number of community factors. Social, economic, technological, cultural, and demographic factors describe the external community, whereas staff and current resources define the internal environment. The mission, goals, objectives, and economic interests of the BSJ are intrinsically tied to those of its parent institution, the University of Alberta Library, which is learner-centred and focuses on quality innovative extramural products and services, which in turn favour information literacy and partnerships. The BSJ, however, specifies this mission, in order to provide French resources to support the information needs of three levels of users: the faculty and students of the FSJ, school educators, and the Edmonton francophone public. The socio-cultural factor is based on French information partnerships with the FSJ faculty and community organizational resources. The BSJ needs to develop its information collection in collaboration with the knowledge base that researchers bring to their subject specialty, as well as maintain involvement with the francophone ethnic community by sharing resources and collaborating on common projects. Technology development at the BSJ seeks to achieve a truer statistical picture of the internal collection, through an evaluation of the average collection age in each discipline, but also to enhance its special collections through digitization and online accessibility. As for demographics, the library's primary and secondary users are part of the young adult to adult range; however, one must also consider that the city of Edmonton's retirement age population will be increasing. This will affect not only the tertiary users of the library, but also the BSJ's community interests and culture. The demographic trends also show that not all Edmonton's francophones are linguistically capable of using the BSJ's collection, such that the importance of tertiary users diminishes and the possibility of assisting French illiterate francophones may take on significance. Finally, the BSJ needs to optimize its current physical resources and to train or hire staff in the most effective methods of using the collection in light of future collection developments.

Appendix One: A Brief History of the Bibliothèque Saint-Jean

The BSJ's history reflects its complex mission. The current BSJ houses what used to be two separate collections: the general BSJ collection and that of the Centre de documentation pédagogique (CDP) or pedagogical resource centre. The BSJ has existed since 1969 under the care of the FSJ's first librarian, Father Georges Durocher, whereas the CDP was created in 1977. Both institutions united on April first 1993, which witnesses to the library's willingness to serve its education students and all those who work in French educational programs in the province of Alberta and elsewhere (DeLongchamp). The BSJ received the responsibility also to be selective depository of French language Government of Canada documents in 1982. Furthermore, the library has taken on a preservation and archival task of French-Canadian documents. In 1984, the BSJ acquired the entire microfilmed series of two Edmonton newspapers, *La Survivance* and *Le Franco Albertain*, as well as two Quebec dailies, *Le Devoir* and *La Presse*. By 1997 the BSJ had acquired the entire collection of Western French-Canadian newspapers, as well as the databases where they are indexed. In 1985, the Saint-Jean Foundation gave the BSJ \$27 200 to organize and preserve its special collections, which contained at the time 32 019 documents. The Research Institute's Alberta Heritage collection and the archives of the Oblates of Mary Immaculate came to enrich the BSJ's special collections in 1986 and 1987 to 1990 respectively. The Oblates' fonds is on loan to the library for a period of twenty-five years. The cataloguing of part of the special collections started in 1998.

Another trend at the BSJ is collaboration in information access and sharing. The first example of cooperation is the BSJ's integration to the University of Alberta Library's network on September 12 1983. Nine years later, the library signed a reciprocal privileged accessibility agreement with the ABCDEF Association⁷, a consortium of francophone university and college libraries, and the Canada Institute for Scientific and Technical Information (CISTI). In 1995 and 2001, the BSJ developed a complete collection of the National Film Board's videos thanks to the contributions of the FSJ and the Maurice-Lavallée School. Finally, the library entered The Alberta Library consortium of libraries across Alberta in 1999 and partnered in 2000 with Le Carrefour, Edmonton's French bookstore, for sales on consignment to FSJ faculty.

The new BSJ, which officially opened its doors on January 17 1997, consists of two physically separate sections: the general collection and the pedagogical and youth literature section. These sections are organized respectively in the Library of Congress cataloguing and classification scheme and the Dewey Decimal classification system. All of the FSJ's general educational and research subjects find their place in the general collection (see [Appendix Three](#)). They comprise fine arts and humanities, educational sciences, social sciences, and natural sciences. Reference resources, official federal government documents, microforms, oversize documents, and current periodicals are not interfiled, but all other material types, including audio-visuals, are. Past Western Canadian francophone newspaper issues and all the documents on Quebec education from 1981 to 1997 are also available in the general collection on microform (University "Au sujet"). Since 1998, the BSJ develops a basic French and English business administration collection for its unique bilingual undergraduate commerce degree program. Finally, the Durocher room holds the special collections

⁷ Association des responsables de bibliothèques et centres de documentation universitaires et de recherche d'expression française au Canada or French Canadian University and Research Libraries and Information Centres Library Administrators' Association

consisting in an historical collection: the Oblates of Mary-Immaculate fonds and the Research Institute fonds.

Appendix Two: Research Methodology

The method by which we have uncovered the mission, "goals, objectives, and priorities of the [BSJ]" (Wood 1), were twofold. First we conducted an interview with the BSJ's head librarian. Then we gathered economic and historical data from documents found at the BSJ or from information gleaned from the University of Alberta Library Website.

A learner-centred collection management approach, as advocated by the library's mission, seeks to understand the library's clientele in order to determine what collection needs exist. This community study, therefore, used a survey methodology to gauge the needs of the primary and secondary user population in the following areas: library hours, library attendance, main information-seeking purpose, primary materials used in seeking information, research interests, and library information gaps. The primary users of the BSJ, as identified in its mission statement, are the teaching staff and the students of the FSJ. There are 66 instructors and 545 students, of which 457 are undergraduate and 88 are graduate. Eighty Edmonton teachers of the *Centre-Nord* francophone school division make up the other part of the survey respondents and are secondary users, although DeLongchamp says that the BSJ caters to all those who work in French programs across Alberta and elsewhere. We sent an e-mail message, as well as a physical mail-box note, to each of the 691 people asking them to fill out the on-line survey (see [Appendix Three](#)) located on the FSJ's internet site (<http://www.fsj.ualberta.ca/>). Thanks to the hypertextual nature of this survey, it was possible to introduce hypertext links to examples or definitions of potentially ambiguous terms, e.g. monograph or reference resource. We called for survey responses on two occasions, in order to maximize response rates, which turned out to be 60 percent. A database software, called FileMaker Pro, gathered the incoming data from the on-line site into predetermined fields. Once all the data was entered into the database the researchers analyzed the data statistically. The survey presented a source of bias in that it did not sample all potential users of the library: other francophone school teachers in Alberta and immersion and core French teachers. We have attempted to alleviate tertiary-user bias by incorporating census data.

Learning about the current BSJ collection and its relationship to its user community was the second step in analyzing the present collection and suggesting how it should move forward (Wood 1). The BSJ's electronic catalogue provided a good overview to all the electronic databases and resources that are available at the BSJ through its consortial relations. As an external resource, [NEOS](#) and [TAL's](#) Internet sites gave access to the list of participating libraries from which the BSJ can request documents.

Finally, we needed to "determine the environmental characteristics likely to have an impact on the library collection" (Wood 13). This involved the 1996 census data from Statistics Canada, which provided information on the tertiary users of the library, that is the francophone community in the Edmonton region. We gathered statistics on population by home language, population by mother tongue, and population by ethnic origins, in order to get a sense of the state of the francophone community in Edmonton and to foresee its impact on the BSJ. The City of Edmonton's 1999 demographic profile resource provided population age in the library's region. Finally, an overview of

the Edmonton francophone associations and organizations present on the Internet identified the tertiary community's interests, as well as its information resources outside the library. As for geographical location, it was based on observable facts.

Appendix Three: Student and Instructor Survey

Dear Library Patron:

The purpose of this questionnaire is to better understand how patrons at the Bibliothèque Saint-Jean (BSJ) use both the internal and the external library collection, whether the BSJ is meeting their needs, and what their research needs are. The answers you provide will help the BSJ draw up a community study and better adapt its collections to your needs. This [survey](#) is anonymous and you are free not to participate.

If you have any questions concerning this research project, please contact the researcher, Denis Lacroix, at 307-5667 or dlacroix@ualberta.ca. The questionnaire will take no more than fifteen minutes of your time to answer. Please return it as soon as possible in the box marked *surveys* at the circulation desk. Thank you very much for your cooperation: it is truly appreciated and invaluable for the quality of our library's services.

To consult an html version of the survey, [click here](#) or see below for a screenshot version.

1. Please indicate whether you are an ☐ instructor/researcher, a ☐ graduate student, an ☐ undergraduate student, or a ☐ school teacher.

Library Hours

	Monday-Thursday	Friday	Saturday	Sunday
Library	08:30-21:30	08:30-16:30	12:00-17:00	12:00-17:00
Circulation Desk	08:30-21:15	08:30-16:15	12:00-16:45	12:00-16:45
Reference	Monday & Thursday	Tuesday & Wednesday	Saturday	Sunday
	10:00-16:30	10:00-21:15	12:00-16:45	No service

2. Are you generally satisfied with the hours the library is open? ☐ YES ☐ NO

If not, what would you like changed or added:

3. How often do you use the BSJ? - mark the box which best describes your library habits.

- a. ☐ Daily: If so, please indicate for how long in hours each day
- b. ☐ Weekly: If so, please indicate how often a week (e.g. once)
- c. ☐ Monthly: If so, please indicate how often a month (e.g. twice)
- d. ☐ Yearly: If so, please indicate how often a year (e.g. five times)
- e. ☐ Never

4. What is your primary information-seeking purpose for using the library? - mark the box which best describes your library habits.

- ☐ to find a periodical article ☐ to find audiovisual materials
- ☐ to find a monograph (book) ☐ to consult reference resources on cd-rom
- ☐ to consult the reference collection ☐ to find official government documents
- ☐ to find a map ☐ to find electronic information
- ☐ to consult the special collections ☐ Other:

5. What is the main kind of materials used in accomplishing these purposes? - mark the box which best describes your library habits.

- ☐ an electronic database (e.g. ERIC) ☐ University of Alberta's online catalogue
- ☐ reference services ☐ reference documents
- ☐ Internet (excluding university catalogue) ☐ microforms
- ☐ Other:

6. Please indicate your main area of research. If possible, include a statement that specifies the precise nature of your research in the "specialization" box, eg computer assisted language learning.

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Drama | <input type="checkbox"/> French-Canadian | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Religious Studies | <input type="checkbox"/> French | <input type="checkbox"/> Music |
| <input type="checkbox"/> Philosophy | <input type="checkbox"/> Andragogy | <input type="checkbox"/> Curriculum & Pedagogy | <input type="checkbox"/> Education |
| <input type="checkbox"/> Practical Teaching | <input type="checkbox"/> Pedagogical Evaluation | <input type="checkbox"/> Family Studies | <input type="checkbox"/> Education Foundations |
| <input type="checkbox"/> Education Psychology | <input type="checkbox"/> Computers in Education | <input type="checkbox"/> Anthropology | <input type="checkbox"/> Accounting |
| <input type="checkbox"/> Economy | <input type="checkbox"/> Canadian Studies | <input type="checkbox"/> History | <input type="checkbox"/> Linguistics |
| <input type="checkbox"/> Psychology | <input type="checkbox"/> Political Science | <input type="checkbox"/> Social Science | <input type="checkbox"/> Socio-political Science |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Biochemistry | <input type="checkbox"/> Biology | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Physics | <input type="checkbox"/> Earth & Atmospheric Sciences |
| <input type="checkbox"/> Statistics | <input type="checkbox"/> Women's Studies | | |

☐ Specialization

7. From the previous list, please choose and write down the subject areas where the BSJ needs to improve its collection. If possible, indicate a more specific subset of the subject areas.

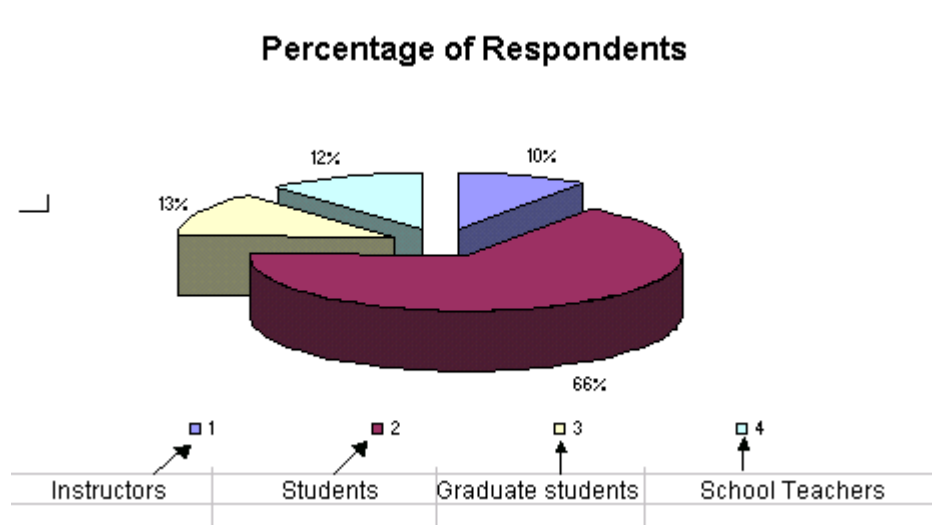
Subject area (from list above):

Specific area:

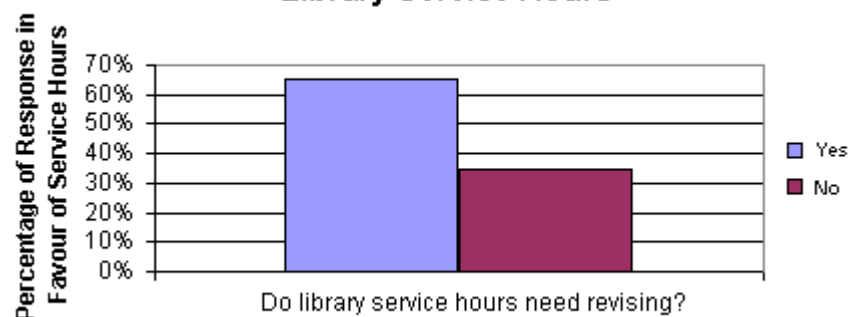
Thank you for participating in our survey!

Appendix Four: Survey Results

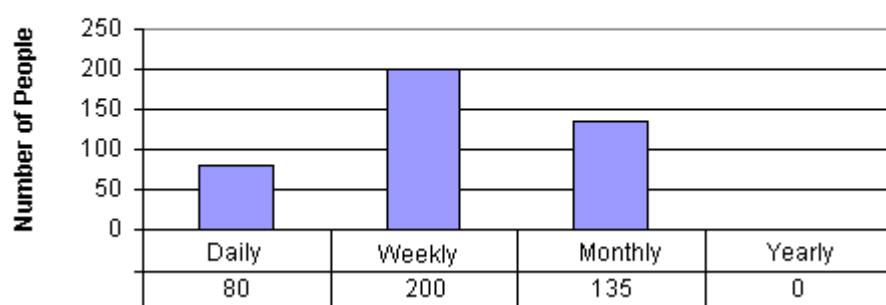
The survey results are based on a sixty percent response rate (see [Appendix Three](#)). There were forty FSJ instructors, 274 undergraduate students, 53 graduate students, and 48 teachers, for a total of 415 people, who responded to the online survey. The survey consisted of six response fields or areas: library hours, BSJ attendance, primary information-seeking purpose, main way of seeking materials, principle area of research, and collection improvement suggestions. The majority of respondents, 65 percent, agreed with the library hours as they appeared on the survey. The rest recommended that reference services be offered on each weekday evening or on part of Sunday afternoons or both. Nineteen percent of respondents, mostly instructors or graduate students and some undergraduate students, said they frequented the library on a daily basis, whereas 48 percent came to the library less than seven times a week. Most undergraduate students fell in the latter category along with some school teachers. Teachers, generally, came to the library at least once a month. In seeking information, 76 percent of respondents sought periodical articles or monographs, 24 and 51 percent respectively. People consulted reference resources 12 percent of the time, electronic documents 8 percent, government documents 4 percent, special collections one percent, and audio-visual materials less than one percent of the time. The four principal ways, in order of importance, by which library patrons accessed information was through the university's online catalogue, electronic databases to which the university subscribes, library reference services, and the Internet. Patrons' main areas of research were equally distributed over many choices; however, three subjects stood out: Education-related, Canadian studies, and French language. Fifty-one percent of respondents chose a pedagogical field as their main area of research. Patrons identified computers in education, general curriculum material, and mathematics as collection areas that needed improvement especially in terms of currency.



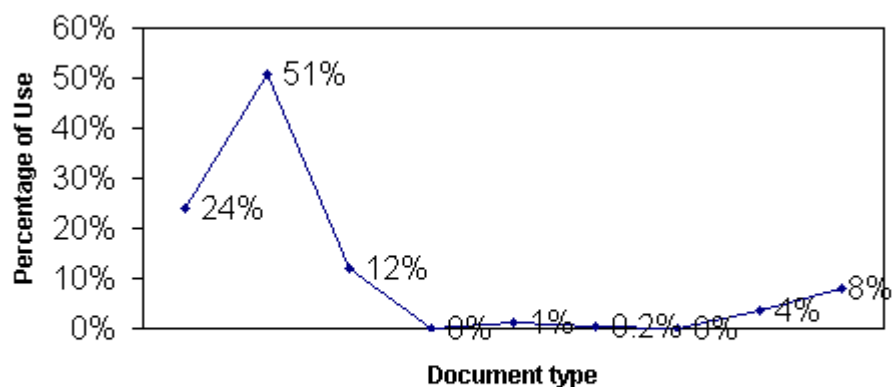
Library Service Hours



BSJ Attendance

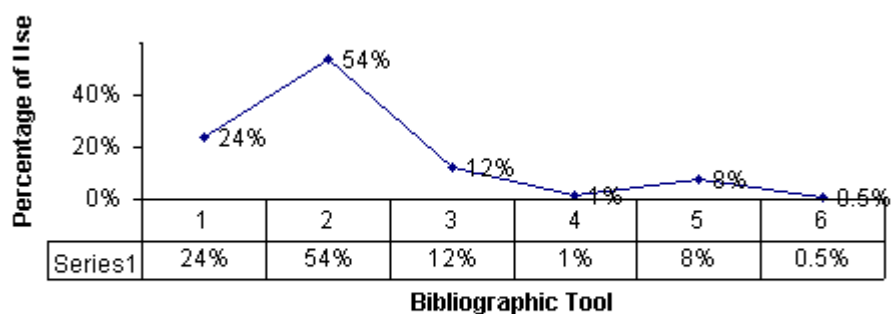


Primary Information-seeking Purpose



24% Article	1% Special Collections
51% Monograph	0.2% Audio-visuals
12% Reference	0% Cd-roms
0% Map	4% Gov. Docs.
	8% E-information

Main Way of Seeking Materials



1---E-databases

4---Reference docs.

2---U of A catalogue

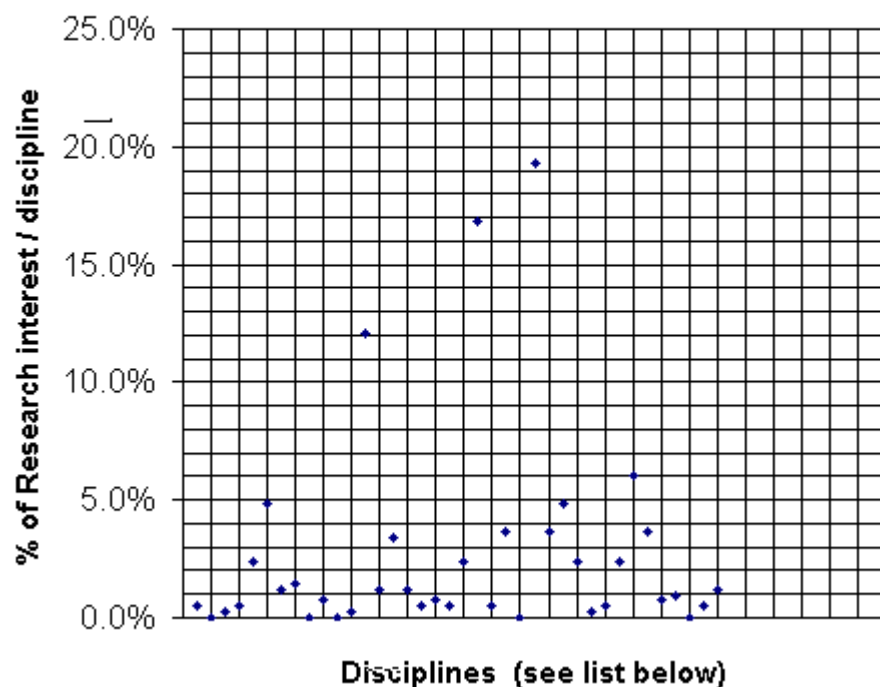
5---Internet

3---Reference Services

6---Microforms

57x44

Community's Area of Research



	% of Respondents	# of Respondents		% of Respondents	# of Respondents
English	0.50%	2	Curriculum & pedagogy	16.90%	70
Accounting	0.00%	0	Biochemistry	0.50%	2
Drama	0.20%	1	Education	3.60%	15
Economy	0.50%	2	Biology	0.00%	0
French-Canadian	2.40%	10	Practical teaching	19.30%	80
Canadian studies	4.80%	20	Chemistry	3.60%	15
Spanish	1.20%	5	Pedagogical evaluation	4.80%	20
History	1.40%	6	Computer science	2.40%	10
Classics	0.00%	0	Family studies	0.20%	1
Linguistics	0.70%	3	Mathematics	0.50%	2
Religious Studies	0.00%	0	Educational foundations	2.40%	10
Psychology	0.20%	1	Physics	6.00%	25
French	12.00%	50	Educational psychology	3.60%	15
Political science	1.20%	5	Earth and Atmospheric	0.70%	3
Music	3.40%	14	Computers in education	1.00%	4
Social science	1.20%	5	Statistics	0.00%	0
Philosophy	0.50%	2	Anthropology	0.50%	2
Socio-political	0.70%	3	Women's studies	1.20%	5
Andragogy	0.50%	2	Specialization		
Sociology	2.40%	10			

Appendix Five

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https://sites.ualberta.ca/~dlacroix/index.xml

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A Community Study of the Bibliothèque Saint-Jean

Denis Lacroix

March 11, 2003

Reflective Paper

The significance of my capping exercise is valued according to its relevance with respect to librarianship as a field of study in the University of Alberta's School of Library and Information Studies (SLIS) and as a lifelong professional pursuit. The relevance of *A Community Study of the Bibliothèque Saint-Jean* as a capping exercise is threefold: first in relation to the collection management course (LIS 531) for which the work was originally produced, second in relation to the University of Alberta's Bibliothèque Saint-Jean (BSJ) and its francophone community, third in relation to digital librarianship. In its electronic format, the *Community Study* takes on new importance as it provides a template for future work in XML publishing.

This community study report was worth forty percent of the final grade within the LIS 531 course and provided me with the opportunity to develop my skills in data mining, critical analysis, and report formatting. Background information about the BSJ and Edmonton's francophone community, as well as data representing the BSJ's resource collections and the users they serve came from a variety of sources: online community sites, statistics from Statistics Canada, internal BSJ working documents, and an objective personal interview with Ms. Hélène Larouche, the BSJ's head librarian. In analyzing the data I sought to apply it to a qualitative research methodology and present it clearly and systematically in a report format so as to make recommendations useful to the community.

The *Community Study* is above all a management document that seeks to report methodically and objectively about the BSJ's community. It is a document that synthesizes data pertaining to the BSJ's collections, its users, and its francophone community in order to build a framework which will support useful recommendations. Upon the request of the BSJ's head librarian, I presented her my final report, besides submitting it for course evaluation.

As a capping exercise, the *Community Study* benefits from the value-added digital flexibility and metadescriptiveness of XML, and of HTML components. The online publication is well-formed, because it adheres to the strict XML syntax, and it is valid, because it obeys the rules of a DTD or Schema, which in turn is tailored to the textual needs of the document. The textual content resides in the metadescriptive XML format, whereas the digital formatting elements are separate and are located in one XSL document, which outputs the entire site into XHTML. A content-format dichotomy equals flexibility in processing and modifying the content. In the words of [W3C](#), XML is "extensible, platform-independent, and it supports internationalization and localization [. . .] [because it] is fully Unicode compliant." This capping exercise is, therefore, a local document with international potential.

This capping exercise is a professional pursuit in digital and collections librarianship. It takes advantage of the flexibility and versatility of XML, in order to magnify the significance of the work in my library and information studies program and to manage the content more closely and usefully than in regular HTML. This digital document, besides its inherent analytical and qualitative usefulness, is a template for implementing similar textual documents into XML.

HTML version

Reflective Paper

Note to the Readers

Executive Summary

Introduction

Context Setting

Methodology: Data Sources

Institutional Goals, Objectives, and Priorities

Library Collections

The Library's Environment and Demographics

Conclusion

Appendix One - History of the BSJ

Appendix Two - Research Methodology

Appendix Three - Survey

Appendix Four - Results

Endnotes

Bibliography

Sample of HTML coding

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<head>
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```

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```

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```

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```

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[XML version](index.xml)
[Note to the Readers](note.html)
[Executive Summary](summary.html)
[Introduction](intro.html)
[Context Setting](context.html)
[Methodology/Data Sources](method.html)
[Institutional Goals, Objectives, and Priorities](goals.html)
[Library Collections](coll.html)
[The Library's Environment and Demographics](environ.html)
[Conclusion](conclusion.html)
[Appendix One - History of the BSJ](a1.html)
[Appendix Two - Research Methodology](a2.html)
[Appendix Three - Survey](a3.html)
[Appendix Four - Results](a4.html)

[Endnotes](endnotes.html)

[Bibliography](bibl.html)

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</p>

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</p>

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</p>

</body>

</html>

Sample of XML coding

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```

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```

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<date>March 11, 2003</date>
```

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```

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<file>index.xml</file>
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<para>The significance of my capping exercise is valued according to its relevance with respect to librarianship as a field of study in the University of Alberta's School of Library and Information Studies (SLIS) and as a lifelong professional pursuit. The relevance of A Community Study of the Bibliothèque Saint-Jean as a capping exercise is threefold: first in relation to the collection management course (LIS 531) for which the work was originally produced, second in relation to the University of Alberta's Bibliothèque Saint-Jean (BSJ) and its francophone community, third in relation to digital librarianship. In its electronic format, the Community
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Endnotes

1. The use of the singular form of library in this paper refers to the BSJ.
2. Humanities and historical discipline perspectives are not so much concerned with document currency, as are the sciences.
3. The Genealogical Society maintains a library, which would greatly enhance the BSJ's special and Canadian studies collections if a partnership existed between both institutions.
4. This includes connections with the learner group and the discipline, for example nursing students and evidence-based medicine.
5. If one compares the 1996 Statistics Canada census data for Edmonton's total Census Metropolitan area population of 862 597 people and the 2001 population of 937 845 people, it is fair to assume that the 1996 census data should be adjusted by an 8.7 percent population increase.
6. This number includes people who speak it along with another language as a mother tongue.
7. Association des responsables de bibliothèques et centres de documentation universitaires et de recherche d'expression française au Canada or French Canadian University and Research Libraries and Information Centres Library Administrators' Association

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