

Libraries of La Pocatière: French Immersion Programs

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Each summer Canadian institutions host Canadian students and teachers in one of several French immersion programs. In 1967, the Council of Ministers of Education (CMEC 2004) formed to act on educational matters of mutual interest. One concern was the lack of French speakers. French proficiency of students, teachers of French, and federal employees became a particular concern. Consequently, summer immersion programs were funded for high school and college students along with teachers of French. Some applicants received scholarships while others paid the full tuition themselves. Initially, programs were two or three weeks long; however, in the 1990s, most funded programs were five weeks of language instruction or four weeks of pedagogical training. All students and staff signed a contract stating that they would speak (read, listen, write) only in French since the Canadian ministers were trying to increase the number of speakers with an advanced- to superior-level proficiency to accommodate the demands of their bi-lingual nation. Since most of the immersion programs were situated in a Francophone community in one of the provinces, the majority of French summer immersion programs were held in Quebec (Kuntz & Michaels 2001).

Among the Quebec programs, one stands out for its educational commitment. The parish of La Pocatière de Sainte-Anne has been a site of schooling since 1827. Two priests, Charles-François Painchaud (1782-1838) and François Pilote (1811-1886) founded respectively the Collège de Sainte-Anne (1827) et l'École d'Agriculture (1859 Agriculture School [now known as the Institut technologie agroalimentaire]). In addition, during the 1960s, the Collège de Sainte-Anne was the site of intensive French immersion training for U.S. Peace Corps volunteers

assigned to Francophone countries of Africa and Asia. Around the same time, a Cegep (community college) has been established to accommodate high school graduates. As a Canadian and former U.S. Peace Corps Volunteer trained at the Collège de Sainte-Anne, Normand Fortin (University of Alberta) organized a summer immersion program at La Pocatière in 2000. The libraries at each of these institutions have been recognized for their excellent collections and are available to the summer immersion students.

This essay reports the results of interviews with directors of community libraries. In order to improve the immersion program and to allow for collaboration between librarians and immersion students and staff, several questions were asked:

1. What kinds of facilities are available?
2. Who are the employees?
3. What types of collections are available?
4. What are the services?

Literature Review

Prior to embarking on the interviews of the library directors in La Pocatière, the author conducted background reading concerning the history of Quebec libraries, the history of La Pocatière libraries, and language immersion programs.

Libraries in Quebec

For several reasons the Quebec libraries have not developed at the same pace as libraries in Anglophone Canada. Although the Quebec Parliament has had a library for members (Bernier 2003), its collection has not always been open to the general public. The culture of reading books has not been prominent among the general public. Priests for the most part purchased books and retained them under their supervision (Baillargeon 2005; Baillargeon 1992; Chartrand 1977;

Kuntz 2001; Lajeunesse 2005; Savard 1997). The huge collection of materials dating from the 18th and 19th century at the Collège de Sainte-Anne is a case in point. In the capacity of protector of their parishioners' character, the priest purchased books only approved by the Roman Catholic Church and avoided any on the *Index Librorum Prohibitorum* supplied by the Vatican since 1557 (Carter 1994). When the Carnegie Foundation (United States) offered to finance the construction of public libraries, the Quebec elites and priest refused the offer fearing Protestant Christian proselytizing and English language infiltration. Indeed libraries did exist in major cities such as Trois-Rivières, Québec, and Montréal; but the libraries for the French-speaking population were typically affiliated with an institution. Because of the establishment of public libraries in Quebec province only in the 1960s, there were few articles about them prior to this period (Brault 2004). Gergeron, Deschatelets, and Nauche (1998) have described the current situation of public librarians. In general, they have found that librarians in small, rural communities do not participate in professional activities nor network with other librarians. Farhat and Girard (2004) have recommended more systematic bibliographic instruction for students and instructors while Seguin (2000) has stressed the importance of children and young adult literature as part of cultural identity.

Libraries at La Pocatière

There are only a couple of articles concerning libraries in La Pocatière. The Collège de Sainte-Anne (College) has the most materials dealing with its library history. It was the first educational institution on the Gaspè Peninsula and the second one other than one in Quebec City. Lebon (1948b) described how in 1887 (nearly 60 years after its opening) the abbé Charles Trudelle centralized materials from a small room on the 2nd floor to a larger room under the dome of the college. At that time, the library contained more than 12,000 volumes. Because the College was a seminary for boys, the priests contributed their personal collections to the general

library. Therefore, the librarian-librarian became responsible for the cataloguing of acquisitions. Gagnon (1976) enumerated some of the activities that the librarian-priests, Charles Bourque, Armand Dubé, and Raymond Boucher, did during their appointments. At one time the librarian served more than 600 students and their instructors. For example, Bourque spent 20 years at the College as the librarian. In the 1940s, the College printed a collection of post cards including three photos of its libraries at different locations during this time of transition.

Raymond Boucher took an active role in professionalizing the secondary school librarian. He collaborated with other librarians to prepare teaching materials for secondary students in using a library (1969, 1978). This bibliographic instruction became a model for other Quebec schools in the 1970s. In 1967, Boucher organized a conference for secondary school librarians on the problems of application of the French version of the Dewey Decimal Classification (Guillien, 1977). Following Boucher, three librarians, Réal-Léonce Lévesque, Simon Thrembley, and Marcel Mignault (1975 to present) administered the library. The memory of this library disappears with the death of each elderly priest who lived at the College.

The Institut technologie agroalimentaire (Institute) does have an interesting history. Venne (1985) wrote about the agricultural situation in Quebec and mentioned the library. In the 1950s, there was an effort to organize a library with a classification catalog. An itinerant librarian was hired to administer collections at several agricultural stations including the one at La Pocatière. In 1985, the Institute created a modern library with extensive shelving and computers for its students and faculty.

To date, no one has written a history of the Archives, Cegep, or public library.

Language Immersion Programs

The promotion of language immersion programs has been a major strategy for increasing language proficiency of post-secondary students in North America. For the past ten years,

language scholars have emphasized the importance of “getting the most out of the experience” (Freed 1995, Wilkinson 2006). Cohen and his colleagues (2005) have stressed the importance of processes such as learner styles, multiple intelligences, attitudes as well as learning strategies. Wilkinson (2002) emphasized the importance of conversation with host families. When Wilkinson (2005) outlined a curricular fit between the home institution and the immersion program activities, she stressed three concepts of articulation: the horizontal (coordination between levels by teachers), vertical (flow of program by administrators), and interdisciplinary (interaction with other disciplines). This latter articulation, the weakest, could be the responsibility of the librarian who facilitates practical language usage across the curriculum. Although Dowell & Mirsky (2003) did recognize that students did require professional development and training about another culture at pre-departure orientation, on-site activities, and at re-entry stages, they did not specify the collaboration with librarians either on the home campus or in the target community. Ingram (2005) stated that language and culture are critical:

The need for greater knowledge of the language and culture of other countries is more acute in the United States today than ever before. Unfortunately, it seems that while students value the long-range goal of linguistic competency, they are frequently unmotivated in the elementary language courses constituting the college language requirement. Many come to feel that this requirement is an obstacle to serious study in their majors. (212)

Collaboration between administrators and campus librarians might help to motivate students to focus on specific projects and career goals; however, the librarians and libraries were not included in his discussion. Brecht and Walton's (1995) have advocated a taxonomy of four primary missions for university-level language study. These four missions are: (a) broad cultural awareness based on competency in a foreign language; (b) development of the heritage language; (c) preparation for professional or personal use of a language; and (d) preparation for a career as a language teacher, linguist, or translator. Although these goals are commendable, they too lack the linkage with academic librarians as well as area studies bibliographers. The American

Council on the Teaching of Foreign Languages (1982), the National Standards in Foreign Language Education Project (1996), and the Wisconsin state consultant of world language instruction (2002) have recommended immersion programs as a method for moving students up the oral proficiency scale (ATCFL 1986, 1999). Nevertheless, none of these language-learning scholars or administrators has dealt with the use of libraries and librarians at the home institution or immersion site. In the case of La Pocatière, this paper examines some of the available resources and facilities.

Methodology

The methodology includes several aspects of qualitative, case study research. The sample comprised five public and private libraries in La Pocatière: Collège de Sainte-Anne (Collège) [private high school], Bibliothèque François-Hertel (Cégep) [public community college], Institut technologie agroalimentaire (Institute) [Institute for Food Technology tertiary level], Bibliothèque Municipale (Public Library) et Archives de la Côte-du-Sud et du Collège de Sainte-Anne (Archives). The public high school, the public elementary school, nursery schools, and the adult learning center were closed during the summer. Therefore, the librarians were not interviewed nor were the facilities visited.

Data collection took three steps. Before preparing interview questions concerning libraries, the author studied library terminology in French (Rolland-Thomas et al. 1969). Subsequently, the author interviewed each library director in an informal manner. Thirteen questions were addressed during the 30-minute interview:

1. In what year was the library created?
2. How many employees work in the library and what are their tasks?
3. What is the system of classification?
4. What is the circulation policy?

5. How many computers are available?
6. Is their wireless connectivity?
7. What type of bibliographic instruction is done?
8. How does the library acquire materials?
9. How frequent is the library collection weeded?
10. What is the method of cataloging materials?
11. What types of publications has the director or staff produced?
12. In what professional activities has the director or staff participated?
13. What is the educational background of the director and staff?

After the interview, each director provided a tour of the facilities, gave me some brochures, and permitted me to take photos. Several days later, I returned to use each library for a specific purpose to see what difficulties an immersion student might have. Finally, several immersion students from different levels (novice, intermediate, and advanced) were interviewed about their use of community libraries.

Results

The interviews produced a wide variety of responses reflecting the needs of the institution and community.

Origins

The age of the libraries varied. Although the College was built in 1821, the College library was not formalized until 1887. An instructor as librarian has maintained the library for nearly 120 years. Marcel Mignault used the library as a student, then returned as an instructor of literature, and finally became the full-time librarian.

Likewise the Institute was built in 1859; however, the Institute library came into existence at La Pocatière in 1985. Pierre Ducan assumed the duties of a full-time director in 1990.

Following the Silent Revolution, the Cegep was created in 1964 as a two-year technical college and a one-year junior colleges for regional, secondary school graduates. This Cegep shared a portion of the College building for classrooms. Initially, its library facility was shared with that of the College until the late 1970s. Before the current director Jean-Louis Demers arrived, the library was managed by Thérèse Lambert (1974-1983) and Marie Goyette (1984-1989).

The public library was founded in 1987 as part of the city services. It also was a branch library of the Bas-St.Laurent network of the Réseau Biblio system located at Rivière-du-Loup.

The most recent library was the Archives created in 1990. The director, François Taillon, built the genealogical collection with the support of area families. It also contained documents and photos of the College, the Cegep, and the Institute. Although little information was written about the history of the Archives itself, the building previously housed the sisters who worked at the College.

Employees

The demographics of the library directors and their staff were contrary to the popular stereotype of librarians. Except for the public library, the directors were men who were employed full-time and were between 40 and 60 years. These men had worked for more than 10 years in their current position. Consequently, they knew their collection well.

The staff at most of the academic libraries were full-time or part-time. The Cegep had five additional full-time employees responsible for cataloging, circulation, reference, acquisitions, and technology. In contrast, the College had one part-time employee responsible for cataloging

and the Institute had two full-time staff responsible for cataloging and circulations. The Archives had two, part-time volunteers.

The situation at the public library was different. The president was a woman who like the other employees were volunteers. In addition to reporting to the mayor, the president summarized activities in a report to the local newspaper each quarter. Although the position of president changed every two years, the institutional memory endured by 73 volunteers. Their positions rotated often to include assignments in publicity, instruction, acquisition, shelving, weeding, exhibits, outreach, circulation, and reference.

Classification System

The majority of the libraries utilized the Dewey Decimal Classification system. However, in these libraries, literature books were cataloged with a [C] for Canada to help patrons distinguish Canadian authors. For example, the novel *Aurore* by André Mathieu was catalogued [C848 .M431 Au] and not [848 .M431 Au]. The second number was a “Cutter” indicating the author’s name “Mathieu” (i.e., M plus numbers for vowels and consonants following the M). For language students not familiar with Quebec writers in French, this system was very helpful in locating literature for class presentations. In the case of La Pocatière, all 200 students viewed the current film *Aurore* at the local cinema. Had the College, Cegep, and public library known that language students would be interested in this topic, they could have had materials pulled and on reserve. Many college students would need a refresher course on the Dewey Decimal coding.

In contrast, the scientific documents at the Institute were catalogued following the “Library of Congress” classification with letters rather than numbers. Using the *Aurore* example, these books would have been catalogued [PS 8576 A826]. The [PS] represents Canadian literature while the [8576] represents the author Mathieu and the [A826] signified title. For college students, this latter classification would be more familiar.

The classification system at the Archives was designed to highlight family names in the region. Some of the major families were Roland Martin, Raymond Boutet, Arthur Gendreau, Maurice Proulx, and Destrosmaisons. Each file was catalogued alphabetically and not by Dewey Decimal or Library of Congress. In this library, the shelves were closed to patrons.

Consequently, the knowledge of the coding scheme was not so critical. However, to use the different classification systems, language students would need some orientation.

Circulation

The circulation of materials varied in terms of the type of item and the type of patron. In general, the College, Cegep, and Institute loaned to students and faculty. However, the Institute also lent to local citizens as did the Public Library. To be expected, the Archives did not lend materials. Therefore, language students needed to arrange free time for viewing or use the College collection. Books typically were lent for two-weeks and videos for two days.

Likewise the hours of service varied. During the summer, all libraries were closed on the weekends. This was not an imposition for the language students since the program provided mandatory excursions on the weekends. Since the College, and Cegep did not hold regular classes during the summer, library services were primarily for instructors. Most librarians and staff took a one-hour lunch break at about the same time as the students. The College library was open between 9:00 and 12:00 and 1:00 to 4:30. The Cegep library opened slightly earlier enabling some students 15 minutes of time prior to their first class at 8:45. In addition, the College and Cegep librarians and staff took two-week vacations the latter weeks of July. This situation caused great anxiety for students who were just beginning research projects about that time. Consequently, the College librarian arranged for that library to be open for students particularly on Wednesday mornings which was free time. The Institute library was open from 7:30 – 5:00 weekday since it offered summer courses. The Archives had a set schedule 8:30-12:00 and 1:00-

4:00. Students found that they could use the Archives on free days or for an hour after the last class. The Public Library hours were Monday and Thursday evenings and Saturday afternoons. Since some students had classes in the evenings and programs on the weekend, it was hard for them to use this library.

Interlibrary loan was also a service provided by three libraries. The Cegep, the Institute, and the Public Library were connected to a network of libraries. It was possible for patrons to request books from other Cegep, Ministry of Agriculture, or Bas-St.-Laurent libraries. Unfortunately, the language students did not have this privilege nor did they have the time to obtain materials from other provincial libraries.

Computer Availability

Access to computers was one of the most important service provided by libraries. Patrons were constantly using the Internet for searches and for reading email. Each library had at least one for public use in addition to an on-line catalog. The Cegep library provided 13 computers and several scanners and printers. At the Institute, there were four computers for patrons and two for administrators. The College had two computers but no scanner or printer. At the Public library there were two for catalog reference, one computer for patrons with software for personal work, and four for administrative use. The Archives had one computer in the director's office for administrative work. However, the Archives provided a computer at the Public Library for links to the Archives web page.

In terms of the language students, the library computers were rarely used. Rather they used the computer room in the College. Many students arrived with lap top computers and were please to discover that the Cegep dormitory had wireless connectivity. This connection enabled them to work in their rooms and to use the computer room for printing. Because the College did

not have wireless connectivity, many students with final week digital presentations had to search for extension cords and electrical outlets.

Bibliographic Instruction

All libraries provided bibliographic or library instruction. Some like the Archives and Public Library librarians worked individually with patrons while the College, Cegep, and Institute librarians provided a regular course integrated in to orientation programs and courses. Cegep staff has prepared finding tools and specialized guides. This author used the one for creating a bibliography in different formats. The College librarian (Magnault 1976, 1979a, 1979b) had written several guides to library use for primary and secondary students. A group of volunteers at the Public Library provided library instruction at the Public Library and also in the local schools. During the summer, the Public Library provided a reading program. Although there were no bibliographic courses offered during the immersion program, many advanced-level students found chatting with the librarians at the College and Archives about the collection very useful.

Special collections at the libraries were highlighted during the interviews. Most prominent were the collection of religious and classical literature at the College. In addition, to the open library, two additional rooms with closed stacks contain books in Latin and Greek from the 19th century, older periodicals and newspapers, and a collection of secondary textbooks. Language students may not be interested in these close-stack items in Latin and Greek but they might be very interested in the substantial collection of children's picture books and young adult novels. Most classes had a book review assignment in which the adolescent materials might be fun for a book talk. The beginners might also find the picture books interesting and comprehensible.

The special collection at the Institute comprised scientific documents. Since most of this collection is in English, the immersion students would not find this collection particularly useful except for prepare a project or research paper.

On the other hand, the special collection at the Cegep was the graphic novels and comic books. This format was popular among many of the students and could have been a resource for a number of projects. Although the College did have a video collection, the DVD collection at Cegep was large. Students could have watched them in a listening booth.

The Archives was a resource on genealogy of families located in the Bas-St.-Laurent regions. Many students visited the library to see old photos of La Pocatière before the Cathedral burned.

The Public Library had a special collection of books which it actually owned. Unfortunately, the language students did not know that there was such as collection.

Acquisitions

Most librarians acquired titles through purchases, exchanges, or donations. Most librarians made their selections based on an acquisition policy for class needs. Subscriptions for periodicals and journals were the most expensive and require careful monitoring. At the College, many instructors contributed their personal collection to the library when they retired. The Cegep and Institute had a large budget for purchases of books as well as databases; but they too accepted donations and exchanges. The Archives' materials were acquired by donation. The director purchased only a small collection of reference books. The Public Library volunteers utilized a grant from the local Caisse Populaire to purchase books for the permanent collection.

Weeding

Each librarian had a different philosophy about weeding. For the most part, librarians weeded as time allowed. Few libraries had a weeding policy for old, rare, or damaged materials.

At the Archives, there was no weeding done. In contrast, the Public Library rotated collections on a quarterly scheme dictated by the Réseau Biblio of the Bas-St.-Laurent region.

Consequently, local volunteers did not have to make “weeding” decisions of new or old items.

The students did not know when this process took place except for those who volunteered to work in the College library.

Catalog

The majority of the libraries had on-line catalogs. Although this practice was found at the Cegep, Institute, Archives, and Public Library, each system was different. For example, the Institute and Cegep used the program “Regard” while the Public Library used “Taos.” Each system had slightly different commands for searches forcing the patron who used multiple libraries to pay attention. The College library, being the oldest and largest, as well as the Archives used a card catalog system with author, title, and subject cards. Most of the young language students, being digitally trained, were not familiar with the card catalog system and found it frustrating to use.

The actual processing of materials varied among the libraries. Few librarians themselves catalogued materials. Most hire assistants to cataloging by assigning subject headings, preparing a record, and the affixing a call number of the item. The librarians at the College and Cegep utilized cataloguing information from Services Documentaires Multimedia, Inc. The librarian at the Institute obtained information from the Library of Congress or the National Library in Ottawa. The Public Library materials arrived catalogued and ready for shelving from the Réseau Biblio. Most of the assistants responsible for cataloging were on vacation during the summer program so they were not interviewed.

Publications

Publications depended on the library and its constituency. The librarians at the College (Maignault 1976, 1979a, 1979b) and Cegep (Demers 2001) had conducted research and had prepared books, manuals, and articles on best practices practices. In contrast, the president of the Public Library (Doucet 2005) wrote reports on activities to the local paper. Most librarians did not have a position requirement to publish and thought that their time could be used more productively elsewhere. Most likely language students would not be interested in library-related articles.

Professional Activities

Only two librarians participated in professional library organizations. These organizations were the Association of Professional Technicians of Librarianship of Quebec and the Association for the Advancement of the Science and Techniques of Librarianship, and the Association for the Promotion of School Library Service. Because few employers financed trips to professional meetings, few librarians were members. Nevertheless, most libraries had publications from the major associations in their collection. Most students had no opinion concerning the librarians' professional involvement.

Director's Educational Background

The librarian/director had bachelor's degrees. Most were degrees in the humanities such as French, history, or literature. Two librarians also had certification or bachelor's degree in library and information studies from the University of Montreal. One librarian also had an education degree. The content knowledge as well as the library experience contributed to their success and relationship with students and faculty. Their years of employment attested to their success in their profession.

Conclusions

The data from the interviews point out the potential benefit of libraries and librarians' collaboration with program administrators and instructors. Several suggestions emerge for the utilization of libraries at La Pocatière. Although students wear wrist bands to alert town citizens that they are French immersion students required to speak only English, many students do not take advantage of the community resources. Therefore, instructors of regular and specialized courses such as music, film, theater, horseback riding etc. might provide information to the librarian so that books on the designated topics might be pulled and placed on display. Students with previous library experience could work in the College library to reduce the burden on the librarian. Tours to the various libraries might be a class activity in listening and speaking skills. Children's books borrowed from the College library and Public Library could be read by advanced-level students over the radio as a weekly program. Students could also participate in the Public Library reading program on site. The local cinema could make an effort to show a Quebec-produced film during the summer program. The local books stores and College library could have copies of materials related to the film. Since students were divided across level into groups identified by common Quebec names, students could research their group name at the Archives. With the use of services at the College, Cegep, Institute, Archives, and Public Library, students could improve their final fair presentations to focus on history and culture of Bas-St.-Laurent.

Librarians can not only answer reference questions (Farhat & Girard 2004) but also provide a practical language experience for students. Although there is a wealth of materials in libraries and databases (McNally 2002), few directors and instructors of language immersion programs collaborate with librarians as they prepare their orientation, course, or follow-up

activities. Directors, instructors, and scholars may assume that students intuitively know how to use libraries in their first language as well as French; however, students may miss another means of language learning by failing to utilize local library services and resources to prepare projects and interact with community activities. Libraries in La Pocatière provide a unique learning experience for language immersion students and instructors during the summer program.

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Interviews

Demers, Jean-Louis – Librarian, François-Hertsel Library – Cégep of La Pocatière
(5 juillet 2005)

http://www.cglapocatiere.qc.ca/cg/contenu/cegep.asp?cible=t_bibliotheque_services.htm
<http://www.cglapocatiere.qc.ca/cg/contenu/bibliotheque.htm>

Doucet, Marie-France – President, La Pocatière Public Library (8 juillet 2005)

http://www.lapocatiere.ca/cde/sp_biblio.htm
<http://www.reseaubibliodubequebec.qc.ca/portail/index.aspx?page=3&BID=59>
<http://www.biblioweb.qc.ca/biblio/index.asp>

Dumais, Michael – Volunteer, Archives de la Côte-du-Sud et du Collège de Sainte-Anne
(6 juillet 2005)

Duncan, Pierre – Director, Library – Institute of Food Technology, La Pocatière Campus
(7 juillet 2005)

<http://ita.qc.ca/Fr/B/campPocatiere/>
http://ita.qc.ca/Fr/md/centre_de_documentation/

Lord, Jacquelyne – Administrator, Public Library of La Pocatière (8 juillet [secrétaire – Société
Historique de la Côte-du-Sud])

Mignault, Marcel – Director, Library, Collège de Sainte-Anne (13 juillet 2005)
Basement collection (périodiques) 2nd floor collection (circulating), 5th floor collection
(ancien Greek and Latin books and textbooks)

<http://www.shcds.org/> (photos, architecture, libraries)

Taillon, François – Director, Archives de la Côte-du-Sud et du Collège de Sainte-Anne
(7 juillet 2005)

<http://www.shcds.org/>

Desjardins, Joëlle – Librarian, National Library of Quebec (Parlement)
(19 juillet 2005)

CUBIQ, Catalogue (Unifié des Bibliothèques gouvernementales du Québec)
<http://www.assnat.qc.ca/fra/Bibliotheque/>
<http://www.collectionscanada.ca/6/7/s7-2003-f.html>

Library Association Web Sites

Alliance des bibliothèques, des archives et de la gestion des documents (ALARM)
<http://www.fis.utoronto.ca/people/affiliated/ALARM/>

Association «Les Bibliothèques publiques du Québec» (ABPC)
<http://www.bpq.org/association.html>

Association des bibliothèques de recherche du Canada (ABRC)
http://www.carl-abrc.ca/about/pdf/parliament_pr-f.pdf

Association des bibliothécaires parlementaires du Canada (APLIC)

Association professionnelles des techniciennes ou techniciens en documentation du Québec (APTDQ)
http://www.cegeptr.qc.ca/services_et_departements/tech-doc/technicien.htm

Association pour la promotion des services documentaires scolaires (APSDS)
apsds1@sympatico.ca *L'Index en Bref*

Association pour l'avancement des sciences et des techniques de la documentation (ASTED)
<http://wotan.liu.edu/doi/data/julfhloh1.html> *Documentation et Bibliothèques*

Association Institution enseignement secondaire (AIES)

Libraries and Services

Bibliothèque Nationale
<http://www.bnquebec.ca>

Bibliothèques publiques du Québec (BPQ)
<http://www.bpq.org/>

La Corporation des bibliothécaires professionnels du Québec (CBPQ)
<http://www.cbpq.qc.ca/actualites/actualites.html>

Centre d'enseignement et recherche en français
<http://www.fsj.ualberta.ca/cerf/services.htm>

Regard (Gestion de bibliothèques et de centre documentation)
http://www.grics.qc.ca/fr/prodserv/feuillet/fr_regard.pdf

Réseau Biblio du Bas-St.-Laurent
<http://www.reseaubiblioduquebec.qc.ca/portail/index.aspx?page=2&RID=2>

Libraries Today -- Electronic History File: Canadian Library Biographies and Histories
<http://www.uoguelph.ca/~lbruce/history.html#pub>

Résodoc (Réseau des services documentaires collégiaux)

<http://www.resdoc.ccsr.qc.ca/>

TAOS (Catalogue informatisé de la bibliothèque)

<http://draweb.cmaisonneuve.qc.ca/>

Tableau 1 : Libraries in La Pocatière

	Archives Côte-du-Sud (Société Hist.)	Institut Tech. Agroalimentaire	Cégep-La Pocatière	Collège de Sainte-Anne	Public Library
Employee/volunteers	3	3	6	1	73 volunteers
Type of employment	1 full-time 2 part-time	3 full-time	6 full-time	1 full-time 1 part-time	73 part-time
Summer Hours	8 :30-12 :00 M-F 1 :00- 4 :30	7 :30 –5 :00 M-F	8: 30-12 :00 M-F 1:30-4:00	9 :00-12:00 M-F 1:00 - 4: 30 M-F	7 :00-9 :00 M, R 3 :00-5 :00 S
Book Drop	No	Yes	Yes	No	No
Classification	Special	Library of Congress	Dewey Decimal	Dewey Decimal	Dewey Decimal
Circulation	Non-circulating	Students & general public	Students & faculty only	Students & general public	General public with member card
Interlibrary Loan	No	Yes	Yes	No	Yes
Web Site	No	Yes	Yes	No	No
Catalog System	Card Cat. & Web	On-line Catalog	On-line Catalog	Card Catalog	Taos On-line Catalog
Computers (pub)	1	4	13	2	3
Wireless Connect.	No	No	Yes	No	No
Instruction	Patron	Students yearly	Students yearly	Students yearly	Summer program
Acquisitions	Gifts	Purchases	Purchases	Purchases	Regional Network
Weeding	No	Little	Little	No	Every 3 months
Cataloging	Directeur	Assistant	Assistant	Assistant	Regional Network
Publications	Yes	No	Yes	Yes	No
Professional Act.	No	No	Yes	Yes	No
Library Founded	1990	1990 (1859)	1964	1887/1962 (1827/1841)	1987
Director Years	15	15	10	10	?
Director Education	BA-history	BA-French	BA-Literature Library Certificate	BA-Literature BS- Education Library Certificate	?