

Are public libraries a useful tool for social integration? :

The case of the public libraries in Montreal

by

Paola Picco

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A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of

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List of Acronyms

BAnQ	Bibliothèque et Archives nationales du Québec
CBPQ	Corporation des bibliothécaires professionnels du Québec
CERLAC	Centro Regional para el fomento del libro en América
CLSC	Centre local des services communautaires
CMA	Census Metropolitan Area
FAIFE	Free access to information and freedom of expression
IABN	Instituto Autónomo Biblioteca Nacional – Venezuela
IFLA	International Federation of Library Associations
MICC	Ministère de l'Immigration et des Communautés Culturelles
NAP	New American Program
UNESCO	United Nations Educational Scientific and Cultural Organization

Executive Summary

Montreal is a multicultural city, with a high percentage of immigrants where great value is given to culture. The city has a network of public libraries, which are located in the different districts. The provincial government has just opened the new Bibliothèque Nationale du Québec, which combines a national library service with those of a public library. The Bibliothèque Nationale du Québec and the public libraries in Montreal have set a goal to facilitate the integration of immigrants into Montreal society. In this context, the objectives of this research is to find out to what extent the public libraries in Montreal are facilitating the integration of immigrants into society and to discover what important role the libraries actually play in this process.

Chapter One

Introduction

Public libraries are considered useful social instruments in the democratization of information; in the support of education and life-long learning activities, in the development of personal creativity, and in the promotion of local culture. They are regarded as agents for social change.

Since the first public libraries were established, they have fulfilled a social role, as is the case of the mechanics' institutes in Great Britain. They have supported workers' education, promoted local cultures, and provided free access for everyone.

Throughout the years, public libraries have been able to adapt their services in order to reach the interests of their users. At first, they started offering only printed material. However, nowadays, they offer information in all formats and they are active promoters of the use of new technology. They have been able to adapt to the changes in society and go far beyond their mandate to serve their users.

In trying to adapt to the social changes, multicultural libraries' services have appeared in countries with a high number of immigrant populations where multicultural policies have been adopted. These public libraries developed services which allowed the immigrants to be in contact with their cultures. They also provided them with the necessary tools for integrating into their new society. Immigrants need different kinds of information to be able to understand the way the new society works and public libraries can offer them this information. Among the services developed within multicultural libraries which can be used as examples are: language courses, workshops on citizenship education, how to find a job, etc

Montreal is a multicultural city, with a high percentage of immigrant people living there. The city boasts 55 public libraries. In April 2005 the Bibliothèque Nationale du Québec was opened and the new services have a great impact throughout the province.

Montreal has also been selected by the United Nations as the “World Book Capital City” from April 2005 to April 2006. In 2005 a consultation of the population was held in order for the local government to adopt a cultural policy for the city. In the document of the Ville de Montréal (2005 b) “Montréal Métropole Culturelle : proposition de politique de développement culturel pour la Ville de Montréal“, the city is defined as “ville de la culture, ville d’avenir :” “Montréal affirme aussi que la culture est un moteur essentiel de son développement, de son dynamisme économique et de sa prospérité future“ (Ville de Montréal, 2005b, p.3)

In this context, considering a city with a large immigrant population, where culture is given so much value and which defines itself as ethnocultural, this research will show the contribution of public libraries in Montreal in the integration process of the immigrants to a country where the importance of multiculturalism is promoted through its legislative system. In order to evaluate the public libraries’ commitment to immigrants, specialized services developed to meet immigrant needs will be identified; as well, the featured collection within the libraries and, the competence of the staff dedicated to immigrant services will also be examined. The relationship between public libraries and the immigrant organizations will also be considered.

The methodology used to carry out the research consisted of interviews with qualified informants as well as content analysis of selected documents like the “Loi sur la Bibliothèque Nationale du Québec (2005),” “Diagnostic des bibliothèques municipales de l’île de Montréal (2005a),” Gamache Vaillancourt’ s article “Les bibliothèques publiques ou la priorité des fins sur les moyens (2001)”, and “Montréal Métropole Culturelle: proposition de politique de développement culturel pour la Ville de Montréal (2005b)”. Three of the interviews were conducted with librarians working in the libraries which offer services aimed at the immigrant population. In order to carry out the interviews, a list of questions was drafted which allowed collecting the

necessary information from each library visited. Two other interviews were conducted, one with a person working in an immigrant organization and the other with the Councillor of the Villeray-Saint Michel-Parc Extension district where a public library which offers multicultural services, also part of this research, is located.

The introductory chapter presents the mission of the public libraries and their evolution through time. Chapter two includes a brief historical review of the origins of the public library. In this same chapter, the concept of the public library is analyzed as it evolved over time. This chapter ends with the analysis of the social mission of the library, with a definition of multicultural library services and the means through which they can support the integration of immigrants into society.

The third chapter introduces the methodology employed and the objectives of the research, as well as the definition of certain concepts such as “immigrant integration” and “services,” to facilitate the understanding of these terms in this context.

Chapter four introduces the Montreal public library system as a significant example of what public libraries can do to assist the immigrants in their integration process. This chapter includes a brief reference to public libraries in Quebec. This historical evaluation will allow the reader to understand their evolution, focusing on the influence played by the Catholic Church. It also includes an analysis of the present situation of public libraries in the province. The second part of the chapter presents the city of Montreal, and some of the socio-demographic aspects that needed to be examined in order to know the real importance of immigrants in this society. Information about the city’s municipal organization is also considered, as it was essential to understand the administrative organization of the public libraries in the city. The third part of this chapter is devoted to the Bibliothèque Nationale du Québec. The concept of this new library is considered highly important because of the impact it has had on society and on library services.

The results and the analysis of the results are presented in chapter five. This section analyses the services identified for immigrants in the libraries visited, using as a reference IFLA Multicultural Communities Guidelines for Library Services (1998). This analysis confirms that public libraries in Montreal contribute to the integration of the immigrant population.

The final chapter presents the conclusions, which demonstrate that public libraries are supporting the integration of immigrants in Montreal. This was achieved by the literature review, the interviews and the content analysis of different documents. The conclusion will also identify certain weaknesses found in the libraries visited and will also suggest areas for improvement.

Chapter Two

The Public Library: Its Mission and The Integration of Immigrants

This chapter will show how public libraries have evolved following social change which occurred in society. From the very beginning, public libraries have been a support to the development of communities, at first filling the information needs of the workers and assisting them in becoming literate.

This chapter also shows how the definition of the public library has evolved to accompany social change. In order to illustrate this, an analysis of the content of the three UNESCO Manifestos is included. This allows the reader to see how the public library has gone from supporting the educational needs of the population to becoming an active agent for social change.

The social mission of the library is also studied, through different definitions such as that in the “Declaración de Caracas sobre la biblioteca pública como factor de desarrollo e instrumento de cambio en América Latina y el Caribe”. At this point, the role of the librarian includes that of promoter of social change.

The last point included in this chapter, but one of most interest for this thesis, is the role of public libraries in the integration process. In order to show how public libraries can support the integration process, some opinions and examples are included.

Brief History of Public Libraries

Greeks and Romans are believed to have been the founders of public libraries.

Thornton explained the origins of the library in this way:

Pisistratus is said to have founded the first library and we know that Aristotle had a superb collection of books which, after being hidden from the kings of Pergamum, was sold to Apellicon of Teos. After the capture of Athens, the manuscripts were sent to Rome (Thornton, 1941, p. 13).

It is important to consider that the concepts of “books” and “public library” presented in this definition are rather different from what we know today. In this regard, Thornton mentioned that:

To Ancient Egypt we are also indebted for the earliest evidence of book binding. Papyrus was gummed under pressure to form boards, which at first were not attached to the books, but later the style of binding known as Coptic became quite elaborate (Thornton, 1941, p. 9).

Following with the previous explanation of how the concept of the book has changed over time, he also added that:

The earliest writing on papyrus and parchment were in the form of rolls, and it has been suggested that the librarian of the famous Alexandrian Library was the first person to make the codex form of book by cutting down the rolls, about the year 275 B.C. (Thornton, 1941, p.9).

Thus, the concept of books mentioned in these quotations refers to what is commonly known as manuscripts. The same occurs with public libraries. The libraries mentioned by Thornton differ very much from what we regard a public library nowadays. The main difference is, that in those times, very few people were able to take advantage of books because most of them were unable to read.

Modern public libraries appeared in the United States and England in the XIXth century (Escobar, 1987, p. 404). In England, the main objectives of those libraries were to provide books for professional training and moral education. Books were also used for entertainment for people who did not have access to formal education (Escobar, 1987, p. 404). Escobar also mentions that the first libraries, which were used for professional training, appeared in the first decade of this century in the mechanics' institute (Escobar, 1987, p. 405).

These early libraries were considered public because they promoted public reading. They offered support to the workers and they also allowed workers to continue their education once basic reading abilities were acquired. As Jones stated: "The abrupt change for thousands from agrarian to industrial lives, accentuated the already present urban problems of mass poverty, disease and labour exploitation" (Jones, 2002, p. 5). This new industrial age needed skilled workers; thus, efforts were focused on training

workers for specific skills. Therefore, the mechanics' institutes were very popular at that particular time in history.

Escolar declared that in 1853, there were about 700 mechanics' institutes in England and all of them had their own libraries (Escolar, 1987, p. 406). Unfortunately, shortly afterwards they faced financial problems and, eventually, they had to close their doors. Consequently, the buildings and books were recovered by the new public libraries. The closure of the mechanics' institutes left a void and new public libraries took on the responsibility of filling the gap (Escolar, 1987, p. 406).

However, after the mechanics' institutes closed their doors, the development of public libraries faced many challenges. As has happened so many times in the history of mankind, there were people who were in favour of the establishment of public libraries because of the benefits that such institutions can provide to society in general. On the other hand, there were others who strongly opposed their creation by trying to restrict the access to them. Most of the opponents to the implementation of public libraries were those who either took advantage of the poor or wanted control and so they often viewed libraries as a threat to their power base.

In this context, there was a strong resistance in England to the passing of a law, which allowed the establishment of libraries. However, in 1845, England passed the "Museum law" which allowed the creation of museums and libraries in towns with a population of over 10,000 inhabitants (Escolar, 1987, p. 409).

Mercantile libraries appeared in the United States in the nineteenth century. These libraries were similar to the mechanics' institute in England as they supported the training of business' employees, but they were also open to the general public (Escolar, 1987, p. 411).

In 1833, the first municipal library was built in Peterborough and in 1854, the first one in Boston (Escolar, 1987, p. 412). Municipal libraries are synonymous with public libraries. Public libraries are a responsibility of municipal governments.

In the United States, the establishment of libraries was not as difficult as in England since it was favored by the educated and the rich living in those areas. (Escolar, 1987, p. 413). At that moment, the American society was very active in the promotion of education and they considered the library as an important element of the educational system. In this regard, Escolar stated that: “La biblioteca podía ser un buen instrumento de la educación de los inmigrantes, que debían conocer las instituciones americanas e integrarse a ellas” (Escolar, 1987, p. 413) (See note 1). This statement demonstrates how libraries promote immigrant integration.

The Public Library and UNESCO's Manifestos

In order to understand how and why public libraries can support immigrant integration, this part of the chapter shows how the concept of a public library has evolved. The three United Nations Educational Scientific and Cultural Organization's (UNESCO's) Manifestos are analyzed and they demonstrate the evolution in the definition of what a public library is, as it adapts itself to social changes. The third UNESCO's Manifesto stated that “the public library is the local center of information, making all kinds of knowledge and information readily available to its users;” also, “All this kind of knowledge and information” can also become tools which will facilitate immigrant integration into society. (IFLA/UNESCO, 1994, p.5).

UNESCO's three manifestos describe UNESCO's belief in the public library. It is interesting to note that its vision has changed from one Manifesto to another. The historical moment when each manifesto was proclaimed greatly influenced the perspective UNESCO had of what a public library was and what it could do.

UNESCO produced the 1st Manifesto on public libraries which proclaimed “UNESCO’s belief in the public library as a living force for popular education and for the growth of international understanding, and thereby for the promotion of peace” (UNESCO, 1949, p. 1). It recognized “the public library as a product of modern democracy and a practical demonstration of democracy’s faith in universal education as a life-long process” (UNESCO, 1949, p. 1). The first Manifesto also recognized that public libraries could contribute to the development of “social and political citizens of their country and of the world” (UNESCO, 1949, p. 3). Although it is not expressed in the general belief of UNESCO, this is a clear statement to the effect that public libraries can support the social and political development of communities, and by doing so, public libraries can contribute to the international understanding of different cultures.

While the first Manifesto focused mainly on the educational role that public libraries play in regards to the population, the second and the third Manifestos include other potential contributions, such as culture and information which will become the main pillars for today’s public library.

Twenty-five years later, UNESCO asked the Public Libraries Section of the International Federation of Library Associations (IFLA) to review the Manifesto, and a new version was issued (UNESCO, 1972). Its major contribution was the recognition that public libraries should promote “education, culture and information” (UNESCO, 1972, p. 1). This new Manifesto proclaims “UNESCO’s belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations” (UNESCO, 1972, p. 1).

The second Manifesto acknowledged that public libraries could play a broader role, in comparison with the 1949 Manifesto, in the sense that it includes culture and

information as added responsibilities of public libraries. Hence, this Manifesto defined three main pillars for the public library: “education, culture and information” (UNESCO, 1972, p. 1).

The words “information” or “culture” were not mentioned in the 1949 Manifesto. The idea that public libraries should promote these areas was present, although, it was not clearly stated. The 1949 Manifesto probably failed at recognizing that “information” and “culture” were not exclusive to the educational process, but that they were also essential to all human beings’ everyday life. The 1949 Manifesto stated that the public library should encourage users “to develop their creative capacities and powers of appreciation in arts and letters”. (UNESCO, 1949, p. 2). This is an example of a clear reference to culture; however, it was associated to the educational aspects of life.

The third Manifesto was issued in 1994 and it began by stating:

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information (IFLA/UNESCO, 1994, ¶1).

Consequently, we can affirm that the 1994 Manifesto recognizes that the library contributes to a democratic society by supporting citizens in claiming their rights, by educating them and by providing them with “knowledge through culture and information” (IFLA/UNESCO, 1994, p. 1). In this sense, the documents show an evolution in acknowledging the contribution of public libraries to democracy.

As previously stated, the 1949 Manifesto claims that the public library was a “product of modern democracy” (UNESCO, 1949, p. 1). Even though the first Manifesto failed to recognize the important contribution of public libraries to

democracy, the third Manifesto does acknowledge that they are the basis for a democratic society.

To support the statement of this thesis that public libraries facilitate the integration of immigrants into society, it is important to recognize that "The public library is the local center of information, making all kinds of knowledge and information readily available to its users" (IFLA/UNESCO, 1994, p. 5). Libraries as "local centers" is an important concept which will allow the reader to understand why public libraries in Montreal can be a useful tool to support the integration process of immigrants.

The third Manifesto does not reveal great differences with the previous one. In 1994, UNESCO continued to regard public libraries "...as a living force for education, culture and information" (IFLA/UNESCO, 1994, p. 3). The main contribution is the idea that public libraries can promote the "spiritual welfare through the minds of men and women" (IFLA/UNESCO, 1994, p. 3). The idea of "spiritual welfare" is completely new and replaces the previous concept of "understanding between people and between nations" (UNESCO, 1972, p. 1). Another new element included in this Manifesto is the gender approach, because it mentioned men and women as different entities while the second Manifesto referred to people in general. This new differentiation can be interpreted as the recognition of the different information needs of each of the gender groups.

Public Libraries' Mission

This section will demonstrate what the public libraries' mission is and the role the librarians can play, in order to become active social agents. The following quotation was chosen to illustrate how a librarian can be so involved with his community that he/she can effect change.

Archie MacNamara was a branch librarian in County Durham during the 1920s. The son of a miner, he was the very model of what we would call a community librarian. During the strikes that culminated in the General Strike of 1926 he was a leader of community action. He led the workers in

negotiations with the authorities, the colliery owners and the Poor Law Guardians. He gained the respect and trust of his community. He was not an extreme politician, or a revolutionary; he simply ran a library in the interests of the community he served (as cited in Usherwood, 1989, p. 7).

In order to understand the social role of public libraries some definitions will be included. In this regard IFLA states that:

The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups, for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions (IFLA, 2001, p. 2)

The previous section dealt with the idea of a public library as a contributor to democracy. Already an analysis was also provided as to how the library was regarded in the 1949 Manifesto as a simple by-product of democracy, which evolves, in the 1972 and 1994 Manifestos, into a full support and contributor to the process. Moreover, IFLA states that the public library is “an agency for change” (IFLA, 2001, p. 7). In this regard, in trying to explain how public libraries can become an agency for change IFLA stated:

In carrying out its role in these key areas the public library is acting as an agency for social and personal development and can be a positive agency for change in the community. By providing a wide range of materials to support education and by making information accessible to all, the public library can bring economic and social benefits to individuals and to the community. It contributes to the creation and maintenance of a well informed and democratic society and helps to empower people in the enrichment and development of their lives and that of the community in which they live (IFLA, 2001, pp. 7-8).

This allows us to understand to what extent public libraries promote social changes. By supporting education and providing information, public libraries can help their users and the community to effect positive changes in their situation. If the users are supported in their educational needs, they can improve their job situation. In addition, if they are provided with the necessary information, they can understand and claim their rights. As a result, allowing the users to keep informed will promote their

active participation in society and it will, eventually, contribute to a stronger democracy. Thus, the public library should be aware of the current issues within the community and provide the necessary information to feed the debates.

The “Declaración de Caracas sobre la biblioteca pública como factor de desarrollo e instrumento de cambio en América Latina y el Caribe” was proclaimed in 1985 in a regional meeting held in Caracas to analyze the situation of public libraries in Latin America and to suggest strategies for their development. This meeting was supported by “Centro Regional para el fomento del libro en América” (CERLALC), IFLA and “Instituto Autónomo Biblioteca Nacional Venezuela” (IABN) Venezuela. Even though this Declaration concerns Latin America only, it suggests interesting point of views, which are considered relevant for inclusion.

The Declaration states:

Asegurar a toda la población el libre acceso a la información en sus diferentes formas de presentación. Esta información debe ser amplia, actualizada y representativa de la suma de pensamientos e ideas del hombre y la expresión de su imaginación creativa, de tal manera que tanto el individuo como la comunidad, puedan situarse en su entorno histórico, socio-económico, político cultural (Declaración de Caracas, 1985, p. 1).
(see note 2)

The Declaración de Caracas also states that the public library should:

estimular la participación activa y efectiva de la población en la vida nacional, incrementando así el papel de la biblioteca como factor de desarrollo e instrumento de cambio en América Latina y el Caribe (Declaración de Caracas, 1985, p. 1). (see note 3)

At this point, and after including these two different statements, it would be convenient to analyze their similarities. Both IFLA and the Declaración de Caracas agrees that public libraries have a social mission. While IFLA regards them as an “agent for change” (IFLA , 2001, p. 7-8), the Declaración de Caracas says they are a “tool for promoting social change and citizen participation” (Declaración de Caracas, 1985, p. 1).

Moreover, IFLA stated that public libraries can promote and maintain democracy, while the Declaración de Caracas mentions the fact that public libraries can promote popular involvement into “national affairs”. Therefore, we can state that both definitions are headed in the same direction as both recognize the role public libraries play in the promotion of democracy and the provision to their users of the necessary instruments to participate in the democratic process.

Throughout this analysis, it is evident that the public library has a very important mission and that, many times, it may be undermined. While IFLA and the Declaración de Caracas both have a social mission approach, both of them also agree that public library can promote social changes by involving citizens in the search of a solution to their problems.

At this point, it is important to note that the above concept is not a new idea. Since the beginning, public libraries have fulfilled a social role. Initially, their social responsibility was attending to those aspects concerned mainly with education, as most of their users were illiterate workers at the mechanics’ institute. Then, public libraries started incorporating other services in order to respond to the users’ demands for information, education and culture.

In this context, the important role played by librarians cannot be neglected. Many definitions on the librarian’s role have been offered, but Arango’s definition is based on the idea that the library fulfills a social role:

Hacer de la información un bien cultural al alcance de todos y una herramienta indispensable de trabajo para que cada persona y país, y en él las múltiples comunidades que lo conforman, avancen con procesos de desarrollo humano y social hacia la consolidación de la democracia, el establecimiento de la convivencia pacífica, la consecución de una mayor productividad, la equitativa distribución de la riqueza y el establecimiento de la justicia social (Arango, 2001, p. 4). ^(see note 4)

His definition is very precise in defining the extent to which both the librarian and the library can influence society. This statement introduces new ideas, which had not been

stated in the previous definitions: the ideas of an egalitarian distribution of wealth and the establishment of social justice. Both ideas reinforce the social mission that public libraries are committed to achieving.

After having analyzed the mission of public libraries, it is fundamental to understand how they can promote the integration process.

Multicultural Libraries' Services and Integration of Immigrants

First, it is necessary to consider that the immigrants who settle down in new countries bring all their experiences, beliefs and cultures with them. Sometimes they do not have enough information to understand how things function in their new community. On the other hand, they need a space where they can share their values and culture. Public libraries can provide the immigrants not only with services which will allow them to keep links with their cultures, but also with tools that will facilitate their integration into society, by helping them understand other cultures.

Therefore "culture is responsible for the striking contrasts that can be observed between the behavior of people from different communities and it is a mistake to underestimate the strength and depth of cultural differences [...]" (Sturges, 2005, p. 297).

In regards to Sturges' comments about "underestimating the strength and depth of cultural differences", it is important to stress that countries which receive immigrants should have policies to manage these differences in order to avoid cultural conflicts.

Nowadays, there are many current examples to illustrate the conflicts between cultures. Consequently, many countries, which have welcomed large numbers of immigrants, have designed policies in order to avoid cultural conflicts by acknowledging the same rights to citizens and immigrants alike. These are commonly known as multicultural policies, which in this sense, attempt not only to counter racism and ghettoization but to promote the values and diversity of the different

cultures as well. By allowing immigrants to keep their beliefs and their roots, the immigrant's new country is promoting understanding among different cultures. Canada was a pioneer in this area, as stated by Canadian Heritage in its document "Canadian multiculturalism: an inclusive citizenship":

In 1971 Canada was the first country in the world to adopt multiculturalism as an official policy. By so doing, Canada affirmed the value and dignity of all Canadian citizens regardless of their racial or ethnic origins, their language, or their religious affiliation. The 1971 Multiculturalism Policy of Canada also confirmed the rights of Aboriginal peoples and the status of Canada's two official languages (Canada. Ministry of Canadian Heritage, 2004, p. 1).

Often, it is in countries where multicultural policies have been passed that multicultural libraries services have grown. Multicultural libraries services are developed to serve ethnic minorities. The goal of these services is provide them with resources related to their own culture, but can also provide them with tools to facilitate their integration into the new society. IFLA defines multicultural library services by stating that they: "include both the provision of multicultural information to all types of library users and the provision of library service specifically targeted to traditionally underserved groups" (IFLA, 2005, p.1). However the concept of developing multicultural services is also clearly stated in IFLA/UNESCO Manifesto where it is stated that:

[...] Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison (IFLA/UNESCO, 1994, p. 6).

So this kind of service should be the rule and not the exception in communities where immigrants settle. However, the idea that public libraries should serve the immigrant population is not new. Sturges quoted some research carried out in England in 1978 by Clough and Quarmby. Sturges says that:

They found initiatives within the public library system to reach out to minority communities, but more often they found that a network of self-help

organizations within those communities performed information and advice functions that might have been expected of public libraries. Some of these organizations had a certain amount of dialogue with the public libraries, but essentially public library engagement with minorities was fairly limited. Clough and Quarmby's recommendations included the building of partnership between the public library services and the community organizations. They also recommended more concentration on training in appropriate competences for new librarians (Sturges, 2005, pp. 298-299).

The researchers found that the community organizations were offering services, which corresponded to those of public libraries; but public libraries were not reaching the immigrant populations. The causes are linked to the dearth of knowledge about the needs of this population; the absence of a policy, which clearly stated the role public libraries, could play in regards to immigrants and the lack of training for staff to work with immigrants.

Continuing with the case of Great Britain, Sturges stated, again that in the year 2000 public libraries were believed to promote the social integration. He quoted the case of the UK Department for Culture, Media and Sport, which in 1999 "set out policy guidelines for libraries on social inclusion and these naturally have considerable implications for cultural minorities" (Sturges, 2005, pp. 299- 300).

Continuing with the statement that public libraries can promote the immigrants' integration, it is worth quoting the example of the Danish public libraries, which have developed specific programs to support immigrants and to foster closer relationships with them.

In this regard, Thorhauge in his work about Danish strategies in public library services to ethnic minorities explained that the Danish National Library Authority has developed a project, which will support the local libraries in developing services aimed at the immigrants with the objective of facilitating their process of integration into Danish society.

Thorhauge states that "the challenge is simple" and he wonders:

can the libraries' good relations with ethnic minorities be used as a

springboard for a more forceful role in the work for integration? Or to put it differently: Can “lifelong learning” inspire a method for development? Questions arise like: Can we advance the creation of networks? Can we help identify areas, which have to be dealt with in order to further integration? Can the library’s resources be exploited more fully to provide the kind of learning which extends a person’s competencies? Can the library assist with writing job applications, run computer literacy programmes [sic] and support self-help in relation to competence-development? Can the library be a guiding force for immigrants attempting to find their way through the Danish jungle? Of course it can. It already acts in this way in several libraries that have been aware of their user’s needs, and the results are encouraging (Thorhauge, 2003, p. 5).

Public libraries in order to become useful tools to promote the integration of immigrants should adapt their model and services by considering the immigrants’ needs, on this point Thorhauge states again:

It will mean a change of model in library service, which can be summed up in the librarian’s change of role into more of an advisory capacity, one who takes an active stand and advises on the basis of a personal individual profile. The library becomes more focused on the user than on itself as an institution [...] The library will then be moving in another space of action where the emphasis is on developing services and regular programmes [sic] (Thouhauge, 2004, p. 3).

It is important to point out that Thorhauge has stated, “it will mean a change of model in library service [...]” (Thouhauge, 2004, p. 3). Libraries should be thought of as instruments, which support immigrants’ needs for information. In order to be successful, multicultural libraries services should be supported by the government legislated policies. Governments with a multicultural population should define precise policies for libraries, in which they establish the objectives, the goals to reach and provide them with the necessary resources. In this sense, the case of the public library services in New South Wales is a good example of a public library supported by a government. “The delivery of multicultural public library services in New South Wales has been shaped by national, state and local government laws and policies” (Acevedo, 2005, p. 61). Therefore, it is not sufficient to recognize that public libraries can help immigrants into integrating, it is also necessary to define a policy with clear

objectives and sufficient economic and human resources without which the library itself will be unable to offer efficient services to this population.

Again, the case of Danish public libraries is a good example, in this same direction, Berger stated that:

the overall purpose of integration is clearly expressed in the Library Act, which explicitly states that the library service is based on two equal principles: the library as an important factor in the integration process, and the library as a support for those who also want to maintain their original language and culture (Berger, 2002, p. 11).

Therefore, the Act states that the library is a tool for the integration and also a tool, which supports multicultural policies, since it allows immigrants to “maintain their original language and culture” (Berger, 2002, p. 11). After considering the importance of implementing solid policies towards multicultural libraries services, another important element should be considered: human resources. The staff of a multicultural library should be able not only to understand and communicate with the immigrants, but also have the capacity to identify what the immigrants need in order to design new services. For this reason, special skills and training are needed to work with immigrants.

Finally, we must acknowledge the key role of immigrant organizations into the process of integration. Multicultural libraries should establish partnerships with immigrant organizations, as they are more knowledgeable about what immigrants need and how to reach them.

On that account, there are interesting examples, which are successful, as in the case of the public library in Queens Borough (USA), New South Wales (Australia) and the experience of the Danish public libraries. Thus, it is proposed to classify the identified services into two types: the integration services and the multicultural services. Language courses and activities referring to citizenship education are included in the first group. They provide the libraries with the necessary tools to communicate and

promote understanding of the new society. Other examples of these integration services are lectures and workshops on practical subjects such as how to find a job, how to run a day care center, how to rent an apartment and how to prepare a résumé, to quote a few.

The second group, multicultural services, include those, which allow immigrants to be in contact with their own cultures. Consequently, public libraries have developed multicultural collections. They also offer newspapers in the ethnic communities' languages and carry out multicultural activities such as concerts, lectures, etc.

The library in Queen Borough, has a program called NAP, started in 1977 (Tjoumas, 1995, p. 6), which includes both types of services mentioned above. Regarding integration services, this program has developed: "[...] an English-as-a-Second-Language (ESL) program [...]" (quoted by Tjoumas, 1995, p.7). In addition, the library has a service called "Coping Skills Component" (Tjoumas, 1995, p.7) which offers different kinds of lectures and workshops on subjects related to "job training information, child care, and tenant-landlord relationships" (Tjoumas, 1995, p. 7).

Working in this same direction, the public libraries in Denmark have developed an online service with information, which promotes the integration process. A web page called FINFO (Information for ethnic minorities in Denmark) has been designed (Berger, 2002, ¶30). Berger explains its objectives:

The overall aim of FINFO is still to provide ethnic minorities with better access to information about rights, obligations, and opportunities in the Danish society. Information is considered a prerequisite to integration and active participation in all spheres of social life (Berger, 2002, p. 30).

In regards to cultural services, the library in Queen Borough owns a collection in foreign languages and a "mail-a-book service for Queens residents who can request titles for home delivery in Chinese, French, Greek, Italian, Korean, Russian and

Spanish” (Tjoumas, 1995, p. 7). Moreover, the library carries out cultural activities, which include: “literary reading, concerts and workshops “ (Tjoumas, 1995, p. 7).

Other examples of cultural services are found at the State Library of New South Wales. Acevedo stated, “The library provides access to its own multicultural services and collections and also provides leadership and support to all NSW public libraries offering multicultural library services” (Acevedo, 2005, p. 63).

In the case of New South Wales, the public libraries advocate increased promotion of multiculturalism in society over the integration process. Consequently, many cultural services were identified. The State Library has developed a community language collection (Acevedo, 2005, p. 63) to support the public libraries. This has been a compromise, since not all public libraries could afford to have their own multicultural collections. In addition, the State Library offers “a multicultural consultant who has a specific responsibility to promote multicultural library services in public libraries and to develop policies on multicultural issues for the State Library” (Acevedo, 2005, p. 63). Furthermore, the library has also developed different multicultural materials to support the public libraries; some examples are the multilingual glossary, the multilingual pamphlets and multilingual banners. The purpose of these documents is the promotion of basic library services (Acevedo, 2005, p. 64-65).

The Danish libraries offer cultural services as well, such as the “Guest Worker Collection” (Thorhauge, 2003, p. 3). Thorhauge, in his article “Danish strategies in Public Library Services to ethnic minorities”, explained that “The Guest Worker Collection” was established as early as the beginning of the 60s, as a cultural Denmark’s offer to the kind people who had come here to work” (Thorhauge, 2003, p.3). The collection included books in immigrant’s languages, such as Turkish and

Yugoslavic (Thorhauge, 2003, p. 3). This “Guest Worker Collection” is another example of a multicultural collection.

It can be stated that public libraries play an active role in serving the immigrants. First of all, the libraries have developed different services in order to support the immigrants’ cultural needs by promoting the latter’s belief and values. In addition, they have established certain services, which promote the immigrants’ understanding of their new society, thus facilitating their integration process.

However, if they are to succeed in promoting multiculturalism and the integration process in any society, public libraries must have clear policies; economic support from government; staff with the required competences and skills; and necessary links with immigrants organizations.

Chapter Three

Methodology

This chapter presents the methodology used to carry out the research. In the first section of this chapter the objectives proposed for this research are stated. The second section is devoted to the analysis of concepts, which are the very basis of the thesis, such as immigrant integration, services, marketing, etc. The chapter continues with the definition of the tools used, and finally the population selected as a sample. The methodology is defined as the application of different techniques which are used as a guide to any scientific research and, in regards to Angers, defines it as an “ Ensemble des méthodes et des techniques qui orientent l'élaboration d'une recherche et qui guident la démarche scientifique (Angers, 2002, p. 226).

Objectives

The main objective of this study is to find out to what extent public libraries in Montreal ^(note 5) are facilitating immigrants' integration into Quebec society once they have finished the integration programs of the Ministère de l'Immigration et Communautés Culturelles (MICC).^(note 6)

This research will attempt to determine if these libraries offer services aimed at newcomers which will help them to integrate into this new society while allowing them to maintain their cultures and beliefs as supported by the multicultural legislation and policies of the country.

It is in this sense that this research will discover to what extent public libraries in Montreal demonstrate a real involvement with immigrants and whether they are a useful tool to help them integrate into Montreal society.

In order to carry out the research and achieve the proposed objectives, special attention will be focused on the commitment of the library to immigrants. Therefore, services aimed at immigrants will be identified, as well as, the features of the library collection and the skills of the personnel who serve this population. In addition, the

way these libraries market their services, considering they are serving an ethno cultural population, will also be analyzed. Furthermore, this research will also try to find out whether libraries coordinate their services with other institutions, which serve immigrants.

Three interviews with librarians who work in public libraries serving immigrant populations will be carried out. An interview guide with a list of questions will be defined, which will allow the collection of the necessary information from each library visited (See interview guide in Appendix B). There will also be two other interviews, one with a person working in an immigrant organization and the other, with the Councillor of Villeray-Saint Michel-Parc Extension district, where a public library, also part of this research, is situated.

There will also be a content analysis of selected documents like the “Loi sur la Bibliothèque Nationale du Québec (2005)”, “Diagnostic des bibliothèques municipales de l’île de Montréal (2005a)”, Gamache Vaillancourt’s article “Les bibliothèques publiques ou la priorité des fins sur les moyens (2001)”, and “Montréal Métropole Culturelle: proposition de politique de développement culturel pour la Ville de Montréal (2005b)”.

Analysis of Concepts

It is necessary to define and analyze some of the concepts proposed in the objectives of this research in order to understand what this thesis intends to reveal. Even though the public libraries’ mission has already been discussed, it is important to identify the vision the Ville de Montréal has for public libraries, as well as its responsibility for their development, as they are the main objects of this study.

The Ville de Montréal, in its proposal of a cultural policy for the City of Montreal, defines the public library as:

Vitrines des oeuvres du savoir, de la connaissance et de l’imagination, les bibliothèques contribuent à la compréhension du monde et deviennent-le

point de départ de découvertes, de partages, d'appropriations et de créations. Ainsi, elles constituent, au quotidien, une étape essentielle à l'épanouissement et au rayonnement de la culture (Ville de Montréal, 2005b, p. 21).

This definition states two important elements: public libraries “contribute to understanding of the world” (Ville de Montréal, 2005b, p. 21) and “are essential for the expansion and transmission of culture” (Ville de Montréal, 2005b, p. 21). These two concepts within the context of a multicultural city, allow us to understand the public libraries' potential. Public libraries in Montreal have an important role to fulfill by furthering the knowledge and the promotion of the different cultures present in the city.

It has already been mentioned that public libraries in Montreal can support multiculturalism. However, it has also been stated that they can promote immigrant integration. Thus, it is essential to understand the definition of immigrant integration. Germain defines the concept of immigrant integration by addressing “how immigrants make their place in the city [...]”:

An immigrant is defined as a person born outside Canada, regardless of citizenship (eventually, and often Canadian). But the reality of immigration is sometimes wider and sometimes more specific. The Ministère des Relations avec les Citoyens et de l'Immigration (MRCI Provincial Ministry responsible for Immigration) has programs and services for immigrants covering the first three (and soon five years) in Canada, after which immigrants are taken to function as any other Quebecois, namely in terms of access to public services. It is well known that in reality, integration is a much longer process that takes place sometimes over more than one generation. The *management of cultural diversity* is becoming a popular concept to express the growing concern on the part of public authorities (governments and municipalities) to promote harmonious relations between groups of various national (or ethnic) origins. Especially at the local scale, the management of culture is unquestionably becoming an important issue. If higher levels of government officially admit immigrants and refugees to Canada, it is mostly up to the local communities (including municipalities) to greet immigrants and to manage the resulting diversity [...] (Germain, 2000, pp. 1-2).

In this sense, immigrant integration is the process that allows immigrants to understand how things work in the new society, making it possible for them to behave as any person born in Montreal.

Germain makes an interesting observation, which permits the reader to relate immigrant integration with the object of this thesis. According to Germain the local communities, including the municipalities, have the responsibility to greet the immigrants and manage the resulting diversity (Germain, 2000, pp. 1-2). In the case studied in this thesis, the reader will be able to see that the District Councils are responsible for the management of the local culture and leisure. Consequently, public libraries have been established to deal with the cultural diversity (Ville de Montréal, 2005c, p. 4). At this point, we can easily understand why public libraries fulfill an important role regarding immigrant integration since they are situated in the neighborhoods where immigrants settle.

The ethno cultural composition of the city of Montreal is made up of 27,6% of immigrants, the majority of who come from Europe (37%), from Asia (29%), from South and Central America (21%) and Africa (12%). Most of the immigrants speak another language other than English or French (Ville de Montréal, 2004, pp.1-4). These figures allow the researcher to understand the diversity of the population of Montreal. The city also reveals a special feature: the French culture is the dominant one, both in the city and in the province, as opposed to the rest of Canada where the English culture is predominant. "In 2001, 86% of francophones in Canada lived in Quebec" (Marmen, L. & Corbeil, J.P. 2004, *The French Language*, ¶. 6)

This research attempts to define public libraries' level of commitment to immigrants; therefore, in order to measure this commitment, the services aimed at immigrants will be identified. In this regard, IFLA/UNESCO declares that:

The public library must provide services based on an analysis of the library and information needs of the local community. In planning

services, clear priorities must be established and strategy be developed for identified target groups and only provided if such groups exist in the local community (IFLA/UNESCO, 2001, p. 25).

In order to develop library services, the needs of the local community should be assessed. Moreover, if special groups such as immigrants are present in the community, as is the case in this research, services to attend to their needs should be implemented. IFLA says that “[...] clear priorities must be established and strategy must be developed [...]”. In this sense, services should be included in a general strategy in order to reach these populations. In this same regard, IFLA defines “multicultural library services”, stating that they “include both the provision of multicultural information to all types of library users and the provision of library services specifically targeted to traditionally unserved groups” (IFLA, 2005, p.1). In this sense, IFLA states that services aimed at “immigrant minorities”, “persons seeking asylum”, “migrant workers” and “national minorities” should be developed (IFLA, 2005, p.1).

In this same vein, we can quote IFLA Multicultural Communities Guidelines for Library Services (1998) and take these guidelines as reference points to measure what public libraries in Montreal are doing in order to serve the immigrants. The Guidelines include recommendations to develop multicultural library services and it is organized in eight parts and an appendix. Three of the eight parts are devoted to services such as: “Cross-Cultural Materials and Services”, “Information and Reference Services” and “Extension Services” (to see the complete document, refer to Appendix A)

First, Part 3 “Cross-Cultural Materials and Services” recommends the inclusion of material “to reflect the ethnic, linguistic and cultural composition of society and to foster racial harmony and equality” (IFLA, 1998, p. 6). It also advises the library to offer materials “in the minority user’s own language to other cultures” (IFLA, 1998, p. 7). These kinds of libraries should also promote the learning of the new country’s

language by offering material “[...] which will facilitate learning of the national language(s) and other languages” (IFLA, 1998, p. 7). Furthermore, this document suggests that libraries should organize or promote - courses, which transmit knowledge of the new society. In this regard, IFLA (1998) stated “Libraries should promote or co-sponsor classes to assist the newly arrived immigrants, adjust to their new country on such topics as citizenship, employment, social services, etc.” (IFLA, 1998, p. 7).

Finally, this section recommends that libraries should take part in the life of the community by participating and organizing “cultural activities, festivals and the commemorations of the various ethnic, linguistic and cultural groups in the area” (IFLA, 1998, p. 7).

Second, “Information and Reference Services” recommends the provision of reference and information services in the languages most commonly used (IFLA, 1998, p. 7), declaring, “it is particularly important that community information, involving data for everyday decision-making, should, where possible, be provided in the language of the user” (IFLA, 1998, p. 7).

Finally, “Extension Services” suggests the organization of activities that would positively benefit “literacy”, and gives examples of those activities “story-telling, concerts, drama and exhibitions” (IFLA, 1998, p. 9). It also insists on the fact that those activities should be carried out in the different languages present in the community.

Most of the aforementioned services can be detected in the public libraries serving immigrants, and examples have been included in the part dealing with multicultural libraries services in the literature review chapter of this work. As proposed, these services can be classified into those, which promote the integration process, and those, which promote the cultural identity. Having the IFLA Multicultural Communities

Guidelines for Library Services (1998) as a reference and working with the proposed classification, this thesis will identify the services aimed at immigrants and investigate whether they are facilitating the immigrant integration process or not.

As it was mentioned previously, and recommended by IFLA, the services should be inserted into a “strategy” (IFLA/UNESCO, 2001, p. 25). Some libraries, in order to plan and develop their services, use marketing as a strategy to identify their users’ needs.

In order to continue with the definitions, two concepts of marketing have been included. Savard defines marketing as “the management of exchanges between any organization and its various publics. [...]” (Savard, 2002, p. ix). Meanwhile the IFLA stated that :

Library managers can use marketing techniques to enable them to understand the needs of their users and to plan effectively to meet those needs. The library should also promote its services to the public to ensure that they are kept informed of the services provided to meet their library and information requirements (IFLA/UNESCO, 2001, p. 82).

The first definition shows that marketing can be used by any organization and its public, while the second definition is applied specifically to libraries, in which case marketing is used to identify the users’ needs and to develop services so as to cater to those needs. This technique also includes the promotion of the services.

Consequently, this research proposes to find out whether public libraries in Montreal are using marketing as a strategy to reach immigrants, and also, to identify their needs in order to develop appropriate services in response.

Library staff was also considered, since it is viewed as a significant element for public libraries. In this regard, IFLA stated that:

Staff is a vitally important resource in the operation of a library. Staff expenses normally represent a high proportion of a library’s budget. In order to provide the best possible service to the community, it is necessary to maintain well trained and highly motivated staff to make effective use of the library and to meet the demands of the community. Staff should be available in sufficient numbers to carry out these

Responsibilities. (IFLA/UNESCO, 2001, p. 61)

The importance of staff was also mentioned in the chapter on multicultural libraries. Hence, we should consider the research carried out by Clough and Quarmby (as cited in Sturges, 2005, p. 299) in which they identified the importance of having well - trained staff who receive appropriate training to work with immigrants. IFLA also suggests having “a well trained and highly motivated staff”. Thus, the IFLA’s Multicultural Communities Guidelines for Library Services stated that:

Libraries should reflect multicultural societies by the staff they employ, ensuring that the staff truly reflects the different ethnic, cultural and linguistic groups that the library serves. Libraries should implement positive action strategies to ensure that people from ethnic, cultural and linguistic minorities are aware of employment opportunities that exist. (IFLA, 1998, p. 11)

Moreover, the quoted IFLA guidelines recommend “library authorities should institute continuing education programs designed to enrich the cultural and racial awareness of their staff and improve their abilities in dealing with their tasks in an ethnically, linguistically or culturally diverse society.” (IFLA, 1998, p. 11).

Therefore, taking into account both definitions on the use of marketing by libraries and recommendations related to staff for the purpose of improving services offered to the immigrant population in Montreal, certain elements will have to be identified: if there are immigrants working in the libraries; whether the staff can speak the immigrants’ languages; and finally, if the libraries offer special training to the staff in order to develop abilities to deal with the different immigrant communities.

Definitions of the Tools to be used

As mentioned before, one of the techniques used to carry out the research was the interview, which allows the researcher to obtain invaluable information from the interviewee. This kind of technique allows the gathering of mainly qualitative information. Angers defines it as:

La technique de l’entrevue de recherche offre une qualité de rapports

interpersonnels inestimable. Elle est tout indiquée pour qui veut explorer les motivations profondes des individus et découvrir, à travers la singularité de chaque rencontre, des causes communes aux comportements des gens. Pour ces raisons, elle est souvent utilisée soit pour aborder des domaines encore largement méconnus, soit pour se familiariser avec les gens visés avant d'en rencontrer un plus grand nombre avec d'autres techniques, soit pour se donner des pistes de réflexion avant de systématiser un problème de recherche. De plus, par ce moyen, on vise non seulement à établir des faits, mais à amener les informateurs à préciser la raison de leurs comportements; en d'autres mots, on cherche à saisir les significations que donnent ces personnes aux situations qu'elles vivent (Angers, 2000, p. 67)

The interview of librarians working in public libraries with the immigrant population was one of the techniques selected to carry out this research. An interview form was prepared (Appendix B), to conduct those interviews. These serve as one of the sources to determine if public libraries in Montreal show real commitment toward immigrants. Nevertheless, the objective of the interview was to find out what the libraries were doing to serve the immigrants' needs. Special attention was also paid to the libraries' collection features, the kind of services aimed at this population, the strategy to identify the immigrants' needs, the development of the services mostly used by the immigrants and the immigrants' feelings toward the library.

The staff and the links with other immigrant institutions were also considered. The librarians were interviewed to share their opinion as to whether public libraries are useful tools to promote immigrant integration. The mentioned variables allow us to measure the real commitment of the library toward the immigrants. As a result, the interviews allowed us to collect qualitative and quantitative data, which was studied and compared in the analysis of information and the discussion of this thesis.

It should be pointed out that two other interviews were carried out, one with a person working in an immigrant organization and another with a municipal councilor. Interview forms were not used in these cases since the intention was to collect their opinion on whether public libraries are supporting the immigrants' need for

information, and whether they believed that public libraries can help immigrants in their integration process in society.

The second technique used to measure the involvement of the public libraries in Montreal toward the immigrants, was the content analysis of different documents.

Angers defines content analysis in this way:

Avec l'analyse de contenu, nous abordons maintenant les techniques d'investigation indirectes, c'est-à-dire celles qui s'appuient sur des informations déjà réunies et qui prennent la forme de documents ou d'objets, ce dernier aspect, toutefois, n'entre pas dans le propos du présent ouvrage. L'analyse de contenu est sans doute la plus connue des techniques d'analyse de données secondaires. (Angers, 2000, p. 70)

This technique allowed to see how different documents define the mandate of public libraries in Montreal and to identify their objectives regarding immigrants. Content analysis was also used to detect patterns in definitions. These patterns, when compared with the results of the interviews, made it possible to draw some conclusions in connection with the involvement of public libraries in Montreal toward the immigrant population.

Population/Libraries to be analyzed

In this section the population to be studied is defined. In this sense, population is understood as the elements chosen or picked out for the study. Angers defines it as :

“ Dans le langage des sciences humaines, une population est un ensemble fini ou infini d'éléments définis à l'avance sur lesquels portent les observations “ (Angers, 2000, p.122). In the context of this research, the population to be analyzed will be the public libraries in Montreal themselves. In order to carry out the study of this population, a sample will be identified.

The criteria to choose the sample was based on libraries situated in neighborhoods with a high immigrant population, which offer special services and programs to immigrants. Therefore, Public Library Parc Extension, Saint Laurent Library and the Bibliothèque National de Québec were the ones selected for this research.

Chapter Four

The Case of Public Libraries in Montreal

Introduction

This chapter will attempt to clarify the reader's understanding of the public library system in Montreal. At the beginning of the chapter, a brief historical review is included for the purpose of explaining the lagging development of public libraries in the province of Quebec. This section refers to the establishment of the first public libraries in the province and the challenges they had to face. The analysis continues into the situation of public libraries in Quebec today, where the level of performance of public libraries at this moment, is studied.

There is a subsection in this chapter, which explains the ethno cultural features of the city of Montreal, and specific attention is given to those neighborhoods where immigrants settled. A subsection of the municipal organization of the city is also included to allow the reader to understand the public libraries dependence on the political structure.

Throughout this chapter the reader will be able to understand the services offered by the public library network in Montreal. There is also a detailed description of the services aimed at immigrants, which are of crucial interest for this thesis.

The impact the cultural policy will have on the public libraries system is also studied. The chapter finishes explaining the new concept of the Bibliothèque Nationale du Québec.

Brief history of Public Libraries in Quebec

In order to be able to understand the system of public libraries in Montreal, it is necessary to refer to some historical facts, which have determined their present situation.

Public libraries in Quebec were established later than in the rest of Canada and North America. The establishment of free public libraries in the Anglo-Saxon part of

Canada and in the United States was promoted by Andrew Carnegie, a supporter of public libraries, who funded 2500 library projects (Savard, 1997, p. 20).

At the end of XIXth century, the first public library laws in Canada were passed, as was the case of the Province of Ontario in 1882, British Columbia in 1891, Saskatchewan in 1906 and Alberta in 1907 (Rolland-Thomas, 2004, p. 159; Savard, 1997, p. 20).

It was not until 1959, that the Public library law was voted by the government in Quebec (Morin, 2004, p. 180). Thus, this was the beginning of the development of public libraries in the province. The strong opposition by the Church to the establishment of public libraries can explain the main reason for Quebec's lagging behind other Canadian provinces. As Savard (1997) proclaimed:

Mais ils (les francophones) allaient se heurter au mur de l'intransigeance de l'Église catholique: à cette époque, celle-ci dispose peu à peu ses pièces sur l'échiquier de l'éducation et de la culture, deux mondes qu'elle allait bientôt contrôler à presque cent pour cent, et ce pour de très nombreuses années (Savard, 1997, p. 20).

At the beginning of the XXth century, the Church was responsible for the education and culture in Quebec. This allowed the Church to keep society under its control. The Church resisted the creation of institutions, which it could not control and the establishment of public libraries was seen as a threat to the status quo. In addition, the Church did not believe that public libraries should be under the control of non-Christian administrations (Landry, 1998, p. 69).

In 1844, l'Institut Canadien de Montréal and its library were founded (Savard, 1997, p. 20). Savard, stated that the Catholic Church immediately condemned the liberalism of the Institut, as it was considered a source of corruption. In the same article, Savard explained that the Church developed a strategy to neutralize the influence of the Institut and its library. The strategy included three stages: the first one was to control the publishers and bookstores of the province; the second was to

promote the construction of church libraries, (bibliothèques paroissiales); and the last one was to express the Church's strong opposition to the Institut Canadien, to the point that it forced the Institut to close its doors in 1880 (Savard, 1997, p. 20-21).

This strong opposition can be understood in the context of the modern concept of a library, introduced by the Institut Canadien, which defined the mission of its library. The mission has many similarities with the definition proposed by the UNESCO/IFLA Manifesto. To illustrate what has been considered, Savard stated: "l'Institut Canadien se voyait comme un service d'animation culturelle, d'information et de lecture accessible à tous et à toutes sans aucune censure" (Savard, 1997, p. 20).

The reaction of the Church to the Institut, allows us to understand the difficulties libraries had to face. Although the attitude of the Church may be surprising, other groups were also against public libraries, as previously stated in the second chapter of this work.

Most of the groups who resisted the implementation of public libraries shared the same concern: the fear of losing the control they had over the population. However, in Quebec, this opposition was so significant that the Church was able to delay the development of public libraries for half a century.

La grande bibliothèque civique

After the closure of the Institut Canadien, the population in Quebec did not have access to a public library. La Ville de Montréal, trying to find a solution to the many demands by the population to have public libraries, asked Andrew Carnegie's grant to build a library. As previously stated, Carnegie was a strong supporter, and he funded the construction of various libraries in the United States and English Canada.

In 1902, the first public library was officially built in Montreal (Savard, 1997, p. 22) but soon after, it faced fierce opposition from the Church. The Church was against including literature into the library collection (Landry, 1998, p. 73). As a result, "La

Commission des finances du Conseil Municipal” (Landry, 1998, p. 73) recommended the development of a “scientific, industrial and business” collection.

To illustrate the position of the Church, Jules Tardivel, journaliste of *La Vérité* wrote in 1902: “la bibliothèque ne peut être neutre ni ignorer l’autorité de l’Eglise” (as cited by Landry, 1998, p. 73). As a compromise a censorship committee was established (Landry, 1998, p.73). However, Andrew Carnegie did not accept this compromise and he demanded a commitment to develop the collection as a condition of providing with the funding (Comité sur le développement d’une très grande bibliothèque, 1997, p. 18). The request was denied and eventually, he did not provide the funding.

The problem was that the Church in Quebec fiercely opposed the inclusion of fiction books into the libraries collections. They were perceived as dangerous to the mores of society. In this regard, Savard stated “Le roman les moeurs” (Savard, 1997, p. 23). The influence of the Catholic Church can be viewed as the main reason for the late establishment of public libraries in Quebec. (Landry, 1998, p.77) In Ontario, where the Protestant Church was more predominant, the situation was quite different. The Protestant Church did not oppose public reading, and they showed a more liberal attitude to the inclusion of different topics into the collection of their libraries. In this regard, Savard stated “On peut penser que cette différence d’attitude par rapport à la lecture et aux bibliothèques [...], a été nettement à l’avantage de l’Ontario, en ce sens qu’elle y a permis un développement plus rapide du réseau de la lecture publique” (Savard, 1997, p. 24).

In 1910, the Bibliothèque Civique finally managed to change its original attitude toward documents thanks to the acquisition of Philéas Gagnon’s collection (Savard, 1997, p. 23). The Church regarded this change as a new threat. Landry expressed the

opinion that the Church, with the purpose of neutralizing this effect, decided to build a study and research library controlled by the Sulpiciens (Landry, 1997, p. 76).

Libraries in Québec remained in a difficult situation until the beginning of the Quiet Revolution, when the Catholic Church lost control of Quebec society and finally, when the Public Library Law was passed in 1959.

The public library after the Quiet Revolution

It was not until the sixties that the public library was able to improve its situation. At the beginning of the fifties, Quebec society was going through some very profound changes, which is commonly known as the Quiet Revolution (Baillargeon, 2004, p. 217-218) The political events and the end of the Catholic Church's prominence were the key factors of this new context. In this regard Baillargeon stated that:

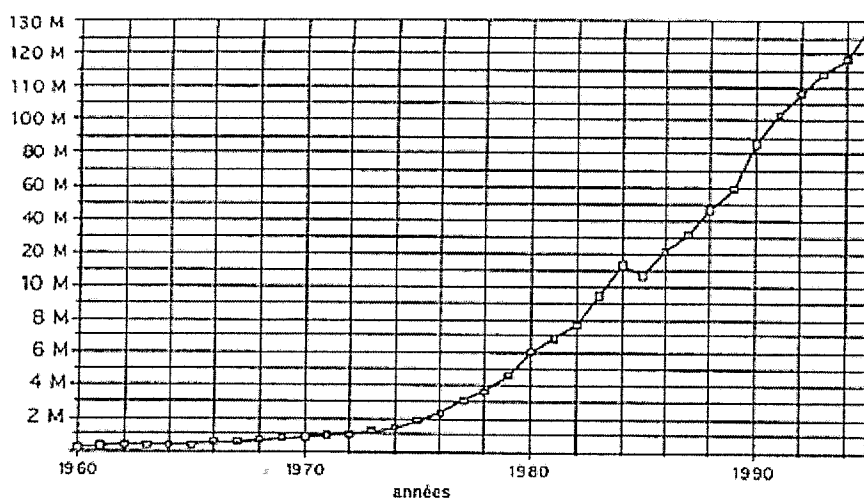
[...] à partir de la fin de la décennie 1950 qui ont permis l'émergence de la bibliothèque publique, c'est-à-dire, d'une institution publique, entretenue par l'État - l'État fût-il municipal -, non religieuse, libre, ouverte à tout citoyen dans un but d'information, d'éducation, de culture et de loisir. [...] (Baillargeon, 2004, p. 218).

In 1959, with the passing of the public library law, two organizations were created: the Commission des bibliothèques publiques and the Service des bibliothèques publiques. Their mission was to support the development of public libraries in Quebec (Baillargeon, 2004, p. 219).

It was also in the sixties', that the municipalities significantly increased their contributions to the libraries. From that moment and into the nineties, the budget for libraries was increased more than a hundred times (Savard, 1998, p. 143). Regarding government investment, Savard mentioned that even though they have been significant, they have not been stable. Funding to libraries has varied according to the different policies proposed by the changing governments (Savard, 1998, p. 144). For example, in 1967 the government increased its contribution by 30% and the following

year it was reduced by 5% (Savard, 1998, p. 144). Fortunately, the municipal funding has been continuously increasing since the sixties, as presented in the chart below.

TABLEAU 1
Évolution des contributions municipales (millions \$)



(Savard, 1998 p. 142)

Figure 1. Evolution of the municipal contributions

Therefore, public libraries in Quebec, not only had to face Church opposition to their establishment, but also budget difficulties. These clearly show the lack of public policy, which supported library development. Unfortunately, public libraries continue to struggle with this issue today.

Nevertheless, the decades of the sixties, important milestones in the evolution of public libraries in Quebec characterized seventies, eighties and nineties. After the Public Library law was passed, one of the first measures adopted by the government was to carry out a study to identify the existence of libraries in the province. The research showed that the libraries were in a precarious situation, lacking both professional and economic resources (Baillargeon, 2004, p. 220).

In the seventies, the government developed new actions to promote libraries, books and public reading. Among those initiatives, the government passed a rule, which

obliged the libraries receiving subsidies from the government, to buy books only at bookstores registered in the Ministère des Affaires Culturelles (librairies agréées). In addition, they developed qualitative and quantitative guidelines in order to measure the performance of public libraries (Baillargeon, 2004, p. 220).

Nevertheless, true changes to their situation did not occur until the early eighties. In 1979, the Ministère des Affaires Culturelles evaluated the situation of public libraries in the province. This study revealed that the libraries did not have the required infrastructure, nor the adequate collections nor the necessary staff (Baillargeon, 2004, p. 221). As a consequence, the Ministry designed a plan to stimulate the development of libraries, which is known as the "Plan Vaugois". Savard, affirmed that this period was called "l'âge d'or des bibliothèques publiques québécoises" where the budget of public libraries was increased by 150% (Savard, 1998, p. 144).

In 1979, there were only 121 libraries but in 1985, the number reached 849 (Baillargeon, 2004, p. 221).

There was also an important increase in the number of books loaned per capita. In 1977, the libraries registered 4.2 loans and in 1985 the number increased to 5.1 loans (Morin, 2004, p. 185).

Moreover, it is interesting to see, in this context, the evolution of the collections. With less than 1 book per capita in 1960 (Savard, 1998, p.145), in 1977, there was an average of 1.8 books per capita, reaching 2.3 in 1985. The increase in the number of books is related to the increase in the budget of public libraries per capita. In 1977, libraries received, on average, less than a dollar (0,98), while in 1985; the average reached \$2.15 (Morin, 2004, p.188, 189).

These figures allow us to measure the impact of the Plan Vaugois: the increase of resources and its positive effect over the collections, and consequently, over the loans.

Regarding the infrastructure, in 1977, the libraries occupied 26.8 m² per 1000 inhabitants increasing to 38.7 in 1985 (Morin, 2004, p. 201).

Unfortunately, this period of growth did not last long. In the mid eighties, with the neo liberalist party in power, there was a change in the perception of the state's role in the socio-economic and cultural aspects of Quebec. The government called for severe restrictions to certain areas and the Ministry of Cultural Affairs suffered a very important cut back in its budget, including those funds, which had yet to be transferred to the public libraries subsidies. This cut meant a 25% reduction in the public libraries' budget (Baillargeon, 2004, p. 222).

As a result, the population was strongly opposed to this measure and consequently, the government decided to form a commission to study public libraries. The commission, which was presided by Philippe Sauvegeau "Commission d'étude sur les bibliothèques publiques", concluded that: "L'État devra montrer une volonté politique ferme de développer des bibliothèques publiques en mettant en place de nouveaux programmes de subventions et en mettant sur pied un nouveau plan quinquennal" (Baillargeon, 2004, p. 222). Furthermore, the Commission proclaimed that the law of 1959 was utterly outdated.

At the start of the nineties, the libraries passed through a second stage. In 1992, Roland Arpin was nominated by the Quebec government to propose a policy for arts and culture (Baillargeon, 2004, p. 223).

The public library law of 1959 was finally replaced by the passing of a new law, which created the Ministère de la Culture (Corporation des bibliothécaires professionnels du Québec CBPQ, 2006, ¶ 1).

Regarding the Corporation des bibliothécaires professionnels du Québec (CBPQ), it would seem that the Quebec government did not attach great importance to public libraries. In this regard CBPQ stated "La lecture de cette législation donne à penser

que l'État québécois n'accorde qu'une faible importance aux bibliothèques publiques" (CBPQ, 2006, ¶1). As a matter of fact, the new Arts and Cultural Policy proposed by Arpin did not consider the fundamental role the public libraries could play in the context of a cultural policy.

Contrary, to government action, the literate population of the Province was anxious to improve libraries and even the citizen committees advocated for municipal libraries as a possible solution for the public library system. "L'Association pour l'avancement des sciences et des techniques de la documentation" and the "Commission des bibliothèques publiques du Québec" were also very active in recommending and demanding actions from the government.

The situation of the public libraries in Quebec today

Despite the fact that the situation of public libraries did improve after the Plan Veageois, they continued to be held-back compared to the libraries in the rest of Canada. Even today, public libraries in Quebec do not have a legal instrument, which allows for their development. As was stated in the previous section of this work, the public library law of 1959 was substituted by the Ministère de la Culture et des Communications' law of 1992, which included a chapter for the public libraries. In this regard, Baillargeon explained the lack of provincial government will to adopt a law, which would allow the development of public libraries. In this sense, he expressed:

L'État n'a même pas la volonté ou le courage de faire voter une nouvelle loi sur les bibliothèques publiques qui soit ajustée aux problèmes d'aujourd'hui et qui baliserait les développements de demain. Son rôle tourne de plus en plus autour de la question des subventions, en en modifiant, d'ailleurs, constamment les règles (Baillargeon, 2004, p. 227).

Additionally, public libraries also had to face the challenge of amalgamation and, in some cases, separation of municipalities (Savard, 2004, p. 211) in the context of the new municipal organization of the province.

In spite of the mentioned difficulties, public libraries are among the most visited cultural places in Quebec (Baillargeon, 1998, p. 38). In this regard Baillargeon stated: “On se trouve donc désormais devant l’institution culturelle la plus intensément fréquentée par ses usagers (16.5 visites par usager en 1994 contre, par exemple, 9.9 sorties pour les cinéphiles) (Baillargeon, 1998, p. 38).

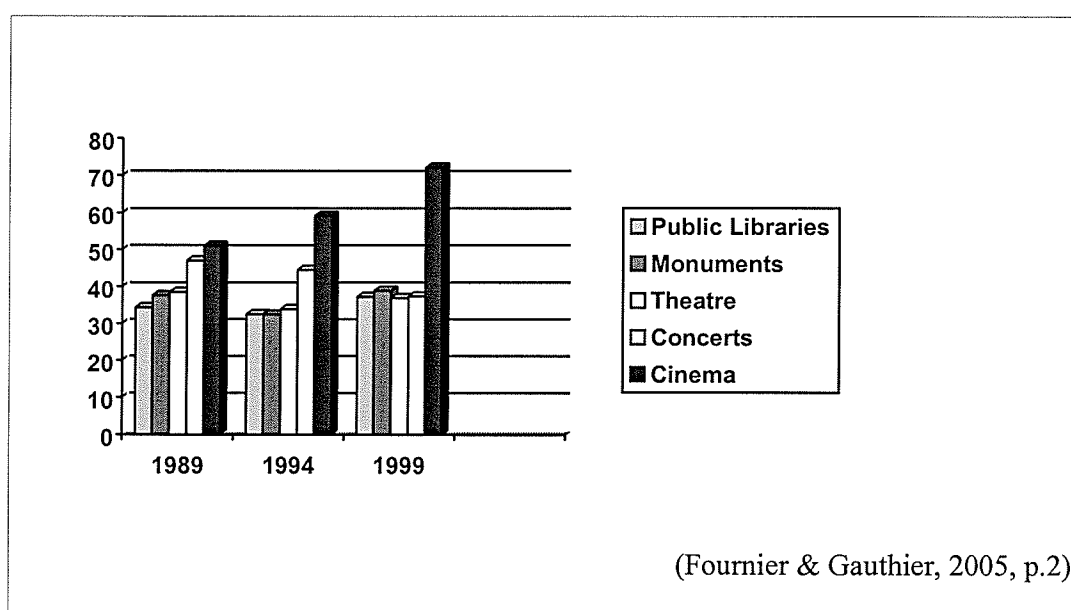
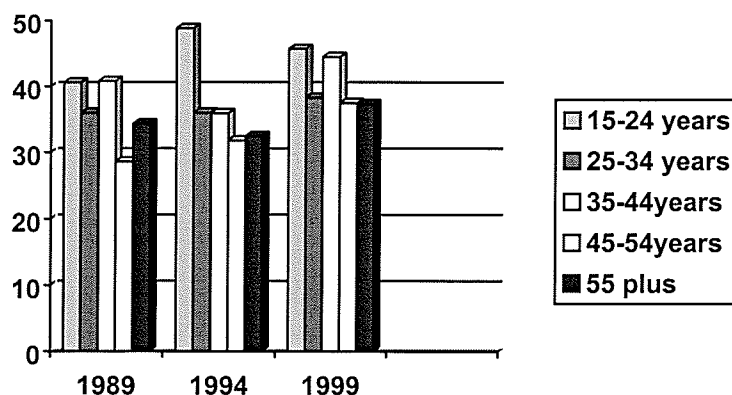


Figure 2. Number of visits to the different cultural activities in Quebec

This graph allows the reader to see the variation in number of visits to public libraries compared with other cultural places. As Baillargeon has declared, public libraries are among the cultural places most visited by users. In 1989, public libraries were the least visited place compared to monuments, theatre and cinema; however, in 1999 the visits to public libraries reached a similar level to that of monuments, theatres and concerts. Public libraries, monuments, theatre and concerts are, on average, receiving the same number of visitors. However, the cinema is the cultural place, which has steadily increased its number of visitors.



(Observatoire jeunes et société, 2003)

Figure 3. Evolution of the number of visits to the library from 1989 to 1995 grouped by age

This graph reveals the variation in the number of visits to public libraries between 1989 and 1999 by age groups. As can be seen, there is a general increase in the number of visits, but this does not occur in the same proportion in every age group. There is a significant increase in the group of 15 to 24-year olds and in the group of people of 35 to 44 years of age while in the others the increase was not so important.

In this context, it is also interesting to note the evolution of the population served by public libraries. In 1964, the libraries reached only 51.6 of the population, reaching to 80.7 in 1982 and to 91.8 in 2001 (Morrier & Lépine, 2001, graphique A p. 1). In addition, the reader can observe the evolution of loans per capita: in 1964, a person borrowed 1.09 books, in 1982, this figure reached 3.12 and in 2001, it increased to 5.4, reaching its highest point in 1996 with 5.54 loans per capita (Morrier & Lépine, 2001, graphique C p. 17). Interestingly, between 1995 and 2001, there was a significant increase in the financing of public libraries made by both the provincial as well as the municipal governments. The governmental subsidies increased by 110.9% and the municipal contribution went up by 10.7%. In tandem with this, the expenses increased by 16.7% per capita (Savard, 2004, p. 212).

The results of the major contributions are reflected in the increased number of loans per capita and in the numbers of books. The number of books per capita, in this period, went up from 1.86 in 1994 to 2.35 in 2001 (Morrier & Lépine, 2001 graphique B, p. 16). Also, the number of loans in this same period increased from 4.90 to 5.40 (Morrier & Lépine, 2001 graphique C, p. 17).

Despite the increase in government funding, the libraries have not yet reached the number of books per capita recommended by the *Politique de la lecture* in 1998, which established a figure of three books per capita (Savard, 2004, p. 213).

Savard also pointed out that the development of public libraries in Quebec has developed in different ways (Savard, 2004, p. 216). Savard gave the example of the libraries in the west end of Montreal Island, which are considered among the best, and whose performance can be compared with the best libraries of Ontario and British Columbia (Savard, 2004, p. 216).

The various financial resources each library receives from the municipality can explain these differences. The contribution from the municipalities varies from \$ 6.62 per inhabitant to \$ 103.03 (Savard, 2004, Tableau 13.6, p. 218). This situation clearly affects the number of books in the libraries' collections, the number of staff and the number of loans found in the different neighborhoods.

Considering the plans and policies implemented to develop public libraries, and the increase in the contributions, public libraries in Quebec still remained in a disadvantaged situation compared with the libraries in the rest of Canada. Savard stated that analyzing the public libraries in Quebec with eight different indicators, "[...] elles se classent généralement dans la queue du peloton" (Savard, 2004, p. 218).

There are several reasons for this lag. First, the late establishment of public libraries in Quebec, because of the strong opposition of the Church and the lack of interest of the previous ruling Conservative Party (Savard, 2004, p. 222). Then, the lack of a law

on public libraries, which clearly defines the role of public libraries, and which also, provides them with a legal instrument to allow them to receive the required resources in order to develop their collections and services. The last reason is the low level of readership found in the Province of Quebec. In this regard, Savard declared that a recent study confirmed that 38% of women and 58% of men have never read a book, and that the level of illiteracy is quite high, reaching up to 25% in certain neighborhoods in Montreal (Savard, 2004, p. 223). To this should be added the high number of immigrants in the city, who are under the average, compared with the rest of the population of the city of Montreal in respect to education level, unemployment and income. Additionally, the mother tongue of nearly half of the population in the neighborhoods with the highest number of immigrants is other than English or French (Ville de Montréal, 2005a, pp. 74-81). This information will be analyzed deeply in the following chapter. But, it allows the reader to understand the obstacles immigrants face in order to integrate into their new society.

It can be concluded that public libraries have to face an enormous challenge in order to improve their situation. Nevertheless, considering the special features of the province of Quebec, with a high number of immigrants and illiterate people, it is obvious that public libraries can positively contribute to change this present context.

The City of Montreal

Montreal and its population

The city of Montreal is situated in the Province of Quebec, in Canada. It is multicultural and multiethnic, Francophile and cosmopolitan. Montreal receives many immigrants each year from very diverse origins, a fact which contributes to the enrichment of its culture. In 2001, Montreal had a population of 1,782 830; inhabitants and at that moment the immigrants reached at 492,235 (27,6%) (Ville de Montreal, 2004, p.1). Most of the immigrants who arrive in Canada settle in the cities. This

phenomenon is accentuated in the province of Quebec where nine out of ten immigrants settle in Montreal. In this regard, Germain stated that:

Immigration is an urban phenomenon, and this is especially true in a province where almost nine out of ten landed immigrants settle in the Montreal metropolitan area (population 3 400 000), and where 40% of these immigrants live in the city of Montreal (population 1 000 000) (Germain, 2000, p. 2).

As of the 1996 Census, it was determined that 586 405 immigrants live in Montreal CMA and this number represents 18% of the total population of the city. (Germain, 2002, p. 2). As it was already stated, in the methodology chapter of this thesis, the ethno cultural composition of the city of Montreal is made up of 28% of immigrants, the majority of whom come from Europe (37%), from Asia (29%), from South and Central America (21%) and from Africa (12%). Most of the immigrants speak another language other than English or French. (Ville Montréal, 2004, pp.1-4).

The information provided above allowed us to see the number of immigrants living in Montreal and their origins, but for this research it is imperative to know their social profile in order to evaluate the importance of having tools, which promote their integration process.

For this reason, four variables have been chosen to study immigrants in the four districts where they are mainly concentrated. The variables are: mother tongue, level of education, income and level of unemployment.

Taking into account the data of 2001 included in "Diagnostic des bibliothèques municipales de l'île de Montréal" (Ville de Montréal, 2005a), the four districts which receive the highest number of immigrants are: Saint-Laurent (48.5%), Côte-des-Neiges-Notre-Dame-de-Grâce (44.9%), Villeray-Saint Michel-Parc Extension (41.3%), Saint-Léonard (38.5%). The rest of the districts also receive a lower percentage of immigrant population (Ville de Montréal, 2005a, Tableau no 2, p. 73) (See Appendix C)

Regarding the immigrants' mother tongue, on average in Montreal 28.9 % of the population has a native language other than English or French. But, this percentage increases significantly in the four districts mentioned before; this is the case of Saint-Léonard with 53.8%, Villeray-Saint Michel-Parc-Extension, 50.7%, Saint-Laurent with 48 % and Côte-des-Neiges – Notre-Dame-de-Grâce with 41.6% (Ville de Montréal, 2005a, Tableau No 10, p. 81).

In regard to the level of education, according to the same source, 17.2% of the population of Saint-Léonard have university studies, Villeray-Saint-Michel-Parc-Extension 18.7%, Saint-Laurent 33.6% and Côte-des-Neiges-Notre-Dame-de Grâce 45.9%. The population in Montreal with university studies represents 30.3% of the total population (Ville de Montréal, 2005a, Tableau 3, p. 74).

Taking into account the percentage of people whose incomes are the lowest incomes in the same four districts, we find that Villeray-Saint-Michel-Parc Extension is the district with the highest percentage of low income people reaching 40.7%, followed by Côte-des-Neiges-Notre-Dame-de Grâce with 37%, Saint-Laurent with 29.4% and Saint-Léonard with 26.8%, taking as a reference point the overall average of low-income people in the city, which is situated at 29% (Ville de Montréal, 2005a, Tableau 3, p. 74).

The last variable to consider in these four districts is the level of unemployment, with a finding that the district with the highest level of unemployment is again Villeray-Saint-Michel-Parc Extension at 13.5%, followed by Côte-des-Neiges-Notre-Dame-de Grâce at 11.6%, Saint-Léonard at 9.7% and Saint-Laurent at 9.6%,. The average for the total population of Montreal is at 9.2% (Ville de Montréal, 2005a, Tableau 3, p. 74).

Hence, we can deduce that in the four districts with concentrations of immigrants, nearly half of the population has a mother tongue other than English or French. This is

one of the first obstacles that immigrants face in order to integrate into their new society. Two of these districts show that they are under the average of the population in Montreal who has university studies; the other two are over the average. However, surprisingly, Côte-des-Neiges-Notre-Dame-de Grâce, which has 45.9% of its population which has university studies, is one of the districts with the highest level of unemployment and one in which its population receives the lowest income. The previous data allows the reader to see that the districts that have the highest number of immigrants are, in most cases, under the average in comparison with the rest of the population of the city of Montreal in respect to the four variables. From this information, it can be stated that the immigrants in Montreal have certain problems in achieving the same level of income and employment as the rest of the population of the city. This fact reinforces the idea that, in this area, special tools are necessary to support the integration process of this particular population.

La Ville de Montréal and its municipal organization

This section will attempt to explain the municipal organization of the city of Montreal, and to see how public libraries fare in an environment of decentralized services, where each district is responsible for the development of public libraries. This reorganization has some positive as well as negative aspects, given that public libraries are offering unequal services in the different districts.

In January 2002, the regrouping of twenty-eight municipalities of the Urban Community of Montreal was finished in order to create “la Ville de Montréal”, a unique municipality as a new model of government (Ville de Montréal, 2005a, p.13)

The new model set two government functions, administrative and management, which are shared by the Municipal Council and the district councils “ Conseil Municipal et les Conseils d’arrondissement” (Ville de Montréal, 2005c, p. 1). It is a decentralized structure and gives autonomy to the districts with the objective to “faire

de Montréal une réussite économique, sociale, culturelle et environnementale, [...]”
(Ville de Montréal, 2005c, p. 3)

This structure will allow every district to define its priorities and needs. In this sense, the Ville de Montréal stated :

Le regroupement de la Ville de Montréal ne peut être synonyme d’uniformisation ou de nivellement. Il est essentiel que les arrondissements puissent non seulement conserver leur personnalité propre, mais aussi la développer (Ville de Montréal, 2005c, p. 3).

Therefore, this new form of government will give the districts the responsibility of managing their territory, and the tools to participate into the collective efforts of the development of the Ville (Ville de Montréal, 2005c, p. 4). In order to fulfill this objective, the districts will establish their own budgets; and the city will provide the money to them while the local services will be financed by local taxes raised by the districts (Ville de Montréal, 2005c, p. 4).

Only time will tell how this new model of municipal governance will affect public libraries, bearing in mind that they are a local service as it is defined in Montréal Métropole Culturelle Proposition de Politique de développement culturel pour la Ville de Montréal (Ville de Montréal, 2004, p. 19).

Within this new structure, the districts will be in charge of managing the public libraries. The concern is what will happen with the public libraries when the cultural policies will be applied, considering the disparity of services. One of the main differences is the amount per capita devoted by public libraries, which varies from \$1.66 in Senneville to \$82.62 in Westmount, (Legault, 2001, p. 56). This difference in resources is reflected in the quality of the services. Hence, there is uncertainty as to what will happen with the new municipal organization. There are concerns as to whether or not disparities will disappear or be amplified. In this sense Legault wondered:

Après la fusion, les bibliothèques les plus subventionnées par leur

municipalité verront-elles leur budget diminuer? Est-ce que le financement sera nivelé vers le haut comme c'est le cas à Ottawa? Est-ce que les municipalités qui n'ont pas de bibliothèque auront la possibilité d'en faire construire une? Est-ce que l'on procédera à la fermeture de certaines succursales comme ce fut envisagé à Toronto? (Legault, 2001, p. 57).

Apparently, there has been a positive answer from the City, which has decided to develop a "plan de consolidation du réseau des bibliothèques publiques" that started in 2003 and will be completed in 2007 (Ville de Montréal, 2005a, p. 14). This plan intends to provide " [...] un accès accru et équitable aux bibliothèques pour l'ensemble des citoyens et augmenter la fréquentation des bibliothèques" (Ville de Montréal, 2005, p. 14). This plan started with a diagnosis of the present situation of the public libraries in Montreal, which was published in 2005.

Another positive initiative of the Ville de Montréal is the proposal of a cultural policy for the city "Montréal Métropole Culturelle proposition de politique de développement culturel pour la Ville de Montréal". This will be analysed later in the section on how public libraries will be included in the new context of the cultural policy.

The public library network in Montreal

The Ville of Montréal, in its proposal for a cultural policy for the city defines itself as: "une ville de savoir est d'abord et avant tout une société apprenante, qui se préoccupe autant de formation continue que d'éducation. Elle encourage le désir d'apprendre, la curiosité intellectuelle et la persévérance scolaire" (Ville de Montreal, 2005b, p. 21). The same document states that public libraries are:

Vitrines des œuvres du savoir, de la connaissance et de l'imagination, les bibliothèques contribuent à la compréhension du monde et deviennent-le point de départ de découvertes, de partages, d'appropriations et de créations. Ainsi, elles constituent, au quotidien, une étape essentielle à l'épanouissement et au rayonnement de la culture (Ville de Montréal, 2005b, p. 21).

The city of Montreal is aware of the importance of having an educated and informed population. In this context, public libraries are considered an essential

service to support citizens' education and information needs. In regard to the objective of this research, it should be stressed that in its cultural policy the Ville de Montréal proposes to reinforce the use of public libraries as an integration tool. The cultural policy stated "[...] renforcer l'utilisation comme outil d'intégration social, notamment auprès des nouveaux arrivants et des décrocheurs potentiels; [...]" (Ville de Montréal, 2005b, p. 23). For this reason, the city of Montréal has developed a network of public libraries that is composed of 55 libraries in the Ville Montréal, 53 of them, situated on the island of Montreal (Ville de Montreal. 2006b).

Each library depends on the cultural development division of the different districts. This division is responsible for planning, developing and managing the services aimed at the population. The service for Cultural Development of the Ville de Montréal is in charge of coordinating and designing a plan for the city of Montreal and it works in coordination with the district councils.

Libraries play a central role in the cultural life of the districts; they serve 40% of the population of the city through 12 millions loans per year (Ville de Montréal 2005b, pp. 22). The libraries on the island serve 37.8% of the total population (Ville de Montréal, 2005a, p. 34).

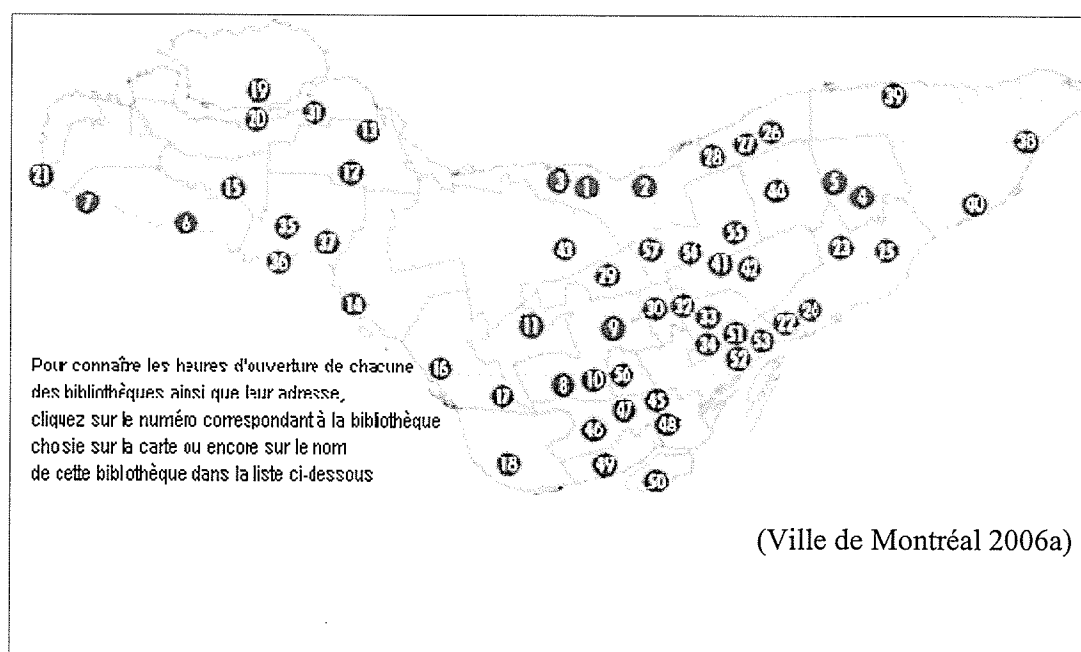


Figure 4. Map of the distribution of public libraries in Montreal

As can be seen on the map, there is more than one library per district in many cases. This can be explained by the different concentration of population in each district of the city. Regarding the distribution of libraries in the city, the Ville de Montréal states that:

En plus d'être si diversifiée, la population à desservir se répartit et se concentre différemment selon les arrondissements, et par conséquent, selon le rayon de desserte de chacune des bibliothèques. Superficie du territoire et densité de population expliquent ces grandes différences, cette dernière variant de 650 à plus de 13 000 personnes au km² selon les arrondissements [...] (Ville de Montréal, 2005a, p. 21).

In the previous chapter, the evolution of public libraries in Quebec was analyzed as well as the difficulties they had to face in their development. Public libraries in Montreal have not been immune to these difficulties, and they are still at a disadvantage in comparison with the libraries of seven other cities of Canada: Calgary, Edmonton, Mississauga, Ottawa, Toronto, Vancouver and Winnipeg.

In this regard the Ville de Montréal stated that:

Alors que Montréal souhaite se positionner au plan international comme ville de savoir, il est instructif de se comparer avec des voisins plus immédiats, en l'occurrence les grandes villes canadiennes de 500 000 habitants et plus, dont Calgary, Edmonton, Mississauga, Ottawa, Toronto, Vancouver et Winnipeg (Ville de Montréal, 2005a, p. 45).

As previously mentioned, the Ville de Montreal compared the public libraries in Montreal with the libraries of the other cities of Canada and five variables were picked out: the staff, the number of books per capita, the spaces, the level of performance and the expenses per capita.

Taking into account the first variable, the number of professional staff per 6000 inhabitants, Montreal is situated in 5th place. Toronto, Mississauga and Ottawa in first place, follows Vancouver; the sixth place is occupied by Calgary, followed by Edmonton and Winnipeg. In this context, the districts which are in a critical situation in Montreal are: Côte-des-Neiges – Notre- Dame-de-Grâce- Rosemont- La Petite-

Patrie, Ahuntsic- Cartierville, Villeray-Saint-Michel-Parc Extension, Rivière-des-Prairies – Pointe-aux-Trembles – Montréal-Est et Mercier – Hochelaga-Maisonneuve (Ville de Montréal, 2005a, p. 45).

Considering the second variable, the number of books per capita, Montreal is in 4th place having 2.3 books per capita. Vancouver is again at the top of the list with 4 books per capita, followed by Toronto with 3.5 and Ottawa 2.8. After Montreal, Mississauga is found with 2.2, followed by Edmonton with 2, and Calgary with 1.9; there is no data available for Winnipeg libraries (Ville de Montréal, 2005a, p. 45).

Taking into account the third variable: the libraries' surface, Montreal is situated 7th out of 8 places. The average for Canadian cities of 500 000 inhabitants and more is 57m² per 1000 inhabitants, where Montreal has on average 40.3 m² (Ville de Montréal, 2005a, p. 45).

Montreal is at the bottom of the list regarding the level of performance in reaching its population at 37.8% (this figure represents the level of performance for the libraries in the island of Montreal). Occupying the first place Vancouver at 67.7%, Winnipeg at 62.6%, Toronto, 54.8%, Mississauga, 52.3%, Ottawa, 51.7, Calgary, 50.9 and Edmonton, 38.8%. It can easily be seen that the difference with the first three libraries is rather large (Ville de Montréal, 2005a, p. 45).

Regarding the last variable, the expenses per capita, the situation is quite different. Montreal is situated in 3rd place, spending \$38.3 per capita. At the top of the list is Vancouver with \$ 63.9 and Toronto with \$ 53. The last two positions are occupied by Calgary and Winnipeg which spend 32.8\$ and 32.2\$ per capita. This allows the reader to see that although Montreal is situated among the first places, its spending is closer to the libraries which spend less per capita, than to the ones which spend more. The difference in investment for Vancouver and Toronto is at \$ 25.6 and \$14.8

respectively while it is at \$5.5 and \$6.1 for Calgary and Winnipeg (Ville de Montréal, 2005a, pp. 45-46)

The data provided allows the reader to see that there is a clear contradiction between the mission the Ville de Montréal has defined for public libraries and the level of resources the libraries receive in order to carry out their mandate.

As it has been mentioned before, the Ville de Montréal has developed a plan in order to overcome this problem, which will be analyzed in the following pages.

The access to the network of public libraries is free of charge to every resident and contributor to the city and it offers different services to its users. The collection of the network consists of 4.5 million documents (Ville de Montréal, 2005a, p. 31), including novels, magazines, talking books, cassettes and CD-ROMs. There are documents in 18 languages other than English or French to serve the different ethnic communities. These collections can be found in 5 libraries, (Villeray – Saint-Michel – Parc-Extension, Saint Léonard, Saint-Laurent et Côte-des-Neiges – Notre-Dame-de-Grâce, and the multicultural collection is found at Mile End library (Ville de Montréal, 2005a, p. 31). The total number of books in other languages other than English or French represents 1.55%. There is no requirement as to the percentage of books in languages other than English or French that public libraries should include in their collections (Ville de Montréal, 2005a, p. 29).

The “Commission permanente des arts et de la culture” recommended in 2002 that public libraries should be open at least 53 hours of operation per week (Ville de Montréal, 2005a, p. 33). However, many variations are found in the public libraries’ hours of operation. Even though the average hours are at 62 hours, there are libraries, which are open for 37.5 hours and others for 84 hours. (Ville de Montréal, 2005, p. 33)

The Network has an online catalog where the user can locate any document in the library or from home. It is the Gulliver catalog, which provides access, in both English

and French, and allows the user to search in the different libraries of the Ville (the following information was collected through an analysis of the web page).

From the catalog, there are links to other information sections. Any user interested in knowing about documents in non Latin languages can find a list under a "Multilingual collection" button which includes books in Arabic, Bengali, Chinese, Gujarati, Hindi, Urdu, Punjabi, and Tamil.

There is also a "new arrivals" link, which allows the user to see a list of the books recently received. The catalog also provides a link "Z39.50" through which the user is able to connect to other libraries in Quebec, Canada or the United States from a single search screen.

Furthermore, a link aimed at immigrants is also available which provides a list of books that can support them in their integration process. Some examples of the books included in this collection are: "Le Canada et les nouveaux arrivants", "Le Code civil et vous", "Le guide du logement au Canada pour le nouvel arrivant", etc. This collection is only found at the Parc Extension Library.

From the Web page, the users can also access training services by finding guides and online courses on the use of Internet and Email accounts. There is also a section with information for those people who are looking for employment or for education.

The following services are also available from the web page of the network (www.ville.montreal.qc.ca)

The elderly and the handicapped may have access to books by means of the "Biblio courier" service. Books are sent by courier to any person who cannot get to the library, and the request for books can be done by telephone.

The "Biblio dépôt" service consists of a mini collection of books, which are deposited in places such as hospitals and senior residences and may remain there for a period of time. They contain books that cater to any interest.

Moreover, youngsters can enjoy “story hour”, which is offered in all the libraries of the network and there are children’s collections and children’s reading facilities as well. These places provide children with the books and furniture adequately organized to meet their needs.

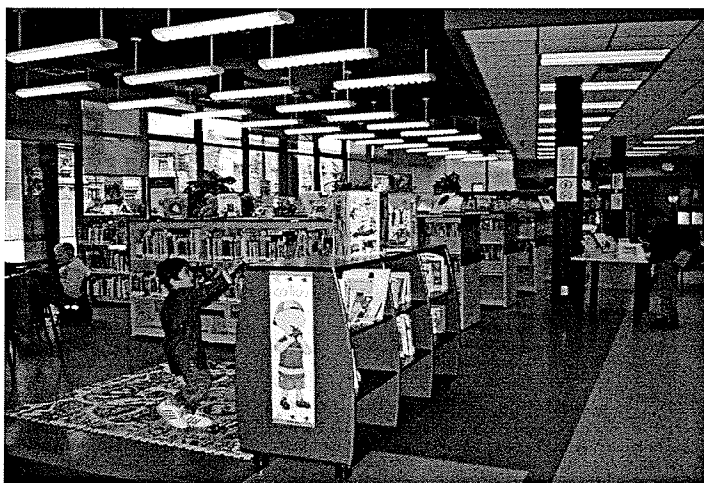


Figure 5. Children collection at Parc Extension Library

In addition, French courses are offered at some libraries and eleven libraries have a computer lab to allow the users to learn a second language.

There are also other activities and services, which support users according to different needs. This is the case of a program called “Apprendre tout au long de la vie”, which is a useful tool for continuing education.

Users interested in learning how to read and write can join the “Ateliers de lecture et d’écriture” where they can increase their knowledge.

Finally, all the public libraries offer Internet workstations and this is possible thanks to an agreement with the Ministry of Industry Canada. From these workstations the users may access a collection of on-line magazines and journals and search through the Internet. It is also possible to print information.

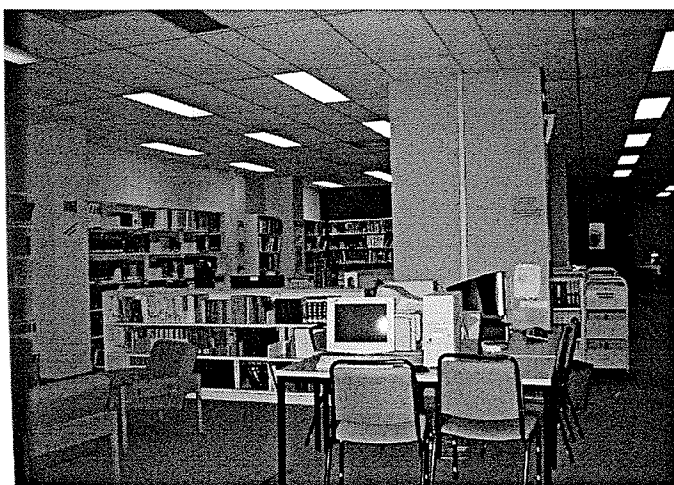


Figure 6. Computer workstations at Parc Extension Library

The libraries also offer many workshops. Among the main activities one can find: books presentations, literature contests, lectures, muppets, authors meetings, games, writing workshops, story hour, different courses and a guided visit for new users (Ville de Montréal, 2005a, p. 26).

The libraries also have special services aimed at the under privileged population. Some of these services are aimed exclusively at immigrants. These services play a social and/or cultural role with the intention of promoting their integration process. Among these services, we can find collections and courses to learn French or to learn to read and write (alphabetization).

As well, there are special collections like “Pour tous”, “Nouveaux arrivants”, “Études et carrières”, bilingual books and spoken books. Furthermore, there are three particular services designed for immigrants. They are: “Contact”, “Mots partagés” and “les livres dans la rue”.

“Contact” is a program aimed at immigrant children aged 0 to 5 to encourage them to learn and use the French language. This activity is carried out at the Centre local des services communautaires (CLSC) and at the HLM (habitations à loyer modique). In 2002, 11,366 children participated in 1100 activities (Ville de Montréal, 2005a, p. 26).

The “Mots partagés” program is targeted at adult immigrants with the objective to improve their written and spoken French. “Les livres dans la rue” is offered to children aged 4 to 12, and the program consists of reading in public places, like in parks. In 2002, 346 activities were carried out and 4,045 children took part in them (Ville de Montréal, 2005a, p.26). This sort of activities intends to encourage children to read and to go to the libraries.

This analysis allowed the reader to see that the public library network of Montreal attempts to reach every citizen. The list of services shows clear evidence of special efforts being made in attending to the different needs. There are services for youngsters, teenagers, and middle-aged people and for the elderly. Nevertheless, the libraries also offer important benefits to the immigrants and the under privileged.

The public library of Montreal's cultural project

In the 1990's, the government of Quebec started to promote the adoption of local cultural policies. Hence, many municipalities in Quebec have adopted cultural policies and, with the passing of Law 170, the adoption of local cultural policies has been reinforced (Ferland, 2005, p. 1).

In addition, in 2002 the Sommet de Montréal was celebrated. During this event, the importance of establishing a cultural policy for the city was increased (Ville de Montréal, 2005b, p. 9).

Furthermore, the Ville de Montréal expressed its willingness to place its citizens in the middle of the cultural action:

La culture est déjà au cœur de l'identité, de l'histoire et de la cohésion sociale de Montréal. Elle est moteur essentiel de son développement et de son dynamisme. (Ville de Montréal, 2005b, p. 16).

It is important to point out that the Ville of Montreal has developed a cultural policy. Culture is considered a key factor to promote the social and economic development of the city. On this issue, the Ville de Montréal stated “De plus en plus,

le succès des grandes villes dépend de leur capacité d'attirer les travailleurs du savoir qui recherchent des villes où la qualité de vie passe pour une vie culturelle intense [...]” (Ville de Montréal, 2005b, p. 11).

In this regard, public libraries play an essential role in this project. They are at the center of the cultural and community life of the city and there is a library in every neighborhood. The cultural policy document affirms that libraries are a local service, which serves 700,000 users of all ages, conditions and origins (Ville de Montréal, 2005b, p. 22).

As previously stated, public libraries in Montreal offer services of different quality depending on the districts in which they are located. In order to correct this situation, the Ville of Montréal has proposed to develop a “plan de consolidation du réseau des bibliothèques publiques” which started in 2003 and will end in 2007 (Ville de Montréal, 2005a, p. 14). This plan intends to provide “[...] un accès accru et équitable aux bibliothèques pour l'ensemble des citoyens et augmenter la fréquentation des bibliothèques” (Ville de Montréal, 2005a, p. 14).

The idea of offering equal services is also present in the document of a cultural policy, which proposes to reach an equal level in every library of Montreal. The document states: “certaines bibliothèques sont parmi les meilleures au Canada, tandis que, dans une majorité d'arrondissements, les normes reconnues pour les grandes villes ne sont pas atteintes.” (Ville de Montréal, 2005b p. 23). As seen before, Montreal would like to be situated into the “villes du savoir” (see note7). For that reason, public libraries should reach an equal level of service in every district. To be able to change this situation, the policy document proposes to adopt certain measures: specialized employees should be hired, training courses must be offered to the personnel, collections updated, new technologies incorporated, the opening hours to the public increased and buildings restored adequately (Ville de Montréal, 2005b, p.

23). Additionally, this document has set the following objectives for public libraries: to increase the number of visits and the number of users, especially those under 17 years old; to reinforce the use of the library as a tool for integration; to contribute to the social development particularly of the immigrants; to reinforce their role as a way of life; to contribute to make Montreal a city of reading and continuing education; and finally, to be the gate to knowledge and cyber knowledge (Ville de Montréal, 2005b, p. 23).

The cultural policy recognizes the important role public libraries can play in the city to support its development. Culture is closely related to the social and economic aspects of a city. Also, it is relevant to mention the intention of the Ville to support the development of libraries in order to reach an equal level of public libraries' services in all the districts of the city. However, how the City will be able to succeed in this crusade is left unanswered. The first obstacle is the municipal organization; second, the lack of instruments to engage the districts into achieving the objectives proposed in the cultural policy and third, the scarcity of human and financial resources to carry out the policy.

In this regard, some people and institutions have pondered similar questions regarding obstacles to the implementation of the cultural policy. The CBPQ prepared a document "Montréal Métropole Culturelle proposition de politique du développement culturel pour la Ville de Montréal : Mémoire de la Corporation des bibliothécaires professionnels du Québec" in which they pose the following questions:

De plus, nous nous interrogeons sur les moyens qui seront pris afin d'implanter ces mesures de rattrapage dans les différentes bibliothèques puisque celles-ci relèvent des arrondissements depuis la décentralisation des services liés aux fusions municipales. Nous craignons que la disparité dans l'offre de service des différentes bibliothèques loin de s'amoinrir ne s'accroisse, rendant illusoire l'idée d'un réseau fort! (CBPQ, 2005, p. 5).

Professor Diane Mittermeyer also expressed her concerns regarding the implementation of the policy by grouping her observations under three topics: the

fragility of the public library network of Montreal, the autonomy of the districts, and the limited power the Ville de Montréal has over the districts (Mittermeyer, 2005, p.1).

Mittermeyer (2005) stated:

[...] á mon avis on ne peut absolument pas parler de réseau dans une ville où: La Charte de la Ville reconnaît aux arrondissements une large autonomie dans la prestation des services de proximité. Ce sont donc les arrondissements qui assument la responsabilité de la programmation et de l'animation de leurs lieux de diffusion culturelle (Mittermeyer, 2005, p. 4).

In the same document, Mittermeyer made a reference to the lack of instruments the City possesses in order to implement the cultural policy by stating "La Ville n'a pas les moyens "d'obliger" elle se doit de "jouer la seduction" (Mittermeyer, 2005, p. 4).

Overall, the Ville of Montréal has shown a firm intention to improve the situation of public libraries in the city. The policy document proposed clear measures to reach an equal level of service in each of them. Hence, the City has carried out a diagnosis to know more about the situation in each library, its needs and the socio economic profile of the users. But as the CBPQ and other people such as Prof. Mittermeyer have expressed, there are certain obstacles that the City faces as it strives to succeed in the implementation of the cultural policy. The intention is clear, but it is necessary to define the instruments to implement these measures.

Furthermore, and as has been stated in the previous section, the province of Quebec does not possess an adequate legal instrument which supports the development of public libraries, and this is, again, another obstacle in the path of what the cultural policy document proposes.

Bibliothèque Nationale du Québec

The new concept of the Bibliothèque Nationale du Québec

The new building of the Bibliothèque Nationale du Québec was opened in April 2005, the same year the city of Montreal was nominated by UNESCO as the World Book Capital City and the same year the cultural policy document was presented by

the Ville de Montréal and discussed with the citizens. The “diagnostic des bibliothèques municipales de l’île de Montréal” was also published. This was a very important year for the libraries in Montreal. The new building of the Bibliothèque Nationale du Québec heralds a new concept for the national library. It combines both the mandate of a national library and that of a public one. The fact that this library offers public services is of interest for this research, but there is a stronger reason for this interest which is related to the relevance of the “loi sur la Bibliothèque Nationale du Québec”, which states that one of the missions of the library is to “[...] favoriser l’intégration des nouveaux arrivants” (Quebec. Loi sur la Bibliothèque Nationale du Québec, 2005, Chapitre II ¶3). This statement demonstrates the importance of the Bibliothèque Nationale du Québec to this research.

The opening of this new building does not mean that the province did not have a Bibliothèque Nationale. The Province of Québec passed the first National Library law on 12th August 1967 (Brault, 1998, p. 32). The passing of the new law gave the National Library status and legal recognition to the Saint Sulpice library, which has already been mentioned in the previous section. In this regard, Brault quoted Lajeunesse who stated “Cette œuvre culturelle sulpicienne donne naissance, au début du XX^e siècle, à la bibliothèque “publique” de Saint-Sulpice et fut l’ancêtre directe de l’actuelle Bibliothèque nationale du Québec” (Brault, 1998, p. 29).

In 1996 the discussion on the future of the Bibliothèque Nationale du Québec started. It is in this same year that the government of Quebec and the Ville de Montréal began to study the relevance of putting together the collection of the Bibliothèque central de Montréal and the collection of the Bibliothèque nationale du Québec. The idea emerged as a solution to space problems. In December of that year, the Government assigned a committee to study the possibility of creating “une grande bibliothèque publique au Québec” (Québec. BAnQ, 2006a, ¶10). In 1997, the

committee's conclusion identified the importance of creating this new library, and the government named a provisional Committee in charge of defining the program, the legislative policies and the protocols, which allowed the amalgamation of both libraries (Québec. BAnQ ,2006a , ¶10).

In 2000, the government of Québec approved the budget for the construction of the Grande bibliothèque, but it is in 2001, when the law allowing the amalgamation of both libraries was adopted. Finally, in April 2005, the new building of the Bibliothèque Nationale du Québec was open to the public. (Québec. BAnQ, 2006a, p. 21)

Therefore, the idea of the new concept of the Bibliothèque Nationale du Québec came as a solution to space issues faced by both the Bibliothèque Centrale de Montréal and the Bibliothèque Nationale. Both libraries were situated in inadequate buildings, which did not allow them to take advantage of the richness of both collections. Finally, this project was successful even though both institutions have very different objectives. This is one of the main reasons why, at the beginning some librarians and institutions were opposed to the project. They considered that putting both institutions together could put at risk the objectives of the National Library.

The CBPQ commenting on the "Project de loi 160 : loi concernant la Bibliothèque Nationale du Québec", quoted the text of the National Library law: "les fonctions de rassembler, de conserver de manière permanente et de diffuser le patrimoine documentaire québécois publié et tout document qui s'y rattache [...] " (CBPQ, 2000, p. 4).

In the same document the CBPQ quoted the text of the Association française de normalisation 1987 which defines a National Library as:

Organisme responsable, en priorité, de l'acquisition et de la conservation d'exemplaires de toutes les publications parues dans le pays; elle bénéficie le plus souvent du dépôt légal (...) Elle peut aussi remplir certaines des fonctions suivantes : établir la bibliographie nationale courante et des

bibliographies rétrospectives; tenir à jour une collection étendue et représentative de la production étrangère, comprenant aussi des documents concernant le pays où est située la bibliothèque; tenir le rôle de centre national d'information bibliographique, établir des catalogues collectifs (CBPQ, 2000, p. 4).

Having analyzed the definitions of public libraries in the second chapter of this work, the differences between both types of libraries can be easily understood. While national libraries focus on the preservation of the national heritage and have functions related to this goal, the public ones are in charge of services targeted to the public, the promotion of reading and the provision of information. It is in this sense, that some librarians and institutions were concerned that the amalgamation of these two institutions could weaken the position of the Bibliothèque Nationale du Québec. Their concern was not a minor one, as they stated that the management of heritage has nothing to do with the management of reading programs. Moreover, they were concerned that the programs designated to promote public reading could consume resources devoted to the Bibliothèque Nationale du Québec.

The CBPQ expressed its concern in regard to the possible cutbacks the national service could suffer, stating that:

Il faut admettre que la conservation fait appel à une expertise bien définie mais toutefois est peu propice à attirer une grande attention médiatique et par conséquent, dans un contexte de rationalisation des fonds, elle pourrait partir de coupures budgétaires ou d'une ré-allocation des fonds vers les services publics beaucoup plus visibles et quantifiables (CBPQ, 2000, p. 5).

The CBPQ was in disagreement with the bill because both institutions have very different mandates, but as they recognized the Government of Quebec's determination to push forward with the bill, the CBPQ suggested that the bill had to keep a balance between the heritage and conservation as well the public library mandates. This balance should be supported by the required budget for each one. The budgets should also be adequate and sufficient for carrying out both mandates (CBPQ, 2000, p. 11).

The CBPQ made other recommendations, but the previous quotations showed the concern of the CBPQ regarding the shared accommodation by both institutions.

On the other hand, the Comité sur le développement d'une très grande bibliothèque defined the project as "[...] une bibliothèque "grand public" accessible à tous, jeunes ou adultes, quels que soient leur origine ethnique, leur statut socio-économique, leur langue ou leur religion. [...]" (Comité sur le développement d'une très grande bibliothèque, 1997, p. 44). The "Comité sur le développement d'une très grande bibliothèque" thought the new library as a tool for enhancing intercultural and cultural life in Quebec, as a way of providing democratic access to a high quality national collection. Furthermore, they viewed this new library as a centre for knowledge and information dissemination and as a reference centre for the public libraries of Quebec. This new library should be very active in the promotion and use of new technologies (Comité sur le développement d'une très grande bibliothèque, 1997, p. 44).

The "Comité sur le développement d'une très grande bibliothèque" explained that the mandate of the library has to support democracy by offering access to information, knowledge and to the cultural heritage. This library has to support the social integration of the different ethnics groups. In this regard, the Comité stated that the new library should:

contribuer à l'épanouissement d'une société démocratique en offrant à tous, indistinctement, un accès à l'information, au savoir et au patrimoine documentaire; elle valorise la lecture et l'enrichissement des connaissances; elle fournit une vitrine de choix à l'édition québécoise; elle facilite l'auto-formation continue; elle favorise l'intégration sociale des différents groupes qui composent la communauté québécoise; elle renforce la coopération et les échanges entre les bibliothèques et stimule la participation québécoise au développement de la bibliothèque virtuelle (Comité sur le développement d'une très grande bibliothèque, 1997, p. 45).

According to this idea, the Bibliothèque Nationale du Québec is considered a tool for social integration (outil d'intégration sociale). This concept is of special interest for this research in the sense that the Comité sur le développement thought the library

would be able to fulfill this objective. On this point the Comité stated that the library will be:

Lieu d'affluence publique, la Grande Bibliothèque du Québec offre aux citoyens qui pourraient se trouver démunis face au monde documentaire des services visant à faciliter leur intégration sociale: apprentissage du français pour les nouveaux arrivants, matériel documentaire adapté aux déficiences visuelles ou auditives, soutien au cheminement de carrière, services d'apprentissage aux personnes ayant des difficultés de lecture. (Comité sur le développement d'une très grande bibliothèque, 1997, p. 46)

This quotation underlines the importance of social integration. It considers not only the different populations' needs but the opposite situation, which can lead certain people's exclusion. In order to fulfill these objectives the library has signed partnership agreements with the different organizations that manage these situations of exclusion. This is the case with the Ministère de l'Immigration et Communautés Culturelles (MICC). This agreement has as its objectives to offer specialized collections and services at the Bibliothèque Nationale du Québec, which will complement the ones at the ministry. The intention of the agreement is to provide the immigrants with services, which promote their integration process (Québec. BaNQ, 2006c).

The Library has also a partnership agreement with L'Institut Nazareth et Louis-Braille et la Magnétothèque where the goal is to offer services to people with visual handicaps. In this sense, the library will offer the collections and services in answer to the information, education, culture and research needs of this population (Québec. BaNQ, 2006b).

As can be seen, the project of the Bibliothèque Nationale du Québec as proposed is a very original approach. Only time will allow the reader to see whether it is possible to keep the balance between both mandates and in to what extent the partnerships with the other institutions will support the development of the services aimed at the under-privileged population.

Chapter Five

Results and Discussion

This chapter is divided into two sections. The first one presents the results of the interviews carried out and the analysis of the different documents. Under the first section there are three main subsections, which include each library studied. In the case of the public libraries situated in the neighborhoods, socio economic information for each area is included. The second section of the chapter includes the discussion of the results and the conclusions reached after analyzing the results.

Parc Extension Library

This library was opened in February 2003 and is situated in the William Hongston building which also houses 20 immigrant organizations and a cultural centre. The library states that it “*veille à l'intégration culturelle des immigrants et à l'apprentissage de la langue française*”. (Ville de Montreal 2003, p. 2) It has a collection of documents in 12 different languages: French, English, Greek, Spanish, Creole, Punjabi, Bengali, Tamil, Gujourati, Urdu, Hindi and Italian.

The population in the neighborhood is mainly young, (as is in the rest of the district). The young people are mainly students and the older ones are blue-collar workers. The families have many children, and the father and the older children are the earners. Women stay mainly at home because of their cultural beliefs, and because they are in charge of the children. Men are employed in the factories, which are located in the area.

Socio economic information of the area

Parc Extension is part of Villeray – Saint Michel district. It is situated in the West of Villeray. The population is 31,399 inhabitants (CDEC, 2004, p. 4). Parc Extension has the higher concentration of immigrants in the district, that is, 62% of the population is immigrant (CDEC, 2004, p. 7)

The district has 3 public libraries: Le Prevost Library, Saint-Michel Library and

Parc Extension Library. It also has a cultural centre to serve its population where cultural events of all sorts are held, such as lectures, concerts (Ville Montreal, 2003, p. 1).

The three libraries offer free access to all their services. They have a collection of 230, 000 documents and receive 150 newspaper titles. They have 30 Internet and language lab workstations. The collections are composed of: talking books, large-print books, newly arrived material, special collections for newcomers, books to support job searches. (Ville Montréal, 2003, p. 1)

In addition, the libraries offer other services such as: reading workshops, reading clubs, writer's lectures, exhibitions and story hour. Moreover, they have implemented different projects to sensitize people to the importance of reading. These are aimed at adults and children. The three libraries (Le Prevost, Saint-Michel and Parc Extension) register 800,000 loans per year and about 400,000 visitors. (Ville Montréal, 2003, p. 1)

Profile of the users

During the year 2004, the library registered 5,904 borrowers, 68.7% of whom were adults and 31.3% young people. Furthermore, the library registered 43,000 onsite users, corresponding to 37% of adults and 63% of young people. As a whole, the library lent 167,816 documents: 41% to adults and 59% to young people (Statistique cumulées du 1er Janvier au 31 Décembre 2004 provided by the library).

Taking into consideration the languages of the borrowed documents, 60% were written in French, 13% in English and 27% in other languages. Regarding the reference service, in this same period, the library registered 30,361 consultations: 18,182 related to questions requiring counseling, 51% of which were asked by adult people and 49% asked by young people; 12,179 were reference questions, 55% asked by adults and 45% by youngsters. In this same period, the library registered 83,725 entries. (Statistique cumulée du 1er janvier au 31 décembre 2004 provided by the

library)

Based on the figures already mentioned, we can summarize the information in the following table:

Table 1. Number of users, loans, and registered borrowers in Parc Extension Library

Total population of the area	31,000
Borrowers registered in 2004	5,904
Loans registered in 2004	167,816
Total entries in 2004	83,725
Reference questions registered 2004	30,361
Number of books	75,000

But if we compare the number of entries with the number of registered borrowers, we can conclude that every registered borrower went to the library on average 14 times in the year 2004. However, if we compare the number of registered borrowers with the total population of the area, it shows that about 20% of the population are users of the library.

According to this analysis, it can also be stated that, on average, every user borrowed approximately 28 documents per year. In comparing the size of the collection with the population of the neighborhood, one can observe 2.4 books per inhabitant, and if a comparison is made of the number of loans to the total collection, it demonstrates that each book was borrowed 2.2 times during 2004.

Considering the number of reference questions in relation to the total of the neighborhood population, it can be stated that each person in the neighborhood went to the library once to make an enquiry.

Table 2. Relationship between age of users, loans and reference questions

	Adults borrowers	Young borrowers	Total
Number	4,057	1,847	5,904
Loans	69,342	98,474	167,816
Counseling questions	9,276	8,906	18,182
Reference questions	6,699	5,480	12,179

Based on these figures, it can be concluded that in 2004, adults were the ones who most frequently used the reference service, while young people were the ones who registered the highest number of loans. At this point, a new element may be included that will allow the reader to draw the following conclusion; taking into account that young people have a lower level of registration but a higher number of loans, then it can be inferred that young people borrow more documents per capita than adults.

On this same point, the librarian explained during the interview that the main users of the library are students who are at school. She also added that 50% of the users are less than 35 years old. Besides, she stated that the parents go to the library to accompany their children, and in this way they get involved with the library.

At this point, the librarian was asked why the newcomers went to the library. She believed that they attend it because they can learn French. They need to learn French in order to get a job and they appreciate the tools the library provides to them. She also mentioned that people in the neighborhood had asked for the library and they had looked forward to it for about 10 years.

The collection features

The collection is composed of 75,000 documents: 65% are in French, 20%, in English and 15% in other languages. There is a collection of books for the newcomers,

which might help them to understand Montreal society, for example, its legislative system, the history of the city, etc. Besides, the collection offers practical information as to where to find a house to live in, how to find a job, how to go to the hospital, etc. The objective of this collection is to facilitate the integration process of the newcomers.

The general collection is also formed of multimedia material, being 60% in French, and the rest mainly in English, since it is difficult to get this kind of material in the community's various languages. The collection includes DVD, cassettes and talking books as well. Furthermore, the library receives newspapers many of which are aimed at the communities.

Services offered

As it was mentioned before, the library has a very important collection, which can be borrowed for free or can be consulted on site. The library is open 45 hours per week, allowing its users extended open hours for visiting.

The library also offers a reference service, where the users can get reference aid or obtain counseling on various topics. Among them, this service can orientate newcomers in finding a place to live, where to get a job, the schools in the area, etc.

There is also a documentation service, which has an index of all the available services in the area, as well as two computers, which provide access to encyclopedias and databases.

When the librarian was asked about the most frequent questions the newcomers made at the reference service, she answered that they were about finding a place to live and where they could take languages courses.

In addition, the library offers free Internet access including 10 workstations for accessing the Web. Users only need their borrower card with its password in order to use this service. Also, there is a language lab with 4 computers, which allow users to

learn 40 different languages at their own pace. In addition, the library offers traditional French courses, which are very useful for the newcomers. The collection of documents supports these courses with materials, which help them to learn and practice the language.

Guided visits are organized, mainly with schools, in order to explain how the library works and all the services offered. There are also many programs such as “les mots partagés” which are literature workshops, which allow the newcomers to familiarize themselves with French literature and writing. Authors like Flora Balzano, Felix Leclerc, Gabrielle Roy, Michel Tremblay, among others, are studied; exchanges on different subjects are organized; lectures given by various authors; reading groups held for children during the summer and the story hour all year long. The library welcomes children from the day care centres once a week. They read tales to them and they take this opportunity to register them. This is an excellent outreach tool in relation to the rest of the family.

Other services offered by the Ville de Montréal

In this neighborhood, there are also two other services organized by the Ville de Montréal whose objectives are to sensitize children to the importance and potential joy of reading. The Ville has chosen this neighborhood because of its poor socio economic situation. (Charette, 2003, p.15) These two projects are: “Contact “ and “les livres dans la rue”. The first one is carried out in agreement with the MICC. This activity is aimed at the immigrants and their children, who do not know the French language. It consists of leisure activities where stories are told and which take place in the vaccination clinics sites and in other places, which are visited by the families. The objective of this project is to sensitize parents and children about the importance of reading, of learning French and of going to the library.

The second project is called “Les livres dans la rue”, and its objective is to

encourage children's reading. This project has been carried out for 20 years and 54,122 kids have listened to 103,680 tales. The methodology of this project is very simple. There is a group of 2 facilitators who go to parks and other open places where they can meet kids during the summer. The facilitators take a bag containing children books. The activity lasts about an hour and a half and it is very flexible. The children are the ones who choose the books and the facilitators can read each book more than once if the children want to listen to them again.

Overview of services offered exclusively to the immigrants

Among the services identified which cater exclusively to immigrant residents are a Multicultural collection, a newcomer collection, French courses, literature workshops, a documentation centre, a liaison agent, cultural activities organized with immigrant centres. The following two services: "Les livres dans la rue" and "Contact" are offered within the walls of the library, but in the neighborhood.

Objectives of the library regarding the immigrant population

The librarian interviewed stated that The Parc Extension library has as its main objective to make immigrants feel more integrated into society, to help them find a job and to support them in their learning of French.

Although the library does not have a marketing plan, it sets yearly objectives. Immigrants are the main clientele of the library; however, the librarian believes the services are not reaching all the population in the neighborhood. This is the case of the women who do not work and stay at home and the older population as well. As a result, the library is planning to develop a new service in order to reach them. The "liaison agent" will be in charge of it, and he/she will carry out door-to-door visits so as to introduce the library and invite the people to come and visit it. These visits will have a follow up in order to evaluate the services and to assess if this population is being reached.

The feelings of immigrants toward the library

The librarian was asked about the immigrants' feelings toward the library. She stated that they have a very positive feeling. They find that the library is very useful to them and they appreciate the tools offered. She also added that they have looked forward to it for a long time. This same question was also asked to one of the immigrant organizations which is in the same centre as the library, and the librarian and the person consulted agreed that there has been a positive change in the neighborhood since the library opened. They reaffirmed that immigrants have a very positive feelings toward it.

However, the librarian stated that there are many other things, which could be done for the immigrants. She believed that the library has a lot of potential because they have the resources to develop other services, which will support immigrants in their integration process. At this moment, they are designing some of the services which will be probably developed in the future. She mentioned as examples: more door to door promotion of the services offered (Languages Labs, reference sections), young adults reading club, and a new section for young adults.

Competence of the staff

The librarian believed that the staff of a library that is working with newcomers needs to have special skills and abilities such as patience and initiative. Since most of the time, users do not know what they want or need, the library staff should be able to suggest and propose alternatives. Furthermore, it has become essential for the staff to speak several languages. At the moment, the library is not offering any special training for its staff.

Relationship with other organizations

The library also works very closely with immigrant organizations coordinating different cultural activities. The library participates in the neighborhood's

consultation, which allows it to be in contact with these organizations and to learn more about the concerns and needs of the immigrants.

The library has an employee (agent de liaison) specifically mandated to establish links with the immigrants and their organizations. This person is the bridge between the library and the area's population.

Librarian's personal opinion about how the library can facilitate the integration of the immigrants into society

The interviewed librarian affirms that the library is a very useful tool in the context where she is working. Its users may benefit from some of the services, which allow them to integrate more easily into society. For instance, they can learn French. She reckons that the library is one part of the chain, which will facilitate this integration. She also added that many activities to support immigrants are being developed in the area by different organizations.

Impact of the library in the neighborhood

In order to measure the impact of the library in the neighborhood, two other people were interviewed: the city councillor of the district and a member of an immigrant organization. Both agreed that the library has had a very positive impact on the area and that it has improved the population's quality of life.

The interviewed councillor worked very hard to get the library built and it can be said that she was the promoter of this idea. So she was asked why she believed a library was important in a neighborhood. She explained that it is important to help children develop the love for books. It is a means to travel with the mind and to stimulate imagination. One of the other challenges she faced was to convince the authorities to provide the library with a multicultural collection. Again, she was asked why she considered a multicultural collection important and she explained that, in this way, children, parents and grandparents can read together and thus, it is a way of

bringing the whole family into the library.

The councillor was convinced that the library is a tool for the integration of the immigrants. On this point, she added that the Library allows them to exchange experiences and share activities. Most cultures meet at the library. She also stated that at Parc Extension Library, the liaison agent's work was having very positive results and that the library was a useful tool for changing the future outlook of the neighborhood. In addition, she firmly believed that with the support of the library, young minds could be developed. They could experience a taste for education, thus preventing their dropping out of school and their being out on the streets.

She also made a final comment, which is worth including in this analysis: She is convinced that the library can help those neighborhoods, which present problems of poverty. These areas are the ones, which need the most libraries, community centres and sport facilities. Thus, the population could increase their education level, maintain their health and develop a positive attitude toward their future. If people are active, they do not get involved in crimes and vandalism. Politicians need to work more on the prevention, and the development of these services. Consequently, people being educated, would maintain their health and they would be able to work and receive an income.

Saint Laurent Library

The library was opened in 1960, however, its building is very modern and adequate to serve as a location for a library.

Since the neighborhood has a big population, there are plans to open a new library in the year 2008. The present building will become a branch and the new one will be the central library

Socio Economic Profile of the area

Saint Laurent is situated in the centre of the island of Montreal. Its inhabitants

number 77,391 people, 17.5% of whom correspond to people between 0 and 14 years old, 29.6% between 25 - 44 years old and 17.7%, 65 and older (Observatoire économique et urban, 2004, p.1-2). This is the neighborhood in Montreal, which has the highest concentration of immigrant population: 49% of the total population is comprised of immigrants (Observatoire économique et urban, 2004, p. 5). Thirty four percent of the population speak French, 18%, English and 49%, other languages as their mother tongue (Observatoire économique et urban, 2004, p. 4-5).

The neighborhood offers schools, parks, community centres, museums and others facilities. Though it has only one public library, there are plans to build another one, which will open in 2008.

Profile of users

In 2004 the library registered 17,000 borrowers and 670,000 loans. It rates among the top libraries in Montreal, considering the number of loans. It has a staff of 55 people (part time and full time workers), but in terms of the working hours, the number of staff is equivalent to only 40 full time people.

The collection features

The collection is formed of 200,000 documents, 60% of which is in French and 40% in English. Although this neighborhood is the one, which has the highest concentration of immigrant population, the library does not offer a multicultural collection. The library developed a policy in an attempt to integrate immigrants, and there is a belief that offering books in the immigrant languages would not contribute to the integration process. However, at present the administration is reviewing all its policies regarding the services and it plans to start developing a multicultural collection next year.

Nevertheless, the library does offer different kinds of multimedia material and they receive newspapers in different languages.

At this point it will be interesting to compare some figures:

Table 3. Saint Laurent Library in figures

Saint Laurent Library	
Number of the total population of the neighborhood	77,391
Number of registered borrowers	17,000
Number of loans	670,000
Number of documents	200,000

A comparison of the total population of the neighborhood and the number of registered borrowers, shows that 22% of the population uses the library. Also, comparing the size of the collection with the same population, it was concluded that there are 2.6 books per inhabitant. But, the number of registered loans is striking: the number of loans shows that each borrower registered an average of 39.5 loans, which is very high. Finally, if the reader looks at the total loans against the number of books, it can be concluded that each document has an index of circulation of 3.35. This means that every document was loaned an average of 3.35 times.

Services offered

This library has a service for shut-ins the old and the handicapped who cannot reach the library. The library has a system of volunteers who are in charge of taking the books from the library and delivering them to homebound people.

The library has special programs for children, which include: the story hour for toddlers, the story hour for children from 3 to 5, and on Saturdays they organize activities for the youngsters.

Regarding the adult population, the library offers activities in the afternoons: lectures; reading workshops, "Les Mots partagés", workshops to teach people how to prepare a résumé, how to conduct a job search, and a quick reading program targeted to people with difficulties in reading.

The library has also Internet workstations. They are used for language labs but this service was closed because it was not being used much; however, they have many handbooks to learn different languages.

In addition, the library has a reference service for adult and children populations. The interviewed librarian mentioned the fact that this service was very much used by immigrants, especially at night and weekends. They usually use this service to find out about citizenship requirements, examinations to assess their qualifications, and different kinds of questions about the country.

The librarian stated that the library is very well known in the area. There is a tour for newcomers, which is organized by the Ville, and one of the places visited by the immigrants is the library.

Other services offered by the Ville de Montréal

The neighborhood also participates in the Contact project, which is aimed at immigrant children and their families and has already been explained. The library would also like to develop "Les Livres dans la rue": a program to sensitize children to the joys of reading, which was previously explained, as well.

Overview of services offered exclusively to immigrants

Saint Laurent library is offering the following services to immigrants: "Les mots partagés", Workshops on employment and how to get a job, Documentation centre on the community services available in the area, and Contact.

Objectives of the library regarding the immigrant population

The library attempts to integrate immigrants into society, "to make them feel they are at home", stated the interviewed librarian. The library should be regarded as a place where everyone can share their culture, know more about each other, and exchange beliefs and traditions. Furthermore, it is very important for the library to make people read, pursue their education and be open to learning and knowledge.

At the moment of the interview the library was reviewing its policies towards immigrants and changes were imminent. The library wanted to increase its base of users and, in this sense; it was developing a marketing strategy. So far, it was in the first stage but it planned to finish it by the end of 2005.

The objective of this plan is to reach the hard – to – reach population by developing new outreach instruments. This plan intends to double the activities the library is offering at the moment, to have a significant presence in the neighborhood and to start working more closely with immigrant organizations in order to coordinate different activities. The library wants to establish a close relationship with immigrant organizations in order to become aware the immigrants' needs. The librarian stated on this point, “*we need to know more about them in order to develop the new services*”. This plan also includes the developing of the multicultural collection. The librarian believes that they can develop useful tools so that many more people to join the library.

The feeling of the immigrants toward the library

The librarian explained that they are planning to develop tools in order to evaluate users' satisfaction. Despite the fact that at this moment this cannot be measured, based on the number of people who attend she believes that they would find the library very useful. She also added that children take out a lot of books in French and parents go with them to borrow their own books.

Competence of the staff

The librarian believes that special competencies are needed to work with immigrant people. She explained that people should be open, respectful of other cultures and that they should not try to impose their own beliefs. She also added that librarians should be ambassadors of library usage rules: and be patient. At this point, she explained that there are some immigrants who had difficulties in accepting the library rules, so the

librarian patiently and respectfully, tried to make them comply with those rules.

On the other hand, at this moment, the library is not offering any training on how to work with immigrants; however, the librarian thinks having such training would be useful. It should be noted that there is a total of 17 languages spoken by different persons making up the total staff complement. Some of them are immigrants themselves, so this fact is of great help.

Relationship with other organizations

The library has links with many of the organizations in the area, such as schools, Collège d'enseignement general et professionnel (Cégeps), Museums, CLSC, and they are developing a closer relationships with them in order to know more about immigrants needs. The librarian believes that the library should and can do many more things, and they are working collaboratively.

Librarian's personal opinion about how the library can facilitate the integration of immigrants into society

At this point the librarian thinks that libraries should facilitate the relationship with the immigrants, but in order for it to be a success, will depend on the staff and immigrants. She stated that libraries could be a very good tool for integrating people but they should be user-friendlier and should make them feel welcomed.

The library needs to be open to immigrants. The librarian believes that immigrants should use the library more and to its full extent. For this reason, this library is planning to work closely with the community organizations to develop more specific services, which may attend to their needs.

Asked about how she felt about the libraries being an integration tool, the librarian explained that the library brings immigrants into a context where there are people who can suggest what to do, who can gather useful information for them. The library also offers personal attention to them. The immigrants can ask questions according to their

own interests and their own concerns. Nevertheless, the librarian thinks that, at times, libraries are not user-friendly enough.

La Bibliothèque Nationale du Québec

The Bibliothèque Nationale du Québec was opened on April 30th 2005 and as it was stated in the study case of this thesis, it combines both the mandate of a public library with its national one. The « loi sur la Bibliothèque Nationale du Québec » defines its mission stating that :

La Bibliothèque a pour mission de rassembler, de conserver de manière permanente et de diffuser le patrimoine documentaire québécois publié et tout document qui s'y rattache et qui présente un intérêt culturel, de même que tout document relatif au Québec et publié à l'extérieur du Québec. Elle a également pour mission d'offrir un accès démocratique au patrimoine documentaire national, à la culture et au savoir et d'agir, à cet égard, comme catalyseur auprès des institutions documentaires québécoises, contribuant ainsi à l'épanouissement des citoyens (Québec. Loi sur la bibliothèque Nationale du Québec, 2005, Chapitre II, pp. 1-2).

As well, the law established the following objectives: to promote reading, to promote research and the enrichment of knowledge, to promote Quebec publishing, to facilitate continuing education, to facilitate the integration of newcomers, to reinforce cooperation and the exchanges amongst the libraries. to stimulate Quebec's participation in the development of the virtual library.

Profile of the users

Unfortunately, the library did not have much information about the borrowers' profile at the moment the interview was carried out. They do not register what the borrower's mother tongue is, information, which would allow the researcher to measure the number of immigrants who are using the library services.

However, the librarian provided the research with some figures. Before the library opened, they expected about 5,000 visitors per day, but since they opened they have been receiving an average of between 8,000 to 10,000 people.

All library services are available from Tuesday to Friday from 10 am to 10 pm, and Saturday and Sunday from 10 am to 5 pm, except for the section of new arrivals, which is open from Monday to Sunday from 10.00 am to 12.00 am. The librarian said that this section of the library is receiving an average of 4,000 people on Mondays, a day on which the rest of the library is closed. The number of people who are attending the library is far higher than what they had expected, so the staff is working overtime.

In spite of the fact that we cannot know whether the immigrants are registered in the library, we can be sure that all of them participate in the library's guided visits as it is mandatory in the French courses offered by the MICC. (This Ministry has an agreement with the Bibliothèque Nationale du Québec as it was stated in the section on this library)

The collection features

The library has two main collections composed of 4,432 617 documents: 80% are printed, 420,352 microforms, 105,164 musical scores and 271,986 multimedia. 45% of the collection corresponds to the national collection, and the rest is composed as follows: 33% contribution of the Montreal Central Library; 20% new acquired material and 2% Institute Nazareth et Louis Braille which represents 50,000 documents. The Bibliothèque Nationale du Québec has set as its aim to acquire 65,000 books per year and 20,000 multimedia items.

The collection for the newcomers

This collection is developed in agreement with the MICC. The objective of this collection is to facilitate the integration of newcomers into Quebec society. It allows newcomers to find "practical information about Quebec, Canada, its institutions, public services, education, how to get a job, business, geography, history and all about the new society" (Bibliothèque Nationale du Québec, 2005, p. 12)

The multicultural collection

“This collection consists of 20,000 documents in 10 different languages other than English and French. The documents are in Arabic, Spanish, Chinese, Creole, Romanian, Italian, German, Greek, Portuguese and Russian” (Bibliothèque Nationale du Québec, 2005, p. 12)

Services offered

There are also services for young people and the general public. Among the ones aimed at young people the following services were identified, reference and reading suggestions, facilitation and training, multimedia workstation, stations to see films and listen to music.

Services for the general public include: reference services, loan services, language labs, computer lab, Internet workstation, films and music stations, Internet workstation, exhibits all year round, guided visits, and user training to learn how to benefit from the library services.

There are also other special services, which include, an advisory business service, services targeting handicapped people and blind people.

Regarding the services aimed at immigrants, the following services were identified: multicultural collection, newcomer collection, library guided tours for immigrants groups which are taking French courses with the MICC, the facilities for people searching for a job in partnership with Emploi Québec.

Objectives of the library regarding the immigration population

When the librarian was asked about the objectives of the services aimed at immigrants, she answered that the library wants to let the immigrants know that the library is a free service and that nobody will control what they are reading. In addition, they want to let them know they do not only offer useful information to enable their adjustment to the city but also for their entertainment: movies, music, etc. She stated

that serving the immigrant population is mandatory.

At this moment, the library does not have a marketing plan. However, they are aware that at some point they will have to identify the non-users and develop a strategy to reach them.

Competence of the staff

During the interview, it was also asked which competencies the librarian believed the staff needed in order to work with the immigrants. The librarian considered that it is necessary to have special skills: among others, she mentioned the ability to speak more than one language, an openness to different cultures, knowledge on how to deal with the immigrants and how to offer the appropriate service to them.

At this moment, the library is planning a training course with the MICC, and it is also making a list of the staff who speaks different languages.

On the second floor of the library, they have installed all the services aimed at immigrants: the language labs, the newcomers collection, the multicultural collection and the Emploi Québec workstations, since it is on this floor where there is staff who can speak several languages. The librarian also mentioned that among the staff there are many people who belong to the multicultural communities as the library is mandated to hire people from them, as well as from handicapped communities. This is a good measure as in this way the library has more resources to serve immigrants.

Relationship with community organizations

The library has a very positive relationship with different centres. Together with the immigrant organizations, they organize cultural activities. They also keep a close relationship with the organizations within the neighborhoods. On this point, the librarian stated that before the library was opened, the neighborhood organizations arranged a tour around the area for the staff to show them all the available services. So the librarian feels that the library has established a very good relationship with other

organizations.

Librarian's personal opinion about how the library can facilitate the integration of the newcomers into society

The interviewed librarian believes that it is mandatory for the library to serve this population. The main goals of the library are: to make sure that there is enough information available to immigrants and to prepare its staff to help them with what they are searching for.

The interviewed librarian believed that the library needs to show immigrants that they can find help. First, the library offers a multicultural collection and the newcomer's collection where they can find very useful information. Also, language labs are provided to help them with the learning of the language. Moreover, there is a special collection, which explains to them how to find a job, where to find schools, how to go to the hospital, what the Quebec political system is like, etc. They can also find newspapers written in their own languages. Finally, guided visits for the newcomers are organized in coordination with the MICC. This range of services is very useful because they allow the library to reach each one of immigrants.

The librarian also mentioned the agreement signed with Emploi Québec: they organize workshops for the immigrants where they learn how to prepare a résumé, what the requirements to get a job are, how and where to find jobs, etc.

The librarian also stated that the library receives groups of immigrants from different parts of the province by offering meetings facilities to them. In addition, she explained that the library has a very close relationship with the immigrant organizations and that they organize different cultural activities together. These activities encourage the immigrants to visit libraries and they are a way for them to discover that they can not only get information, but also have fun. There is a team of 8 facilitators who are in charge of organizing this kind of activities for them.

When the librarian was asked if the library services are reaching all immigrants, she answered that probably they are not. She explained that the communities are very well organized and that they have their own cultural centres with libraries. What the library should do is to create more links with these centres and develop activities together. The community centres are the ones that are aware of the needs of this population and they can suggest what the library can do for them. However, she believes that the facilitation programs are a very positive tool for the integration as the activities allow people from different cultures, who speak different languages, to share and learn from each other.

Discussion

After having presented the results of the interviews and the content analysis of different documents, it is possible to answer the question of whether public libraries in Montreal offer services aimed at immigrants, which may contribute to their integration into this new society. The results of the visits, interviews and the content analysis helped identify a variety of services aimed at this population as well as the necessary elements to be considered in order for a public library to reach the immigrant population and to support them in their integration process.

At least twelve services were identified in the visited libraries: multicultural collections; collections for the newcomers; newspapers in other languages; French and other languages courses; French literature workshops for immigrants; cultural activities, documentation centres with information on the neighborhood services, working workshops or services to facilitate the search for a job; libraries' guided visits for immigrants, liaison agent services who encourages the links between the library and the community, "Livres dans la rue" and "Contact", special programs offered by the Ville de Montréal. These services will be explained further in this chapter.

In comparing the services available with the number of services actually offered in

each of the sites, Parc Extension offers 92% of the available services, the Bibliothèque Nationale du Québec 80% and Saint Laurent 50%. To calculate the percentage of services offered by the Bibliothèque Nationale du Québec, “Contact” and “Livres dans la rue” were deemed to be services offered in the neighborhoods and were therefore excluded from the tabulation of the services offered at the Bibliothèque Nationale du Québec.

Taking the IFLA Multicultural Communities Guidelines for Library Service (1998) as a reference point to measure the commitment of public libraries in Montreal to the immigrant population, as proposed in the Methodology of this research, it can be stated that, in general, the three libraries visited in Montreal partially fulfill the Guidelines. The Guidelines grouped the services under 3 different sections: “Cross-Cultural Materials and Services”, “Information and Reference Services” and “Extension Services”. The twelve services identified in the libraries visited in Montreal are in coherent with what the Guidelines recommend as services to be offered by libraries serving multicultural population.

The following chart allows us to see how the services offered by the three libraries visited can be classified according to the three sections proposed in the Guidelines.

Table No 4. Services classified according to IFLA Multicultural Communities Guidelines for Library Services (1998)

<u>Cross-Cultural Materials and Services</u>	<u>Information and Reference Services</u>	<u>Extension Services</u>
Multicultural collections Collection for the Newcomers Newspaper in other languages	Documentation Centre with information of the Neighborhood services. Reference Service	Ateliers of French literature for newcomers. Livres dans la rue Contact Guided visits for

Language courses		immigrants
Working workshops or services which facilitate the search for a job		Liaison agent
Cultural activities		

These services, which are commonly known as multicultural services, can be classified as services that promote the integration process and the cultural identity services, as defined in the chapter on the public libraries experiences in multicultural countries. Thus, the collection for newcomers, language courses, Workshops of French literature for newcomers, documentation center with information about the neighborhood services, working workshops or services which facilitate the job search, are classified as services which favor the integration process. "Livres dans la rue", "Contact" and the "Liaison agent" can also be included in this group. The Ville de Montreal organizes the first two services and they are held in the community. Even though they are services, which promote integration, they encourage the children and the families in reading and using of the French language.

The "Liaison agent", is a person, not a service. This person offers a service of vital importance to the integration of the immigrants by coordinating different activities with the community organizations, and contacting the immigrants directly. This agent is a link between the community and the library.

The multicultural collections, the newspapers in other languages and the cultural activities belong to the group of services which allow the immigrants to stay connected to their original cultures.

At this point, it is important to compare some of the services identified for immigrants and analyzes their effectiveness. Although the multicultural collections

can be classified as the service which fosters the links with the immigrants' cultures and traditions, it is considered important for this research since Canada is a multicultural country which promotes the right of immigrants to conserve their language and culture. For this reason, it is important to evaluate the development of these collections. Two of the libraries visited have developed multicultural collection, in Parc Extension Library the documents in languages other than English or French represent 15% of the total collection, while in the Bibliothèque Nationale du Québec they represent 0.55% of the total collection. Saint Laurent does not have any material in the immigrants' languages because it was considered that it would inhibit the integration process.

If we take as a reference point the data provided by the Diagnostic des bibliothèques municipales de l'île de Montréal, the documents in immigrant languages represent 1.55% in the total of the public libraries on the island (Ville de Montréal, 2005a, p. 30). This allows us to see that the collections do not reflect the multicultural diversity of the population of Montreal. Although these collections will not impact on the integration process of the immigrants, the libraries serving immigrants should offer them as a way of acknowledging the freedom of immigrants to preserve their language and cultural traditions as stated in the Multicultural Policy:

recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage (Canada. 1985, Multiculturalism policy of Canada, p. 1).

In addition, from the quoted Diagnostic it can be stated that only 5 libraries in Montreal offer more than 1% of their collections in the immigrant languages. (Ville de Montréal, 2005a, Tableau No 10 p. 81) (See table in the Appendix B)

On the other hand, the three libraries visited offer newspapers in the immigrants' languages, which can be considered a part of the multicultural collections.

The "collection for the newcomers" is offered in two of the three libraries visited: Parc Extension Library and the Bibliothèque Nationale du Québec. The web page of the Montreal public library network showed that the Parc Extension Library is the only public library, which offers this kind of service. On the other hand, the Bibliothèque Nationale du Québec has developed such a collection, in agreement with the MICC, with the objective of facilitating the integration of newcomers into the society. These collections can be classified among the services, which facilitate the integration process by allowing the newcomer to find practical information on how things work in this new society.

Regarding the language courses, Parc Extension and the Bibliothèque nationale du Québec both offer language courses. The former offers traditional French courses and a computer lab, which allows the immigrants to learn more than 40 different languages while the latter offers, only the computer lab. As it was stated before, these services form part of those, which promote the integration process.

The French literature workshops for immigrants are offered in the two public libraries visited (Parc Extension and Saint Laurent). This service, which is classified as an integration service, allows the newcomers not only to improve the use of the French language, but also to be in contact with Quebec culture.

Cultural activities for immigrants are held at Parc Extension and the Bibliothèque Nationale du Québec, while Saint Laurent was not carrying out such activities at the moment the interview was carried out, but they are planning to start offering them soon. The libraries, which are organizing cultural activities, are those who have developed links with the community organizations. The Saint Laurent library had not developed any relationships with the community organizations at the moment it was visited. However, it was planning to initiate a contact with them. Cultural activities should be offered for the same reasons as the multicultural collections.

The Documentation service, which provides information about services in the neighborhood, is offered at both public libraries. The reference service each library has compiled provides useful information to answer any users' questions related to practical issues, thus allowing them to solve some of their problems or to find the required support. This is viewed as another important service facilitating the integration process.

Another service which encourages the integration process of the immigrants is offered through the workshops and resources dedicated to job searches which are promoted at Saint Laurent and the Bibliothèque Nationale du Québec. The Saint Laurent Library supports the immigrants in their finding a job by teaching them how to prepare a résumé and where they can look for a job. However, the Bibliothèque Nationale du Québec has an agreement with Emploi Québec, to facilitate access to different resources for people looking for a job. Although the Parc Extension library does not organize special activities in this regard, the library can provide relevant information to the users through the reference service that targets their particular needs on practical aspects.

At this point we can state that the libraries visited are offering services to the immigrants, which facilitate their integration. Nevertheless, an analysis will be conducted on whether the immigrants are using the libraries. Hence, the level of performance of the two public libraries visited will be assessed. In this regard, the Bibliothèque Nationale du Québec is not included since at the moment of the visit the library did not gather information on the number of immigrants who were using its services. Though Parc Extension has a level of performance of 20%, and Saint Laurent reveals 22%, if the reader takes as a reference point the average of performance of the libraries on the island of Montreal (37,8%) (Ville de Montreal, 2005a, p. 90), it could be construed that both libraries fall below the level of performance of the average of

libraries in Montreal. One of the first conclusions that can be drawn from this analysis is that the immigrants in Montreal do not go to the public libraries in the same proportion as the rest of the citizens of the island. There is also other interesting data, which emerged from the two public libraries visited, and it is the number of loans registered per capita. The number of loans is 28 documents per capita in Parc Extension Library, while in Saint Laurent it is 39.5. At this point, we can state that the level of performance and the number of loans are directly related to the social profile of the population in both areas. Both are among the ones with the highest level of immigrants, but the socio economic profile of the population is very different. While in Villeray-Saint Michel-Parc Extension the number of people with university studies represents 18.7%, in Saint Laurent this number increases to 33.6% (Ville de Montréal, 2005a, Tableau 2, p. 74). This situation can explain why the population of Saint Laurent read more books than the population of Parc Extension. If the analysis is continued by using the socio economic indicators and consideration is given to the percentage of people at the lowest incomes, Villeray -Saint Michel-Parc Extension is at 40.7%, and Saint Laurent at 29.4 %, which is the average for the city at 29% (Ville de Montreal, 2005a, Tableau 3 p. 74). In this regard, we can compare the level of unemployment of these two neighborhoods, which are 13.5% in the former and 9.6%, in the latter, having as a reference point the average unemployment rate for the city at 9.2%. Despite the fact that the research lacks information from other libraries, which would allow a definite conclusion to be drawn, in this regard, it can be established that there is a certain tendency for the libraries' level of performance to diminish when socio economic indicators are below the average.

It is also interesting to note that Saint Laurent, which offers fewer services aimed at the immigrants, has a higher performance than Parc Extension, which offers more services. Again this situation can be explained through the same reasons previously

mentioned. If the neighborhoods with the worst socio economic conditions were those whose libraries demonstrate the lowest level of performance, it would follow that they would need to develop far more services in order to reach the non-user population. These neighborhoods are the ones with the highest percentage of under privileged population. As a result, these populations need further support and encouragement to use library services which are foreign to them.

Further to this discussion, it will be interesting to analyze the objectives the libraries set in order to design the services for their population. The staff at the three libraries visited stated that one of their main objectives was to integrate the immigrants into society. The three librarians interviewed expressed this concept in different ways: "make immigrants more integrated into society" "[...] integrate immigrants into society, make them feel they are at home" "[...] facilitate their lives in the city [...]". In the case of the Bibliothèque Nationale du Québec, it was stated that law mandated integration efforts. Nevertheless, it is crucial to see to what extent the interviewed librarians felt the libraries were able to support immigrant integration into society. One of the librarians mentioned the French courses and the support to the immigrants in their job search as a relevant service. Another one stated that the library should be regarded as a place where everyone can share their culture, know more about each other, exchange beliefs and traditions and support their continuing education. Finally, the third one referred to the opportunity provided by the library to immigrants to access useful information and leisure activity. These opinions concur with statements issued by the "Loi sur la Bibliothèque Nationale du Québec" (Québec, 2005, Chapitre II, ¶3) and the Ville de Montréal (Ville de Montréal, 2005b p. 23). As can be seen, both documents stated as an objective the facilitation of immigrant integration by the libraries. Although the librarians interviewed and the documents analyzed agreed that public libraries promote the integration process of immigrants, such concurrence was

not reached regarding the way public libraries can support this process. The three librarians interviewed mentioned different ways the library could facilitate the integration process of the immigrants. The two documents analyzed were limited to a mention of the objectives only, thus leaving a very large margin of interpretation on how these objectives could be reached. At this point, referring to what was said in the literature review on the multicultural libraries and integration, it was stated that operational guidelines for multicultural libraries should be enunciated into clear policies supported by government. They cannot develop as individual initiatives. Governments of territories with a multicultural population should define precise policies for this kind of library, in which objectives and goals are clearly established and necessary resources provided. According to this statement and having as a reference the *Loi de la Bibliothèque Nationale du Québec* and the proposal for a cultural policy, it can be concluded that there is no clear policy in this sense. Also, as previously mentioned in chapter four, the Province of Quebec lacks an updated law for public libraries. Therefore, it can be stated that there is a lack of a legal instrument for the development of public libraries. As it was seen in the policies analyzed and in the law of the *Bibliothèque Nationale du Québec*, the integration of the immigrants into society is mentioned as an objective. However, the document does not make a clear reference on the services the library should develop in order to facilitate the integration of immigrants. The data obtained confirmed this conclusion. The three librarians interviewed quoted different services, which can promote the integration of immigrants into society. This demonstrates that every library develops what it considers useful for the immigrants resulting in a certain disparity in the services offered.

On the other hand, an analysis will be conducted to examine if the libraries have a strategy to reach the immigrant population, as suggested by IFLA (IFLA, 2001). Two

of the libraries visited did not have such a strategy to work with immigrants at the time of the interview, while the other establishes yearly objectives. In the case of Saint Laurent Library, the administration is reviewing its policies toward immigrants and it intends to develop a marketing plan, which will allow the library to increase its immigrant user base. The Bibliothèque Nationale du Québec is also aware that it will have to identify the non-users and develop a strategy to reach them. Therefore, it can be stated that at the time of the interviews, the three libraries visited were not developing a marketing strategy targeting the immigrant population, which would allow the library to identify the users' needs and, consequently, develop appropriate services to attend to their needs.

In order to go over more of the concluding results, a review will be conducted of the requirements the staff will have fulfill in the libraries visited. The three librarians interviewed agreed that the staff of a library working with immigrants should meet special requirements. Those the librarians deemed important include: being patient and proactive, being able to speak several languages, being open and respectful of other cultures and being prepared to adapt to the needs of the immigrants. Saint Laurent Library and the Bibliothèque Nationale du Québec have immigrants on their staff. Unfortunately, no data about Parc Extension was available. However, in total the staff of Saint Laurent Library can speak more than 17 languages, while the Bibliothèque Nationale du Québec has a mandate to employ people from the communities, and it has included many immigrants on its staff. In the Bibliothèque Nationale du Québec, the multilingual staff works on the 2nd floor where the services aimed at the immigrants are situated. This point coincides with what the "Multicultural Communities Guidelines for Library Services" suggests on employing immigrants in public libraries. The guidelines states: "Libraries should reflect multicultural societies by the staff they employ, ensuring that the staff truly reflects the different ethnic,

cultural and linguistic groups that the library serves" (IFLA, 1998, p.11).

The guidelines also recommend that:

Library authorities should institute continuing education programs designed to enrich the cultural and racial awareness of their staff and improve their abilities in dealing with their tasks in an ethnically linguistically or culturally diverse society. (IFLA, 1998, p. 11)

In this regard, it can be pointed out that the public libraries visited are not offering any continuing education program for their staff, except for the Bibliothèque Nationale du Québec, which at the moment of the visit was planning a training course through the Ministry of Immigration and Citizenship.

Another important variable that should be considered concerning the staff is the relationship between the number of professional staff and the population the library serves. On this matter, it was seen in chapter four that the libraries in Montreal are situated in 5th place as compared to seven other cities of Canada (Ville de Montréal, 2005a, p. 45) (see table in the Appendix C). In both cases, it can be concluded that the Montreal Public Libraries do not have the necessary staff to reach all the population. This is a very important point: If the libraries do not have enough staff they can neither increase the services offered nor concentrate their efforts on reaching the non user population. At this point, it can be concluded that there is a lack of staff in the public libraries in Montreal, and, in addition, the staff of public libraries working with immigrants do not receive the necessary training to cope with the needs of this population. However, the fact that the Bibliothèque Nationale du Québec is planning to offer such a course together with the MICC should be flagged. This course would also be extended to the staff of all the public libraries working with immigrants.

The number of staff and the services offered by public libraries are directly related to the resources public libraries receive. Again, the fact that public libraries in Quebec lack any legal instrument, which clearly establishes the resources the government should invest for their development, should be stressed. As already seen in chapter

four, the economic situation of the libraries in Montreal is not flourishing. Despite the fact that Montreal places third among the cities which spend more resources per capita, they show a difference of \$25.6 from the level of the city which spends the most, and of \$14.8 from that of the second one, leaving Montreal closer to those cities which spend less per capita (Ville de Montréal, 2005a pp. 45-46). As seen in chapter four, the different districts in Montreal provide different contributions, thus increasing disparities amongst the different public libraries.

The next variable, which will allow measurement of the libraries' commitment to immigrants, is the relationship between the libraries and their immigrant organizations. Two of the libraries visited maintain a close relationship with the immigrant organizations, and they have staff devoted to coordinate activities with them. The Saint Laurent Library has links with many of the organizations in the area, but at the time of the visit, it did not have a working relationship with them. However, the librarian interviewed mentioned that they were starting to develop this kind of relationships. In the other two libraries, they also have staff dedicated to working with these organizations, as is the case of the "liaison agent" at Parc Extension. The results of this research reveal that there is a direct correlation between the number of services aimed at the immigrants and the involvement the library has with the immigrant organizations. However, this same conclusion cannot be applied to the level of performance of the library. As was demonstrated before, Saint Laurent has a higher level of performance among its users than Parc Extension. Obviously, there are some external factors, some of which have already been analyzed, such as the social profile of the users. At this point, it is important to mention that Parc Extension is a very new library and is located in a district where there are two other libraries. This is not the case of Saint Laurent, which is the only library in the district. In order to draw a definite conclusion it would be necessary to have data available on the situation of the

other libraries.

At this point, we can affirm that public libraries undoubtedly support the integration process of the immigrants into society. The three librarians and the councilor interviewed agreed on this. However, they mentioned some conditions: the first librarian said, “the library is one part of the chain which will facilitate the integration”, the second one stated that success will depend on the staff and immigrants. She added “libraries can be a very good tool for integrating people, but they should be more friendly and give immigrants more place”. The third one stated “the main goal of the library is to make sure that there is enough information available to the immigrants and there is a need to train its staff to help with what the users are searching for”. Again, we confirm that in order to reach and support immigrants, libraries should meet certain conditions, some of which have already been discussed, such as working tightly with other organizations, possessing the necessary trained and professionally developed staff to work with immigrants, offering the required services and, of course, relying on some kind of economic resources.

The last point to examine is how public libraries could be excellent tools for supporting the integration process of the immigrants. In order to do so, the definitions of public library selected in the content analysis will be analyzed. As the Ville de Montréal stated, public libraries are the “gardienne et médiatrice de la connaissance [...]” “favorise d’autant plus l’exercice de la citoyenneté qu’elle est intégrée à sa communauté [...]” “instrument d’équité et accessibilité [...]” (Ville de Montréal, 2005a, p. 9). Hence, public libraries provide a context to the users where they can receive needed information, whether to increase their knowledge or their ability to actively participate in civic affairs. It can be stated that public libraries promote equality in society. Gamache Vaillancourt also agreed with the previous statement. In this regard, he states that the library, “[...] permet aux personnes issues de tous les

milieux d'accéder à la connaissance [...]” “la bibliothèque publique permet aux gens de tous âges, de toutes origines et de toutes classes sociales de se ressembler, de socialiser” (Gamache Vaillancourt, 2001, p. 104).

The Ville de Montréal also cited that “leurs collections et leur action affirment en permanence la diversité et l'identité culturelles” (Ville de Montréal, 2004 p. 22). This last statement should be understood in the context of a Montreal as a multicultural society. In this way public libraries, apart from promoting equality and active civic participation, also promote cultural diversity.

In conclusion, it can be affirmed that public libraries are useful tools for encouraging the integration process of the immigrants. Examples of how public libraries work in this direction were provided in the literature review, in chapter two. It was also proven that the three libraries visited in Montreal have developed services aimed at the immigrants and that they are in agreement with what the IFLA Multicultural Communities Guidelines for Library Services proposes (IFLA, 1998). The identified services not only promote the integration process but cultural links with their original cultures and languages as well. These services also cover different areas the population needs for its own development. If we compare the areas covered by the public libraries in Montreal with the mission statement of IFLA which is: “The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure” (IFLA, 2001, p. 2) it can also be affirmed that these objectives are being reached.

Chapter 6
Conclusions and areas for improvement

The research carried out demonstrates that the public libraries visited in Montreal partially facilitate the integration process of immigrants into Montreal society. In order to do so, these libraries have developed different kinds of multicultural services, which target immigrants and provide tools to enable them to find a place in this new society.

In order to be able to reach the objectives of this thesis, librarians working in three libraries, which offer services aimed at immigrants, were interviewed. Two other interviews were also conducted; one with the councillor of one of the districts which has large number of immigrants and the other one with a person working in an immigrant organization. Some documents were also analyzed such as the "Loi sur la Bibliothèque Nationale du Québec" and "Montréal Métropole Culturelle: proposition de politique de développement culturel pour la Ville de Montréal". The analysis of these documents allows determining whether public libraries in Montréal and the Bibliothèque Nationale du Québec can be regarded as tools for the facilitation of the integration. Both documents stress the important role libraries in Montreal can play to support this process. The interviews conducted and the analysis of documents confirmed that public libraries can facilitate the immigrant integration process.

The literature review included in chapter two demonstrates that public libraries have a social mission and that they are agents for change. There has also been an evolution in the concept of what a public library is, as well as in its mission. This chapter also showed the role public libraries can play in multicultural countries. For instance, this research included the definition of multicultural libraries' services, their objectives, and some examples of different services that public libraries have developed in some multicultural countries. The developing of these services is also in agreement with IFLA/UNESCO Manifesto, which states that:

[...] Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison. (IFLA, 1994, p. 6)

As seen in the discussion on the results, the services related to the integration process and the ones related to the preservation of the immigrants' cultures and languages were identified among those aimed at the immigrants. Both kinds of services were present in the three libraries visited and these services partially followed what IFLA (Multicultural Communities Guidelines for Library Services) suggests.

The literature review and the results of the research led to the conclusion that public libraries need four elements, in order to be able to fulfill their role: official legislation to clearly define the objectives they need to reach, the necessary staff with the required skills, coordination with other organizations and adequate budgets.

Considering the first element, an official legislation, it was stated in chapter four, that public libraries in Quebec do not have an updated law to allow an adequate and stable development. The urgent need to have such legislation which supports the development of public libraries and which includes clear objectives to reach the immigrant population should be stressed.

Despite the fact that the law of the Bibliothèque Nationale du Québec states that one of its objectives is to facilitate immigrant integration, it is a general statement which fails to define the specific targets which need to be reached. The same lack exists in the cultural policy for the city of Montreal, so there is also a need to define in a more precise manner the type and extent of measures and services to be implemented.

The second vital element for a public library working with immigrants is a staff with the required skills. As seen in chapter four, libraries in Montreal seem to be in shortage of both professional librarians and administrative staff. It was also observed that in two of the public libraries visited, the staff was not receiving any continuing

education program to improve in this respect. The Bibliothèque National du Québec is the only one planning to offer this kind of course in coordination with the MIIC. However, a positive element found in two of the visited libraries (no information on the other is available) is that many immigrants are employed in these libraries and this staff is dedicated to service the immigrant population. This is also in agreement with what IFLA Multicultural Communities Guidelines for Library Services (1998) proposes on the staff for multicultural libraries (IFLA, 1998, p.11).

The third recommended element for library-serving immigrants is working in partnership with immigrant organizations. It was observed that libraries are more involved with the immigrants if they are working closely with their representative organizations. The research demonstrated that there is a direct relationship between the number of services aimed at the immigrants and the involvement the library has with the immigrant organizations. It is suggested that every library working with immigrants should have staff dedicated to establishing links with the immigrant organizations, as is the case of the "liaison agent" in Parc Extension.

The fourth essential element to develop adequate services aimed at immigrants is the required budget. From the analysis of the documents included in chapter four, it can be concluded that public libraries in Montreal are not receiving adequate budgets to offer high quality services in general. In addition, this research was not able to identify if public libraries serving immigrants receive any special budgets to develop adequate services aimed at immigrants.

This research also determined that public libraries in Montreal are showing some deficiencies such as the lack of coordination and standardization of services aimed at the immigrants. It was found that each of the libraries working with immigrants offer different services, not allowing the immigrants to have access to standard types of services in their neighborhoods. This situation can be the result of the municipal

organization of the city, which gives each district the autonomy to decide on the management of the library. In addition, there is no legislation, which clearly establishes which services these libraries should offer.

Another element, which is of importance, is the low percentage of books in the immigrant languages. They are 1.55% of the total collections of public libraries in Montreal, and at 0.55% in the case of the Bibliothèque Nationale du Québec. This information led to the conclusion that the book collections do not represent the diversity of the society.

It was discovered that the two public libraries visited have a lower level of performance compared with the rest of the libraries on the island of Montreal. In considering the limitations of the data available for this research, (only two libraries were analyzed), it can be stated that immigrants do not go to public libraries in the same proportion as do other citizens of the island. The research also demonstrated that there is a direct relationship between the social profile of the population and the level of performance of public libraries. As it was shown in the case of Parc Extension Library, there is a tendency toward a diminished level of the library's performance when the socio economic indicators are under average compared with the rest of the city.

This research also concluded that the three libraries visited were not developing any marketing plans. There was only one case, which showed that the library was going to develop such plan. Although they set objectives to reach, they do not have tools to evaluate how their services are doing; whom they are reaching; and who they are not. It is important to highlight the fact that all the interviewed librarians were aware of this situation, and that they were working on tools which would allow them to carry out the required follow ups to evaluate their progress.

Despite the fact that this research was limited to two public libraries and the

Bibliothèque Nationale du Québec and that the data collected is considered insufficient to draw a general conclusion on the role public libraries are playing in Montreal society, it can be nevertheless stated that they could be excellent tools for supporting the integration process of immigrants. They are a local service, accessible to everybody, which could provide immigrants with the necessary information and tools they may need.

Linking the definition of immigrant integration as proposed in the methodology of this work, with what the library can do for the immigrants, it can be concluded that public libraries can provide the immigrants with the instruments which would allow them "to function as any other Quebecois, namely in terms of access to public services" (Germain, 2000, p.12).

As mentioned before, it is believed that public libraries in Montreal are a useful tool for integrating immigrants. However, public libraries need specific instruments, which could permit their development in this direction. Therefore the Province of Quebec should adopt a new law for public libraries, which should precisely define the objectives in reaching the immigrant population, and the coordination mechanisms, which would allow every public library to standardize the services, they offer.

Secondly, public libraries serving immigrant population should work closely with all the organizations and institutions that serve this population. They should be developing partnerships, as it is in the case of the Bibliothèque Nationale du Québec, or participating in round tables, as it is the case of Parc Extension Library.

Libraries should develop marketing plans, including strategies to reach the immigrant population. Thus, libraries would be able to identify the immigrants' information needs and plan their services accordingly. The marketing plan would also include evaluation tools, which would allow libraries to measure their progress, identify their weaknesses and redefine their strategies as a result.

Finally, libraries need to increase their staff in order to be able to reach the non-user population. It is necessary that specialized staff work with the immigrant population. An excellent example is the "agent de liaison" at the Parc Extension Library.

In conclusion, the public libraries visited in Montreal show a certain involvement in regard to the immigrant population; they have defined services, which facilitate the integration of newcomers into society, and they have designed certain strategies in order to reach them. A positive aspect is the fact that they work closely with the community organizations or have partnerships with them. However, some weaknesses were also identified which public libraries should strive to overcome should they want to reinforce their role with this population.

Notes

- (1) The library could be an educational tool for the immigrants who should know the American institutions and integrate into them.
- (2) To guarantee the population free access to all forms of information in its different forms of presentation. This information should be broad, updated and representative of the thoughts and ideas of men and of the expressions of their creative imagination, in such a way that both the individual as well as the community can situate themselves in their historical, socio-economical, political and cultural environment.
- (3) To stimulate the active and effective participation of the population in the national affairs, thus increasing the role of the library as a tool for promoting social change and the citizens' participation in democratic life".
- (4) The cultural mission of the librarian is to make the information a cultural « good » available for every body and an essential tool for the work of each people and country, and the different communities which form it, to go ahead in the process of social and human development toward the democracy consolidation, the pacific co-existence and the attainment of major productivity, the equitable distribution of richness and the establishment of social justice.
- (5) It is the government of Quebec the one which decides to accept Immigrants and refugees in Quebec, but it is up to the local Communities and municipalities to greet immigrants and manage the resulting diversity and, eventually, their total integration.
- (6) The Ministère d'Immigration et Communautés Culturelles offers integration programs to the newcomers. These programs cover the first five years in Canada. However, it is well known that, in reality, integration is a much longer process.
- (7) The Ville de Montréal suggests that Montreal would like to be situated among the "villes de savoir". This concept can be understood as :

Montréal métropole culturelle, tout en accordant une grande

attention au développement artistique, fait siennes les conclusions d'une politique distincte portant sur le patrimoine. Il en est de même pour les savoirs, dont la ville elle-même fait la diffusion- notamment par son réseau de bibliothèques- et du rapport Montréal, ville de savoir, dont elle se fait-le promoteur. [...] (Ville de Montréal 2005b, p.9)

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Appendix A

IFLA Section on Library Services to Multicultural Populations. *Multicultural Communities: Guidelines for Library Services*

INTRODUCTION

These guidelines are based on Standards for multicultural public library service compiled by the Working Group on Multicultural Library Services (Victoria) and published in August 1982 by the Working Group and the Library Council of Victoria, Australia.

They were compiled for the IFLA Section on Library Services to Multicultural Populations by a Standards Subcommittee consisting of Anne Holmes and Derek Whitehead in consultation with all members of the Standing Committee of the Section. The Standards were translated into all official languages of IFLA (French, German, Russian and Spanish). In addition they were translated into Chinese, Japanese and Italian and widely distributed by the Section.

The development of electronic media and introduction of new forms of transmitting information created the necessity to revise the guidelines. This was done by Virginia Ballance and Marie Zielinska in consultation with all members of the Standing Committee of the Section. Benedikte Kragh-Schwartz and Charles Townley helped to prepare the final version.

MULTICULTURAL COMMUNITIES:

Guidelines for Library Service

These guidelines have been compiled and published in order to promote standards of fairness and equity in

library service to ethnic, linguistic and cultural minorities. The guidelines

- provide criteria against which the adequacy of existing services may be assessed;
 - provide a basis for the planning of library services to all groups in the community;
 - provide an equitable basis for the purchase of materials and the provision of services;
- and we believe that their implementation will also

- encourage mutual understanding and tolerance among the ethnic, linguistic and cultural groups represented in all societies.

It is not intended that these guidelines should be taken in isolation from other standards and guidelines. In particular, they are meant to be used in conjunction with standards and guidelines for particular types of libraries in each country and with international standards. It is intended that the central principle of these guidelines, that of equity, should be used in applying existing standards and guidelines for public, school, academic and other libraries.

It is also important that library services to ethnic, linguistic and cultural minorities should not be seen in isolation or as additional to "normal" services. They must be seen as integral to any library service.

Ethnic, Linguistic and Cultural Diversity

These guidelines are international, but the ethnic, linguistic and cultural composition of the countries of the world varies greatly. This variety can be characterized in the following way:

1. Immigrant minorities. In this category are included permanent settlers who possess their own language(s) and culture(s) which are distinct from those of the host society. The category also includes the descendants of immigrants who continue to identify with their ancestral culture.
2. Persons seeking asylum, refugees and residents with a temporary stay permit.
3. Migrant workers. In this category, temporary immigrant workers and their dependants are included. They are immigrants who do not intend to stay permanently, and whose legal status is that of temporary resident. They may eventually become permanent residents (category 1), depending upon the policies of their country of residence and their own wishes.
4. National minorities. These are indigenous or long-established groups with a long-standing and distinct ethnic, linguistic or cultural identity, distinct from that of the majority. They may use the main language of the country (such as the Swedes of Finland), or have substantially adopted the main language of the country (such as the Welsh or the Native Americans). National minorities may share their language or culture with majorities in adjoining countries, or may be confined to the country in which they are a minority.
5. A global society. In the global society we are all part of cultural minorities. All cultures must be represented in the global information infrastructure.

Dialect is also a relevant factor. In many countries that are regarded as linguistically relatively homogeneous, there is a wide variation in dialects used, and there may exist vigorous dialect and regional cultures. Where material is available in these dialects or relating to regional cultures, libraries should acquire it.

These guidelines are intended to be applied in a variety of situations of ethnic, linguistic and cultural diversity, and amplify the section of the 1986 IFLA Guidelines for public libraries on service to ethnic and

linguistic minorities. These are printed as an appendix to this document.

Interpretation

As a general principle, these guidelines have maintained the belief that library service should be provided to

all ethnic, linguistic and cultural groups at the same level, and according to the same standards. For a number of reasons, this may not always be possible. However, it is particularly important that this principle be maintained as a primary goal.

In the guidelines that follow, it is strongly urged that all ethnic, linguistic and cultural minorities be provided with library materials and access to networked information services, in their preferred languages and reflecting their own cultures, on an equitable basis. The following points should be used in applying this principle.

1. Where the language of an ethnic minority is not an official language of the country, a great amount of country-specific material will only exist in the official language; for example, material relating to the law, government, education and business. This should be taken into account in assessing whether provision is equitable.
2. The volume of material published in many minority languages may make it impossible to provide library materials to the same standards as for the majority language. It is unavoidable in such cases that provision will be less adequate in range, balance, collection size or physical quality for a language in which little is published. It may be possible to provide a different balance of library materials, but for some minorities, despite the best efforts of library staff, an inevitable inequality may remain.
3. The degree of bilingualism and of retention of linguistic or cultural identity, and the level of social integration within a society will also be important in determining the level of service to ethnic, linguistic or cultural minorities. Many members of minorities may wish to be regarded as part of other groups in their library needs. These factors should be considered in deciding what is a fair and equitable provision of library services.
4. Demand is also relevant, and for a variety of reasons demand may not correspond to the proportion of the population in a particular ethnic, linguistic or cultural minority. Therefore demand cannot be taken into account where no service has been previously provided. Low demand may reflect inadequate provision in the past, poor or inappropriate service, low expectations, poor publicity or unfamiliarity with library services. In such a case the reasons for lack of or low level of demand should be thoroughly investigated before any decision on the service is taken.
5. All ethnic, linguistic and cultural minorities should be provided with collections and services which meet equitable standards of library provision. In the case of very small minorities, or widely scattered groups, such materials and services may need to be provided on a central or cooperative basis in order to achieve a service of a size, range and quality comparable with that provided for larger groups or for the population as a whole.
6. In global networked library systems, all cultures and languages must have access to and be able to participate in the global network.

GUIDELINES

Library service should be provided to all ethnic, linguistic and cultural groups in society equitably and without discrimination.

1. — Responsibility for Provision

1.1 The funding and provision of library services to ethnic, linguistic and cultural minorities is a responsibility of all library authorities, whether public, state, national, school, academic or other; and of both central and local government.

1.2 Effective service for ethnic, linguistic and cultural minorities will normally require that, where it is possible, some services are provided centrally. The following functions are appropriate activities of bodies responsible for the control or coordination of library services.

- (a) The determination of standards for library service to ethnic, linguistic and cultural minorities, both centrally and locally, and in conjunction with the determination of library standards generally.
- (b) The promotion of equitable standards of library service and of principles and policies of library service which fairly reflect multicultural and non-racial principles.
- (c) The collection and dissemination of accurate statistics relevant to the application of these guidelines and of national standards.
- (d) The compilation and distribution of information relating to existing collections for **ethnic**, linguistic and cultural minorities in all types of libraries.
- (e) The evaluation, in consultation with minority communities, of the application of guidelines, standards and policies.

- (f) The provision of collections of material in minority languages and for minority ethnic and cultural groups, either for circulation among individual libraries or for direct services to the public. This should particularly be the case where, because of the small size or scattered population of a minority group, individual libraries are unable to provide an adequate level of service.
 - (g) The provision of material in all formats and from multiple sources.
 - (h) The provision of central technical services including the selection, acquisition and cataloguing of materials for minority groups and the provision of union catalogues in electronic or printed form, of such materials. Multilingual materials should be reported to such national union catalogues thereby ensuring equal access to local holdings for all.
 - (i) The provision of advisory and consultative services to libraries with regard to services to ethnic, linguistic and cultural minorities; and provision of forums for regular consultation with ethnic, linguistic and cultural minority communities.
 - (j) The support and encouragement of publishing in minority languages and publishing of material by or about members of minority groups.
 - (k) The promotion of libraries and their services to ethnic, linguistic and cultural minorities beyond the borders of any single library service.
 - (l) The conducting and sponsoring of research into the future needs and library use of members of ethnic, linguistic and cultural minorities.
 - (m) The maintenance of professional and international exchange relations with libraries, publishers and other relevant bodies in the mother countries of minority groups.
 - (n) The development of on-line databases for materials and the promulgation and implementation of international standards for the exchange of data in non-Roman scripts.
- 1.3 The following functions are appropriate activities of individual libraries and library authorities.
- (a) Each individual library should clearly state goals, objectives and policies relating to its services to ethnic, linguistic and cultural minorities and these should be allocated a place within its overall system of priorities. Such a local multicultural services plan will act as guide to staff and explanation to users.
 - (b) Individual libraries should adopt policies of clear commitment to non-discrimination and anti-racism.
 - (c) Each individual library service should continuously assess the nature and needs of its community, in consultation with ethnic, linguistic and cultural minority groups, and should base service upon such assessments and consultations.
 - (d) While recognizing that many will be formed by democratic process, an attempt should be made to ensure that the composition of governing or advisory bodies of libraries, such as boards of trustees or library committees, should reflect the composition of the community served.
 - (e) Libraries serving significant numbers of people belonging to an ethnic, linguistic or cultural minority should make local provision for that group of users.
 - (f) All ethnic, linguistic and cultural minorities should be provided with an equitable level of library service, and initiatives should be taken at regional or national level to ensure that small or widely scattered minorities are adequately served; for example, by central circulating collections, or by the formation of cooperative networks, or by the provision of joint services by neighboring libraries.

2. — Library Materials

2.1 Library materials should be provided for all, in their preferred languages and relating to their own cultures.

- (a) An effective, balanced and substantial collection should be maintained for each ethnic, linguistic and cultural minority group.
 - (b) The provision of library materials for members of minority groups should be related to the size of the group and its reading needs.
 - (c) Such provision should be at the same per capita level as for the population in general. However, it should be recognized that for small groups, a higher per capita provision than is generally applied may be necessary in order to provide an effective and equitable service.
 - (d) Library materials provided for ethnic, linguistic and cultural minorities should include both materials published within the country of residence and elsewhere.
 - (e) Library materials reflecting the experiences and interests of the minority group, and intended for use by them should include materials published in the majority or official language where that is used or understood by members of the minority group.
 - (f) Library materials should include material in languages widely used as second languages.
- 2.2. Periodicals and newspapers provided for ethnic, linguistic and cultural minorities should be provided at least at the same per capita level as for the general population.
- 2.3 Books, including books with large print, provided for ethnic, linguistic and cultural minorities should be provided at least at the same per capita level as for the general population.
- 2.4 Sound recordings are an integral part of library service to minority groups, and should be provided at least at the same per capita level as for the general population.
- 2.5 Digital information and video recordings have become an essential part of library service and should

be provided for, at the same per capita level as for the general population. Videos should be available in the local national standard format.

2.6 When national copyright laws restrict the use of videos and other materials in electronic format for public lending, negotiations with copyright holders should take place at a national level.

2.7 It is appropriate and desirable for libraries to provide other materials than those specified above. Such materials include laser discs, CD-ROM products, maps, pictures and projected media. Where such provision is made, the materials provided should cater for all ethnic, linguistic and cultural groups within the community.

2.8 Libraries with networked databases or web sites should assure global access to these services.

2.9 Where there is a lack of any one type of library material, the increased provision of other appropriate materials or services should be considered as an alternative.

2.10 Where there is a lack of print material or a low reading level in a minority community, or a significant level of illiteracy, non-print materials, in particular sound and video recordings, should be emphasized if they are available.

3. — Cross-Cultural Materials and Services

3.1 Libraries should aim, in acquiring materials, to reflect the ethnic, linguistic and cultural composition of society and to foster racial harmony and equality.

(a) Library materials acquired should enable access in the minority user's own language to other cultures.

(b) Library materials should include material in the majority language relating to the linguistic minorities and their countries of origin.

3.2 Libraries should encourage and cater to language learning, with particular emphasis on students not affiliated with any educational agency, and libraries should work closely with local educational agencies so that the best possible provision is made.

(a) Libraries should provide materials, which will facilitate learning of the national language(s) and other languages.

(b) Such material should be in minority languages as well as in the national language(s) and should include all appropriate media, including the use of computers with literacy software.

(c) Libraries should promote or co-sponsor classes to assist the newly arrived immigrants adjust to their new country on such topics as citizenship, employment, social services etc.

(d) Libraries should conduct, promote or co-sponsor classes for learners of the national language(s) and other languages.

(e) Libraries should promote the dissemination of knowledge about minority groups and their cultures.

3.3 Libraries should participate in the life of the community by involvement and initiative in local events such as cultural activities, festivals, and the commemorations of the various ethnic, linguistic and cultural groups in the area.

4. — Information and Reference Services

4.1 Libraries should provide a reference and information service in those languages most commonly used, and to those groups with greatest need, such as recently arrived immigrant groups.

(a) It is particularly important that community information, involving data for everyday decision-making, should, where possible, be provided in the language of the user.

4.2 The same range and quality of service should be available to persons seeking inter-library loans and specific title or subject requests in all languages and for all ethnic and cultural groups.

4.3 Signposting in libraries should be in the languages of the main user groups or, where appropriate, should use international non-verbal symbols.

4.4 Enrollment forms, overdue notices, reservation forms, rules, guides to use of the library and other forms of communication between the library and its users should, where possible, be in the languages of users.

4.5 Promotional material, such as lists of resources, should be provided in the languages of, and reflecting the interests of, members of ethnic, linguistic and cultural minority groups.

5. — Technical Services

5.1 In order to make the best use of scarce resources, to prevent duplication, and to use financial resources economically, selection, acquisition and cataloguing of materials in minority languages should be

carried out centrally or cooperatively wherever or whenever possible.

5.2 The cataloguing of materials in all languages should, where practically possible, be to the same standard as that of material in the main language(s) of the country.

(a) Cataloguing of all library materials should, where practically possible, be in the original language and script; subject access in the national language(s) may be provided additionally for the use of library staff, together with transliteration where necessary.

(b) Libraries using automated systems should ensure that their systems are capable of

maintaining data in scripts other than that used for the national language; and that the data conforms to internationally recognized standards thereby facilitating the exchange of automated records. Library patrons should have access to these databases via the library's public access catalogues.

(c) The production and maintenance of union catalogues, in print or electronic form, for all languages is an important element in an equitable national or regional service, in order to facilitate cooperation and enable specific title and subject requests to be met.

5.3 Collections should be maintained so that they are as current as possible.

(a) New material should be acquired regularly in all languages and for all ethnic and cultural minority groups.

(b) Out of date and worn-out material should be weeded regularly, and discarded material dealt with according to its potential usefulness.

(c) Where central collections exist, discarded material should first be offered to these collections.

(d) Care should be taken through such measures as rebinding, purchase of multiple copies and other methods to ensure that the physical quality of stock for all groups is adequate.

6. — Extension Services

6.1 The promotion, encouragement and support of literacy and of literacy programs is an appropriate function for libraries, and should include both literacy in the national language(s) and in other languages.

6.2 Social and cultural community activities organized by the library, such as story-telling, concerts, drama and exhibitions, should be directed towards all ethnic, linguistic and cultural groups.

6.3 Library service to persons unable to use the library personally should be provided in the preferred language of the user, and should be offered to all ethnic, linguistic and cultural groups; these include services to the housebound, to hospitals, and to correctional institutions.

6.4 Extension activities of libraries should be conducted in the preferred languages of users; such services include those to factories and other workplaces, and service to ethnic community organizations.

6.5 Provision of library service to ethnic, linguistic and cultural minorities, including information services, should be in alternative, familiar locations where possible.

7. — Staffing

7.1 Libraries should reflect multicultural societies by the staff they employ, ensuring that the staff truly reflects the different ethnic, cultural and linguistic groups that the library serves. Libraries should implement

positive action strategies to ensure that people from ethnic, cultural and linguistic minorities are aware of employment opportunities that exist.

7.2 Library authorities should encourage the employment of people with relevant linguistic and cultural knowledge, skills and abilities.

(a) Appropriate means of doing so include the adoption of local employment policies, creation of specific positions, and use of interns, trainees or cadetships.

(b) It is important that linguistic and cultural characteristics be appropriate for the tasks for which a person is employed, and that libraries recognize the wide range of categories of ability. These include oral fluency, reading skills, writing skills, familiarity with the general culture, and high-level formal education within the culture or any combination of these.

7.3 Library authorities should institute continuing education programs designed to enrich the cultural and racial awareness of their staff and improve their abilities in dealing with their tasks in an ethnically, linguistically or culturally diverse society.

7.4 Library schools should encourage people of ethnic, linguistic and cultural minority background to undertake courses in librarianship and related areas.

(a) Library schools should ensure that all courses deal with the issues involved for library staff in an ethnically, linguistically or culturally diverse society.

7.5 The cooperative use of library staff with appropriate expertise should be encouraged.

8. — Special Groups

8.1 The needs of individuals vary greatly according to age and circumstances. Multicultural library service should take account of this and make particular provision for the needs of special groups.

APPENDIX

IFLA Guidelines for Public Libraries, 1986

(pgs. 22-24)

*Services to ethnic and linguistic minorities

Ethnic and linguistic minorities may be unable to make, full use of the public library services generally available. They are often unable to read the language of the community in which they are living and many may be weak readers even in their own languages. They also have additional needs as a result of their different cultural patterns and problems of harmonizing with the majority community. Many, also, are likely to be at a disadvantage socially and financially compared with the rest of the community. For all these reasons, they need special services from the public library.

1.73 Public libraries should take positive steps to identify the needs and problems of ethnic and linguistic minorities, in their own area, provide requisite materials and services and encourage their use.

1.74 Central organizations with responsibility for libraries can assist by establishing liaison with relevant national bodies which represent the interests of minority groups.

1.75 Local leaders of minority groups should be approached to ensure their understanding of the libraries' services, and to enlist their cooperation in encouraging their use.

1.76 The employment, even part-time, of staff with appropriate linguistic abilities is very desirable.

1.77 Materials, including newspapers, in minority languages, often have to be obtained from their countries of origin. National organizations or specialist booksellers may be able to assist in this, or several library systems with similar needs may arrange to act collectively.

1.78 When several small minority communities have a need for printed or audiovisual materials in the same language, it will often be inefficient for each library to try to satisfy their needs individually, each with its own very limited range of materials. Cooperative arrangements to circulate a wider range of materials among the several library systems concerned may be more satisfactory. Alternatively national loan collection of such material might be established to supplement local holdings.

1.79 Information sheets in minority languages, describing the library services and other local facilities, need to be produced and distributed, mainly through the groups' own community organizations. With encouragement and assistance from the library, these and other publications might be produced by members of the minority community themselves.

1.80 Children from minority groups face particular difficulties if they are to live

Appendix B

Public Libraries in Montreal – Interview Form**1. General information about the library and the users:**

Address: _____

Place where it is situated (Ex: Community Centre, near a Club, etc) _____

Year of opening : _____

Population served: _____ Number of registered borrowers: _____

Number of staff: _____

Number of librarians: _____ Number of technicians: _____

Number of other staff: _____

Number of loans in 2004: _____

Days and hours open to public: _____

Character «registered borrowers»

(%) of immigrants: _____

2. Information about the collection:

Number of volumes: _____ % volumes in French: _____

% volumes in other languages: _____

% of multimedia material in French: _____

%Multimedia material in other languages: _____

—

%Periodicals in French: _____ % Other languages: _____

—

3. Services

3.1- Which are the services that the library offers to the public?

3.2- Does the library have any specific program or service aimed at immigrants?

3.3 If 3.2 is yes, Which are the objectives of such services or programs?

3.4 Does the library have a marketing plan which includes a strategy for immigrants? YES----- NO ----- If yes, please explain:
if not, do you use any marketing tools?

3.5 Is this plan updated periodically? SI----- NO ----- If yes, How often?

3-6 Can you identify the services mostly used by immigrants?

3.8 Do they frequently use the reference service?

3.9 Can you identify the most frequent questions made by immigrants?

3.10: What do you think is the level of appreciation of the library by immigrants ?

4 – Staff

4.1 Do you think that the professionals who work in a library serving immigrants should have specific competences? YES ----- No -----

If yes: Which ones?

4.2 What is the reality here ?

4.3 – Does the library offer any kind of training to the new staff in order to offer a better service to immigrants ?

Library and its links with other institutions/organizations.

5.1 Does the library have any relationship with other institutions in the community?

Yes----- No-----

Which ones?

5.2 Does the library coordinate activities, services , programs with these organizations/institutions of the community?

Yes----- No -----

5.3 Does the library coordinate activities, services programs with other organizations/institutions which support immigrants? Yes _____ No _____

6- Librarian' s personal point of view

6.1 Do you believe that the library facilitate the integration of immigrants into society?

Yes ----- No -----

If yes, Why and How?

6.2 Do you think that immigrants use the library in all its possibilities?

6.3 Do you believe that the library would be able to offer other services which would help immigrants to improve their integration process?

7. What else do you think should be done for immigrants ? _____

8. Why is it not done ? _____

9- Can you suggest any immigrant association in the neighborhood which I can contact to ask some questions?

Thanks very much for your time!

List of libraries visited

- Parc Extension Library
421, rue Saint Roche Montréal (Québec) H3N 1K2
- Saint Laurent Library
1380, rue de l'Église Saint Laurent (Québec) H4L 2H2
- Bibliothèque Nationale du Québec
475, boulevard De Maissonneuve Est Montréal (Québec) H2L 5C4

Appendix C

Selected Tables taken from the Diagnostic des bibliothèques municipales de l'île de
Montréal

Table A1. Collection – Répartition des livres par langue

Arrondissements	Population s Par secteur de recenseme nt	Langue maternelle*							Collections : répartition des livres par langue – 2002**								
		% des répondants	Français	%	Anglais	%	Autres que Franç. – Angl..	%	TOTAL	Français		Anglais		Autres langues		Fra. Et An	
										Total	%	Total	%	Total	%	Total	%
Ahuntsic-Cartierville	125 030	95,2%	67 790	56,9	6 080	5,1	45 205	38	154 191	143 114	92,8	11 052	7,2	25	0,02		
Anjou	38 005	97,3%	28 345	76,7	1 360	3,7	7 265	19,6	121 030	102 753	84,9	17 927	14,8	350	0,29		
Beaconsfield-Baie-D'Urfè	23 100	97,1%	5 960	26,6	12 620	56,2	3 865	17,2	98 763	29 137	29,5	68 842	69,7	784	0,79		
Côte-des-Neiges – Notre-Dame-de Grâce	163 295	94,1%	43 005	28	46 645	30,4	63 960	41,6	191 047	136 210	71,3	44 385	23,2	10 452	5,47		
Côte-Saint-Luc-Hampstead-Montréal-Ouest	41 670	94%	5 755	14,7	21 085	53,9	12 305	31,4	169 949	31 542	18,6	138 407	81,4	0	S/O		
Dollar-Des-Ormeaux - Roxboro	53 875	95,8%	11 795	22,8	23 580	45,7	16 245	31,5	178 337	74 850	42	103 462	58	25	0,01		
Dorval – L'Île-Dorval	17 715	95,3%	6 085	36,1	7 860	46,6	2 925	17,3	69 801	32 230	46,2	37 571	53,8	0	S/O		
Kirkland	20 445	96,4%	5 065	25,7	8 585	43,6	6 075	30,8	52 150	8 724	16,7	23 256	44,6	140	0,27	20 030	38,4
Lachine	40 185	96%	25 850	67	8 510	22,1	4 215	10,9	107 793	70 238	65,2	36 879	34,2	676	0,63		
La Salle	73 985	96,1%	32 830	46,2	19 940	28,1	18 330	25,8	152 959	91 760	60	59 717	39	1 482	0,97		
L'Île-Bizard – Saint Geneviève- Saint-Anne-de-Bellevue	22 180	94,5%	13 630	65	4 635	22,1	2 680	12,8	57 334	49 554	86,4	7 780	13,6	0	S/O		
Mercier – Hochelaga-Maisonneuve	128 535	95,9%	103 870	84,3	3 750	3	15 640	12,7	212 655	203 942	95,9	8 693	4,1	20	0,01		
Montréal-Nord	83 615	95,4%	51 815	64,9	3 590	4,5	24 415	30,6	172 840	160 720	93	11 242	6,5	878	0,51		
Montréal-Royal	20 355	95,8%	9 365	48,1	4 960	24,4	5 160	26,5	155 252	62 405	40,2	92 847	59,8	0	S/O		
Outremont	22 890	97,2%	15 390	69,2	1 760	7,9	5 105	23	69 939	54 839	78,4	14 960	21,4	140	0,2		
Pierrefonds-Senneville	55 920	95,7%	19 740	36,9	19 560	36,5	14 225	26,6	149 572	70 208	46,9	79 364	53,1	0	S/O	20 030	0,5

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*Source: Base de données sur la population 2003

** Source : Tableau 10 du Diagnostic des bibliothèques de Montréal décembre 2006

Plateau-Mont-Royal	101 320	96,9%	67 470	68,7	11 520	11,7	19 175	19,5	161 083	110 035	68,3	19 928	12,4	31 120	19,32		
Pointe-Claire	29 268	96,5%	6 970	24,7	16 470	58,3	4 780	16,9	207 100	61 600	29,7	145 500	70,3	0	S/O		
Rivière-des-Prairies – Pointe-aux-Trembles – Montréal-Est	106 065	94,9%	71 860	71,4	5 255	5,2	23 555	23,4	187 846	167 528	89,2	16 524	8,8	3 794	2,02		
Rosemont- La Petite- Patrie	131 180	96,3%	99 000	78,4	4 250	3,4	23 055	18,2	119 634	112 447	94	7 161	6	26	0,02		
Saint-Laurent	77 405	93,7%	24 520	33,8	12 810	17,7	35 190	48,5	178 262	94 070	52,8	84 192	47,2	0	S/O		
Saint-Léonard	69 655	95,9%	25 955	38,9	4 895	7,3	35 930	53,8	180 223	135 401	75,1	40 299	22,4	4 523	2,51		
Sud-Ouest	66 915	96,1%	41 485	64,5	10 675	16,6	12 115	18,8	163 304	146 038	89,4	17 238	10,6	28	0,02		
Verdun	60 525	96,3%	39 865	68,4	10 625	18,2	7 780	13,4	145 511	111 179	76,4	34 332	23,6	0	S/O		
Ville-Marie	74 350	90,2%	38 665	57,6	11 235	16,7	17 155	25,6	66 660	64 343	96,5	2 313	3,5	4	0,01		
Villeray – Saint- Michel – Parc- Extension	145 550	95,7%	62 240	44,7	6 485	4,7	70 610	50,7	194 030	165 603	85,3	22 981	11,8	5 446	2,81		
Westmount	19 670	95,3%	3 640	19,4	11 530	61,5	3 570	19	152 575	34 330	22,5	118 245	77,5	0	S/O		
TOTAL		95,4%	927 960	53,7	300 270	17,4	500 480	28,9	3 869 840	2 524 800	65,2	1 265 097	32,7	59 913	1,55		

(Ville de Montréal, 2005a, p.81)

Table A2. Immigration

Arrondissements	Population 2001	Population selon le statu d'immigrant	Immigrants	%	Rang
Saint-Laurent	77 391	76 610	37 160	48,5	1
Côte-des-Neiges – Notre-Dame-de-Grâce	163 110	159 760	71 710	44,9	2
Villeray – Saint-Michel – Parc-Extension	145 485	144 690	59 760	41,3	3
Saint-Léonard	69 604	69 505	26 760	38,5	4
Côte-Saint-Luc – Hampstead – Montréal-Ouest	41 580	41 290	15 755	38,2	5
Dollar-des-Ormeaux - Roxboro	53 848	53 470	17 885	33,4	6
Ahuntsic - Cartierville	125 145	122 365	40 225	32,9	7
Mont-Royal	20 361	20 075	6 185	30,8	8
Pierrefonds - Senneville	55 933	55 240	15 475	28	9
Ville de Montréal (tous les arrondissements)	1 812 723	1 782 830	492 230	27,6	
Ville-Marie	74 832	71 955	19 815	27,5	10
Westmount	19 727	19 385	5 260	27,1	11
Montréal-Nord	83 600	82 265	21 770	26,5	12
Kirkland	20 434	20 420	5 230	25,6	13
La Salle	73 983	73 105	18 145	24,8	14
Outremont	22 933	22 690	5 005	22,1	15
Plateau-Mont-Royal	101 364	100 015	21 420	21,4	16
Dorval – L'Île Dorval	17 706	17 425	3 520	20,2	17
Beaconsfield- Baie-D'Urfé	23 123	23 000	4 635	20,2	18
Pointe-Claire	29 286	29 060	5 720	19,7	19

Sud-Ouest	66 474	65 525	12 185	18,6	20
Anjou	38 015	37 685	6 805	18,1	21
Rosemont – La Petite-Patrie	131 318	128 980	22 750	17,6	22
Rivière-des-Prairies – Pointe-aux-Trembles – Montréal-Est	106 004	103 145	17 860	17,3	23
Verdun	60 564	59 485	8 565	14,4	24
L' Ile-Bizard – Saint Geneviève – Saint-Anne-de-Bellevue	22 201	21 340	2 735	12,8	25
Mercier – Hochelaga-Maisonneuve	128 440	125 025	15 135	12,1	26
Lachine	40 222	39 325	4 755	12,1	27

(Ville de Montréal, 2005a, p. 73)