# EDITORIAL
# Back To Our Roots

**Ross Shimmon**

IFLA is, as those of us involved in its organization for 52 weeks a year know only two well, is much more than a conference. Nevertheless it is our flagship event. This year the 68th IFLA conference was held in Glasgow, in order to celebrate, in the land of its birth, its 75th anniversary. Everyone concerned with the planning of this conference was determined that it would be a memorable occasion, and so it proved.

More than 4,300 people attended. They came from 131 countries. Among them were over 1,000 first-timers. As usual, the host country provided the largest number of participants with 1,443. But over 500 came from the USA, 158 from the Russian Federation, 145 from France, 140 from the Netherlands and over 100 from China. Clearly the IFLA conference is on something of a roll, with over 4,000 attending both last year's conference in Boston and this year's in Glasgow. I wonder how many will travel to Berlin next year?

It is a challenge to organize an event of this size, with 220 meetings, 166 conference papers, 58 poster sessions and 25 workshops. It is also a challenge for the participants to choose which sessions to attend, weaving a pattern made up of professional sectoral interests, appealing speakers and topics, plenary sessions, exhibition visits, networking and, of course, the social and cultural events. Librarians involved in any way in the running of our 45 professional units have an even more difficult logistical task, fitting the business meetings of the IFLA Divisions, Sections and Core Activities in between the rest of the events.

IFLA 2002 was memorable, not only for the various ways of celebrating the anniversary, (for example,

the singing of 'Happy Birthday' during the opening ceremony, the cutting of several cakes, and the lecture of reminiscences by former IFLA President Herman Liebaers), but also for a series of innovations and special features. The first of these was the Mobilemeet, which attracted 39 mobile libraries from Sweden, Holland, Ireland, England and Scotland. A Fun Run was held to raise funds for the IFLA/ UNESCO project 'Books for All'. The opening ceremony took place on Monday morning, closer than usual to the beginning of the event. A piper, another characteristic feature of this year's conference, then led the participants into the exhibition for coffee and traditional Scottish shortbread. A poem 'The Welcome', reproduced in this issue, was written for the occasion by Edwin Morgan, Glasgow's poet laureate. A very welcome special feature was the programme on the final Friday morning, usually devoted entirely to business meetings, with a series of presentations by authors and a challenging session facilitated by ERPANET.

Although every IFLA conference has an official theme, the devolved way in which we build up the programme means that there often appears to be little connection between the theme and the papers presented. This year we tried to relate programme more directly to 'Libraries for Life: Democracy, Diversity, Delivery', the chosen theme. Beginning with Nobel Prize winner poet, Seamus Heaney, whose opening address, 'Stiles and Stacks, Old and New' focused on the true value of libraries, each of the plenary speakers reflected the main theme, or its sub theme 'Building on the Past, Investing in the Future'. The final plenary speaker, for example, was Anne Fine, the United Kingdom's Children's Laureate. Her address 'Losing Sight of the Library Child' discussed the importance of children as library users now and

in the future. Diversity was ably tackled by another plenary speaker, Martin Nakata, whose 'Indigenous Knowledge and the Cultural Interface: underlying issues at the intersection of knowledge and information systems' drew conclusions for the information profession of the complexities arising from the interface between the indigenous and academic domains. The texts of the papers by Seamus Heaney and Martin Nakata are reproduced in this issue of *IFLA Journal*; the paper by Anne Fine will appear in the next issue.

These and other features, such as the Mobilemeet, the very popular Model Children's Library in the exhibition, and the brainstorming session held by President-Elect, Kay Raseroka (also reported in this issue), as well as many of the open sessions and workshops, contributed to what many people thought was a more coherent conference experience this year.

If we are to cement the IFLA conference as the leading international gathering of library and information specialists, we will have to continue to introduce new and interesting features – and to market the event as a 'must attend' professional occasion. We can only do this if the professional content is topical, interesting and relevant to the participants' working lives. We need to have much earlier information on the professional content so that we can promote the conference in a professional manner. We also have to take note of what participants say about the conference. A number of reflections are reproduced in this special issue. For the last few years the Royal Danish School of Library and Information Science, Copenhagen, has conducted an evaluation of the conference. Niels Ole Pors presents some of the main results of the evaluation of IFLA 2002, in his article 'Perceptions of the Quality

of the IFLA Conference in Glasgow.' Ruth Rikowski records her views in 'A First-Timer in Glasgow: impressions of the IFLA Conference, 2002'. For the last four years the Danish government's development agency, DANIDA, has provided funds for up to 30 people from developing countries to attend the IFLA conference. Several of them record their experiences in 'DANIDA Grantees' Impressions of the IFLA Conference in Glasgow.' Sadly, because of changes in government policy, the DANIDA grants will not be available for this year's conference, but this group of articles proves how much they have been appreciated by the recipients. Each year the Chair of the Professional Committee of the IFLA Governing Board presents his evaluation of the conference during the closing ceremony. An edited version of Winston Tabb's presentation appears as 'Reflections on the Clyde: a personal view of the IFLA 75th anniversary conference.' An-

other traditional component of the conference recorded in this issue is the 'Report to the Conference' by President Christine Deschamps, delivered during the opening ceremony.

In this the final, double issue of *IFLA Journal* for 2002, the Editor has sought to include some of the best papers delivered at the conference, representing the professional and geographical range of IFLA's activities. He contacted the chairs of the Coordinating Boards of each of the eight IFLA Divisions and the chairs of the Advisory Boards of the Core Activities, asking them to nominate the best papers for publication. In all, 47 papers were recommended. The Editorial Committee considered them all and decided to publish 20, some of which have been held over to a future issue.

Apart from those already mentioned, we range from early library history, with John Crawford's 'The Community Library in Scottish History' to modern concerns arising from the merger of library services in Australia in 'Managing Cultural Change: the challenge of merging library services, curriculum development and academic professional development' by Sue McKnight. The world suddenly became a more dangerous place after the tragic events on the 11th September last year. Edward T. Hart in his paper 'A Look at Changes in Government Information Policies after September 11' analyses the subsequent impact on the availability of official information. A growing concern in recent years has been the 'greying' of the profession. An article entitled 'Pensées provocatrices d'une nouvelles génération de bibliothecaires' by Bernard Dione treats the issues concerned in Africa. The greying of the profession simply reflects the trend in the population as a whole in many parts of the world. Oddgeir Synnes presents the experience of a Norwegian project comprising creative-writing courses for older people held in public libraries in 'Ageing and Verbal Creativity – creative writing for the elderly in the library'.

Naturally, the IFLA conference programme contains technical updates on professional practice. Prudence W. Dalrymple, in her 'Impact of Medical Informatics on Librarianship' examines the potential effects of the growth of medical informatics on librarianship. Lois Mai Chan and Marcia Lei Zeng in their paper 'Ensuring interoperability among subject Vocabularies and Knowledge Organization Schemes; a methodological analysis' survey the methods used in a series of projects aimed at improving the improving the interoperability among subject vocabularies and knowledge organization schemes. Legal deposit of publications is a subject that engages those concerned with the acquisition and preservation of national collections. John Byford in his paper 'Publishers and Legal Deposit Libraries in the United Kingdom since 1610: effective or not?' combines an historical analysis with a consideration of possible ways forward in the digital age.

No IFLA conference in this era can, or should, avoid the digital divide. Among the papers treating this topic, Denise Nicholson's 'The Information-Starved – is there any hope of reaching the 'Information Super Highway'?' has been chosen for this issue. It highlights the problems encountered by the information-starved in sub-Saharan Africa in their quest for self-development. Professional development is, naturally enough, a common concern at any general conference. Gwenda Thomas, in her article 'Building Bridges: LIASA and leadership development in South Africa', provides an overview of the legislative status of continuing professional development for the library and information service in South Africa.

I hope that you will agree that the papers chosen merit the wider audience which publication in *IFLA Journal* provides. They do, I believe, represent the quality and range of coverage of a remarkable conference on the theme: 'Libraries for Life: Democracy, Diversity, Delivery. Building on the Past, Investing in the Future'.

# The Welcome

## Edwin Morgan

Edwin Morgan, poet, translator, playwright and critic was born in Glasgow in 1920. He is currently Poet Laureate for Glasgow and in this capacity, wrote The Welcome for the occasion of the IFLA Conference, Glasgow 2002:

A fanfare for librarians, in verse –
With no bum notes, whether florid or terse –
That's what the poet engages to deliver,
The word-enroller and the rhythm-giver.
Books have come and gone and come again,
Though some are written by a virtual pen.
Guard your Elzevirs, but also log
Titles from Pantagruel's catalogue:
The Bagpipe of the Prelates, The Ape's Paternoster,
Or any other monster from the roster.
Borges thought the great starry array,
The universe, was but a library.
Muster and master its infinite folios
And you could think you knew what no one knows.
We want it all; the universe itself
Expands, shelf beyond Hubble-bubbling shelf!
Starburst of outreach – access – information –
We're on the very edge of a space station
Where ignorance will not be bliss but drastic,
Where learning curves must learn to be elastic,
Where we must search, and find, and use the things
That our search engine – oh, be patient! – brings.
Digitize a gilded Book of Hours,
Its not the same, but there it is, it's ours,
And long dead times revive and look at us
As we interrogate their calculus.
Page or tape or disk or means unknown
Lie in wait wherever light is thrown,
To spread that light for everyone to see
And step by step enter immensity.

Glasgow, London, Europe, everywhere –
The poet's words may vanish into air
But they are words of welcome. May your meetings
Flourish braced by good old Mungo's greetings.
Perhaps he hears you, snoring by the Clyde,
With tree and bird, fish and bell at his side.
Well, you may find his story in a book,
In a library, if you know where to look.
From Mungo's cell to cyberspace, reality
Is a tango of intertextuality.
Have a fine dance with it this week, unlock
Your word-hoards, take heart and take stock
Of everything a library can do
To let the future shimmer and show through.

## Explanatory Notes

Line 7. *Elzevirs:* Louis Elzevir (1540–1617), Dutch publisher who pioneered pocket editions of classic authors. Elzevirs were recognized for the quality of their scholarship, typography and design and sold all over Europe.

Line 8. *Pantagruel's catalogue:* see Rabelais, *Gargantua and Pantagruel,* Book 2, Chapter 7. Penguin, 1970. ISBN 0 14 044047 X. Pantagruel, the last giant and the principal character in this satirical work visits Paris where he finds the Library of Saint-Victor's Abbey 'most magnificent'. Rabelais lists comic titles of books in this library, including *The Bagpipe of the Prelates* (Line 9) and *The Ape's Paternoster* (Line 9). In reality, the library was probably the most important in France.

Line 11. *Borges:* see story by J. L. Borges 'The Library of Babel' in *Labyrinths: selected stories and other writings.* Penguin, 1989. ISBN 0 14 018029 X. Jorge Luis Borges (1899–1986), Argentinian writer, worked as a librarian in a municipal library from 1938–1946, but was relieved of his post for political reasons. In 1955, after the overthrow of the Peronist regime, he became director of the National Library of Argentina.

Line 23. *Book of Hours:* medieval manuscript books of devotions for private use, especially during the Canonical Hours, the seven hours through the day when medieval Christians prayed.

Lines 34–36. *Flourish:* Let Glasgow Flourish is the city's motto. Mungo is the familiar name of Kentigern (c.518–603), patron saint of Glasgow. There are many legends relating to this saint and images from some of them are incorporated into the city's coat of arms.

Here's the Bird that never flew.
Here's the Tree that never grew.
Here's the Bell that never rang.
Here's the Fish that never swam.

*The Bird* commemorates the wild robin which St. Mungo's old master tamed. It was accidentally killed but Mungo took the dead bird and prayed over it whereupon it was restored to life and flew to its master.

*The Tree* in the legend was a hazel branch. As a boy in the monastery Mungo was left in charge of the holy fire in the refectory but fell asleep and some of the other boys, being envious of him, put out the fire. When he woke, Mungo broke off some frozen branches from a hazel tree and caused them to burst into flames by praying over them.

*The Bell* may have been given to St. Mungo by the Pope. By the 15th Century 'St. Mungo's Bell ' had become a notable institution in Glasgow with citizens leaving an endowment to have the bell tolled to call the inhabitants to pray for their souls. Its ultimate fate is unknown. A replacement purchased by the Magistrates in 1641 still exists in the People's Palace.

*The Fish* with a ring in its mouth is a salmon. The ring was a present from Hydderch Hael, King of Cadzow to his Queen Languoreth The Queen gave the ring to a knight and the King in turn took it from the knight while he slept and threw it in the River Clyde. The King then demanded the ring from Languoreth on pain of death. The Queen appealed to the knight, who could not help; he confessed to Saint Mungo, who sent a monk to fish in the river and bring back the first fish caught. This was done and St. Mungo extracted the ring from its mouth.

# Stiles and Stacks, Old and New

**Keynote address**

*Seamus Heaney*

Seamus Heaney won the Nobel Prize for Literature in 1995 'for works of lyrical beauty and ethical depth, which exalt everyday miracles and the living past'. As well as a brilliant poet, Heaney is a leading literary critic and a champion of libraries. He has won many awards, including the Whitbread Book of the Year Award in 1997 for *The Spirit Level* and again in 2001 for his new translation of Beowulf. After gaining a first class degree in English from Queen's University, Belfast, he lectured there from 1966 until 1972, playing a major role in the rising generation of Irish writers. He was Professor of Poetry at Oxford University 1989 to 1994, and is currently the Ralph Waldo Emerson Poet-in-Residence at Harvard University. His latest collection, *Electric Light*, was published by Faber in April 2001.

It's an honour to deliver the keynote address at this opening ceremony. But I am not a librarian, so it's also an anxiety. What I'm going



*Seamus Heaney giving the keynote address in Glasgow* (Photo courtesy of CILIP).

to do, therefore, is offer a few general remarks, give a brief account of some personal experiences and quote from a couple of poems – all of which will relate, I hope, to the central theme of the Conference, namely the contribution that libraries can make to life in a world where democracy, diversity and the delivery of equal services are the prerequisites.

Libraries and librarians have to keep pace with the changing times and reinvent themselves in ways that I can hardly imagine, never mind discuss with any competence. Information now sifts through the microchips as silently and speedily as angels once sifted through the heavens, but I'm afraid my own fingers are still more at home in the old card-catalogues than on the keyboards of the newly computerized systems. Like everyone else, however, I recognize that the lit-up screen is now our symbol of knowledge and power, omnipresent and omniscient as the eye of Almighty God in days gone by. And I recognize too the widespread nature of the experience Alberto Manguel describes in his entrancing *History of Reading* when he says:

> I ... confidently rely on the ability of computerized services to hunt through libraries vaster than Alexandria's for a remote piece of Information, and my word processor can 'access' all manner of books. Enterprises such as Project Gutenberg in the United States file on diskettes everything from Shakespeare's Complete Works to the *CIA Factbook* and *Roget's Thesaurus*, and the Oxford Text Archive in England offers electronic versions of the major Greek and Latin authors, plus several classics in various other languages The medieval scholars relied on their own memory of books they had read, whose pages they could conjure up like living ghosts.

> (Alberto Manguel. *A History of Reading*. Viking, New York, 1996, p. 61)

To put it another way, if the book of books were attempted in our time, it would not be a *Summa Theologica* in ink on vellum but a *Summa Electronica* scrawled and scrolled in light.

But leaving aside the book of books, the writer attempting (say) a book of poems is still going to be in much the same position as he or she always was. Boris Pasternak, for example, once characterized talent as a capacity for boldness in face of the blank sheet, and the fact that many people now face a blank screen instead has by no means invalidated his definition. Finding the impulse and making it forever current in the work is still the test of an author, just as it is still the author's hope and trust that what is achieved will be found worth keeping by the reader in posterity and therefore also by the librarian.

The literary artist and the working librarian have this much in common: both are involved in a holding action. The writer devises as best he can a line that will hold, a form that will keep. John Keats, you remember, wrote in a famous sonnet that he had fears that he might "cease to be/Before his pen had gleaned his teeming brain,/Before high-piled books, in charactry/ Held like rich garners the full ripened grain." And as that lovely loaded word 'holdings' implies, the librarian too is faced with the job of building random acquisitions into a classified archive, making a granary of the writer's gleanings.

Nevertheless, it so happens that one of my favourite images of the work of holding and garnering involves neither the original writer nor the custodian librarian, but a third figure who once operated and mediated between them. This is the figure of the scribe at his desk in the scriptorium, making a copy that will be passed on to the library and treasured for centuries. My particular scribe appears in a poem written in Irish a thousand years ago, and now preserved among the Laud manuscripts in Oxford. It has been translated by many hands, including my own, and begins with a reference to the hand that did the original writing, *Is scith mo chrob an scribainn*, the first line says:

My hand is cramped from pen-
  work,
My quill has a tapered point.
Its bird-mouth issues a blue-black
Beetle-sparkle of ink.
Wisdom keeps welling in streams
From my fine-drawn sallow hand:
Riverrun on the vellum
Of ink from green-skinned holly.
My small runny pen keeps going,
Through books, through thick and
  thin,
To enrich the scholars' holdings;
Penwork that cramps my hand.

'The scholars' holdings' is one way of conceiving of the library. The phrase parallels and extends the image of a library as a garner; or as a word-hoard, which is what an Anglo-Saxon poet might have called it; or a honeycomb, which is how

Louis MacNeice conceived of the British Museum Reading Room – a "hive-like dome", he called it in his poem, where "stooping, haunted readers/ ... tap the cells of knowledge --/ Honey and wax, the accumulation of years." (Louis MacNeice, *Collected Poems 1925–1948*, Faber, London, 1954, p. 182) And of course the librarians themselves set the seal of approval on this cluster of images when they settled upon with the word 'stack' to describe the inner sanctum of their temple of the books.

There are probably those for whom the word 'stack' suggests aeroplanes in a holding pattern over Kennedy or Heathrow, but I am someone lucky enough to have grown up in a world of primary meanings. I spent the first twelve years of my life in a house with haystacks and cornstacks in a stackyard at the gable, stacks that were taller than the house and were present to me as guardians as much as garners. Year after year they were built and used. Year after year the corn stacks began gold and gradually weathered; the hay stacks were at first a fine-dressed blond and then a matted grey. And this annual stacking of the corn crop, and then the threshing of it and the restacking of it as golden straw – all – this was a lesson in both mortality and immortality, a reminder of the turning and returning planet and the perpetual light that shines on it. And for that reason, years after I had moved from the world of primary meaning to the world of primary imagining that is poetry, I immediately recognized the beauty and truth of the line in Patrick Kavanagh's poem, 'A Christmas Childhood', about an Irish country child's sense of wonder on a Christmas morning. "The light between the ricks of hay and straw" Kavanagh says, "Was a hole in heaven's gable".

Year after year, for readers in their millions, the light between the bookshelves in the library stacks or the light of the switched-on screen can also prove to be a hole in heaven's gable. Opening a book or accessing a file can lead to an as-

tronomical revelation, as it did for John Keats who wrote about the experience in that other very famous sonnet 'On First Looking into Chapman's Homer': "Then felt I like some watcher of the skies" Keats proclaimed, "When some new planet swims into his ken;/Or like stout Cortez when with eagle eyes/He star'd on the Pacific –" Whether you are a scholar in pursuit of the recorded name or date that will clinch an argument or a writer wanting to be stimulated into activity by a random phrase or finding, your reward, if you are successful, is going to be that sensation of a new dimension opening up, a new understanding becoming available, a new sense of scope in the mind and body.

The first time I entered a library stack was in Queen's University, Belfast, probably in my second year, since you had to attain honours student status before you had the right to go in there. But even then I did not have access to all the shelves. Paradoxically, the books in which I had a particularly strong interest were the ones hardest to get at: often if you wanted an original text of what was then classified as Anglo-Irish writing, or a work of Irish history or criticism, you had to fill in a slip at the desk and wait for the book to be delivered from the Henry Collection. But at least the service was there and it worked for us. We weren't barred or relegated. We were, many of us, scholarship boys and girls, beneficiaries of the great 1947 Education Act that changed the lives of millions in Britain and Northern Ireland for the better, redirecting them from the factory gate through the door of the library.

The biggest threat we were likely to face there was the officiousness of desk-staff, which was a far cry from the threats offered in other places and at other times by a totalitarian state or a fundamentalist religion or a barbarian invasion, all of which have had, and still can have, drastic implications for freedom of access and of expression. The search of the book bag at the

exit turnstile or the electronic scan as you pass through a security check aren't exactly symptoms of a repressive regime. Real and urgent as the challenges are to libraries and librarians in this part of the world, and necessary as the concern must be for the alleviation of all economic, cultural and educational conditions which put citizens at a disadvantage, it is worth counting our blessings and reminding ourselves of the luxuries of our state.

In the world of the Internet (the world described in that extract I read earlier from Alberto Manguel) every child who zaps his way through a video game is a potential logger-on to Project Gutenberg. Books and information have become as dazzling and summonable as Wordsworth's daffodils, "Continuous as the stars that shine/And twinkle in the Milky Way", but they have also become as potentially hallucinatory. In the galactic brilliance and profusion of all that streams past on the World Wide information flow, there is not only the possibility of much enlightenment but the possibility also of lost gravity, of a too bearable lightness of being. So when we think of the title of this Conference, 'Libraries for Life', we might do well to remind ourselves that in the first place and in the last resort, libraries are for *dear* life also. Much that they house has been won at great cost. Much that we take for granted, from the works of Socrates to those of Solzhenitzyn, is available to us only because of heroic lives. The books our libraries contain are there, as W.B. Yeats might put it, "That civilization may not sink,/Its great battle past." They are there, in the words of another poem by the Polish master, Czeslaw Milosz,

... on the shelves, separate beings
That appeared once, still wet
As shining chestnuts under a tree
   in autumn,
And touched, coddled, began to
   live
In spite of fires on the horizon,
   castles blown up,

Tribes on the march, planets in
   motion.
"We are," they said, even as their
   pages
Were being torn out, or a buzzing
   flame
Licked away their letters.

(*The Collected Poems 1981–1987*,
Ecco Press, 1988, p. 458.)

They are, as that marvellous poet librarian, Jorge Luis Borges, proclaimed in his poem entitled 'The Guardian of the Books', "on the high shelves,/Near and far at the same time,/Secret and visible like the stars,/There they are, the gardens, the temples." But at this conference we are assembled to add a postscript to the Borges message, one that will be resolved and ratified in many ways In the next few days, a postscript to the effect that the gardens and the temples are henceforth to be open to the public.

(Jorge Luis Borges, *Selected Poems,*
edited by Alexander Coleman, Penguin,
New York, 1999, p. 285)

# Reflections on the Clyde: a personal view of the IFLA 75th Anniversary Conference

**Presented during the closing session**

*Winston Tabb*

Having retired from the Library of Congress after 30 years of service, the last ten as Associate Librarian of Congress for Library Services, Mr. Tabb became Dean of University Libraries and Sheridan Director of Libraries at the Johns Hopkins University in September. He serves on a number of library boards, and for many years has been active in IFLA , where he currently serves as Chair of the Professional Committee and a member of the Governing Board and its Executive Committee.

Madame President, Fellow Delegates to this conference celebrating IFLA's 75th year of service to the international library community. As

Chair of IFLA's Professional Committee, which now concludes its first year under IFLA's new Statutes and Rules of Procedure, I welcome this opportunity, at the end of a highly successful conference, to take a few moments to reflect on the professional highlights of the week we have spent together.

For the past few years our association has been engaged in an intensive effort to transform IFLA from a relatively closed and opaque organization into one that is becoming increasingly open, inclusive and transparent. To that end we have sought to strengthen the emphasis on the core values and professional priorities we have in common, while encouraging the diverse divisions, sections and discussion groups that are the heart of this association to apply those values and priorities in ways that will be most beneficial to the kinds of libraries, activities and customers they represent.

All four of IFLA's Core Values are important. But in these brief 're-flections on the Clyde' at the close

of our week together, it seems most appropriate to focus on the fourth of those values: 'the commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.' This is a huge ambition and one that we may never perfectly realize; but we must always press toward this critical goal.

While not every IFLA member is able – yet! – to participate personally in the annual conference, it was wonderfully gratifying this week to see that increasing numbers of the IFLA family are finding ways to come together from all part of the globe for these annual reunions of our professional family.

Our first-ever President-Elect, Kay Raseroka, made a special and spectacularly successful effort this week to engage 'all members of the Federation' – representing not just the kinds of diversity described in our core values, but also the wide diversity of IFLA experience – in a grassroots brainstorming session about what members, their institutions and IFLA can do to accomplish our professional priorities. Her session for all members was a memorable personal highlight of my week along the Clyde.

In yet another effort to encourage and recognize broad-based participation in the annual conference, the Professional Committee decided at its March meeting to give, for the first time this year, an award for the most outstanding poster session. Several hours are allotted on Tuesday and Wednesday for these sessions at which IFLA members have a chance to share and discuss their ideas, projects, and accomplishments informally with their colleagues. A jury comprising Professional Committee member

*Pensri Guaysuwan and Rashidah Begum of the Asia and Oceania Section receive the award for best Newsletter from Christine Deschamps.* (Photo courtesy of CILIP).

John Meriton, as Chair, and IFLA members Glynis Willars and Angela Kinney accepted the daunting task of reviewing the more than 60 poster sessions that were offered this year. After considering carefully the information content; overall interest and relevance to IFLA's priorities; the aesthetic quality, general appearance and clarity of presentation; and the helpfulness of the presenters at each poster session, the award jury selected, with some difficulty from a very strong field, as the first winner of the Outstanding Poster Session Award, Kate Murray, a master's candidate at the Centre for Information Literacy and Department of Information and Library Studies, University of Cape Town (UCT), South Africa.

Ms. Murray's project was entitled, 'Constructing the Road to Digitization at UCT Libraries'. The jury noted that the design was immediately eye-catching, using a map of South Africa and internationally recognizable road signs to entice the casual observer to take a closer look. Using the metaphor of the 'learner driver', Ms. Murray designed a 'route planner' for digitization that helps demystify for smal-

ler libraries, particularly libraries in developing countries, the process of digitizing library materials. When I saw this project, I could not help reflecting that it demonstrates how much just one single clever member of IFLA can do to contribute to our major concern about bridging the digital divide.

Emerging foremost among my 'reflections on the Clyde' are the extremely inventive ways in which our hosts, the Scottish National Organizing Committee (NOC), have supported IFLA's goal of enabling all Members of the Federation to engage in and benefit from its activities – for example, by offering for the first time the 'flying visit' option, enabling librarians to participate in two full days of programs while minimizing their travel costs; by placing special emphasis on Carnegie libraries and librarians in Carnegie's homeland; and by offering financial support specially for Scottish librarians. Not to mention the novelty of having the opening session at the opening of the conference! But none of these innovations may, in the long run, seem more important than the 'red thread', shown at the bottom of the logo.

Our professional world is increasingly complicated and challenging, and this fact of our professional lives has increasingly been reflected in our annual conference programs. Your Professional Committee, working with the Governing Board and National Organizing Committee, have sought to be responsive to the members' somewhat contradictory requests to reduce the length of the conference program while still allowing sufficient opportunities for the sections' programs, workshops and standing committee meetings. Thus we eagerly welcomed the NOC's idea of using the 'red thread' to help program planners and conference attendees use the theme, 'Libraries for Life: Democracy, Diversity, Delivery', to bring some coherence to this week's proceedings. Beginning with *IFLA Express* #1 in March, the NOC highlighted programs that related to the overall theme, as well as to the subthemes 'Building on the Past, Investing in the Future'. We have heard many favorable comments about this innovation, which served to highlight convergences in our professional interests even while celebrating our diversity.

As we reflect on the ways in which this conference has enabled many members to participate in the activities in IFLA, we must not forget that many more members were not with us this week – and in fact may never be able to attend an IFLA conference. So if we are serious about our core value of ensuring full participation in the benefits of membership for all, we must be mindful of our obligation to remain in regular and frequent communication with our absent colleagues. IFLANET is one obvious and indispensable means for maintaining our professional links, but we are not now or likely soon to be reliably connected to all of our colleagues via cyberspace. Thus the regular and timely publication of Section and Core Activity newsletters in both print and digital forms remains imperative. Two years ago the Professional Board decided to reinforce this mandate by asking its chair to offer an annual prize to the best newsletter.

This task proved to be so difficult this year that I have selected five newsletters, from those received by July 15, to receive honorable mention: those of Africa Section, Art Libraries Section, Library Services to Multicultural Populations Section, Newspapers Round Table (now a Section), and Rare Book and Manuscript Section. But the winner is the Asia and Oceania Section.

All of the newsletters chosen were published in both print and digital form. I would like specially to commend the Africa Section for publishing its newsletter in both English and French. But what particularly impressed me about the Asia and Oceania Section newsletter was its comprehensiveness, and its 'newsiness', including very timely and thorough information both about the Section and IFLA in general, but also about library programs and activities throughout the region.

In closing, as I reflect on the many stimulating and pleasant events of this week along the Clyde, I feel certain that one will haunt me for many years. Each of us who was privileged to witness Seamus Heaney's magnificent mind at work as he delivered the opening keynote address is likely to have several of his arresting observations branded in our memory. But returning to the red thread of our conference theme, I shall never forget how Mr. Heaney modified that theme as perhaps only a poet could do – telling us what we, of all people, should know: Libraries are not just for life; they are for 'dear' life, with all the richness and urgency that word connotes. So my final reflection on the Clyde is that we must never forget that we are engaged in critical work, and that we can be successful in that work only if we approach it as a united community.

# Rapport Annuel du Président à la IFLA Conférence de Glasgow: Extraits / President's Report to the IFLA Conference in Glasgow: Extracts

*Christine Deschamps*

Christine Deschamps a occupé des postes de gestion dans plusieurs bibliothèques universitaires à Paris et au Ministère français de l'éducation avant d'être élue président de l'IFLA en 1997. En 2001 son mandat de Président a été reconduit. Le deuxième mandat termine en 2003.

Christine Deschamps held management positions in several university libraries in Paris and at the French Ministry of Education before she was elected President of IFLA in 1997. In 2001 she was returned unopposed for a second term as IFLA President until 2003.

Il m'a semblé nécessaire de vous parler aujourd'hui d'un type d'activités de l'IFLA qui me semble parfois méconnu, et qui est pourtant vital pour notre profession.



Peu de membres de l'IFLA réalisent l'utilité et la nécessité pour l'IFLA de participer au niveau mondial aux discussions des divers organisations des Nations Unies, afin d'y représenter les intérêts de la profession. Ces actions sont à long terme, sans que l'on puisse toujours voir rapidement quel en sera le bénéfice pour les bibliothèques, elles sont néanmoins absolument nécessaires afin de présenter et de défendre nos points de vue.

Prenons quelques exemples :

- Nous sommes représentés aux réunions des Comités des Nations Unies quand on y discute de sujets nous concernant. L'IFLA travaille avec l'UNESCO pour lutter contre l'analphabétisme, pour défendre les droits des pays les plus pauvres à l'accès à l'information, pour conserver leur patrimoine culturel, et pour aider, à travers les actions de bibliothèques, à l'intégration sociale et économique des habitants de ces pays.

- L'IFLA travaille avec le OMPI (Organisation Mondiale de la Propriété Intellectuelle). Vous n'êtes peut-être pas tous satisfaits des diverses réglementations et procédures traitant du problème du droit d'auteur et du droit de copie, mais vous devez savoir que si nous n'avions pas participé activement à ces négociations, la situation serait encore pire pour vous.

- L'IFLA travaille depuis peu avec l'Organisation Mondiale du Commerce, afin de négocier la libre circulation des biens intellectuels et des objets culturels.

- L'IFLA travaille avec l'Organisation Internationale de Normalisation pour l'établissement et la compatibilité des normes issues de cet organisme comme des normes de facto que nous développons parallèlement, en particulier dans le domaine bibliographique.

- Sans oublier le fait que l'IFLA est un des membres fondateurs du Comité International pour le Bouclier Bleu, en relation étroite avec les autres membres fondateurs : le Conseil International des Archives, le Conseil International des Musées, et le Conseil International des Monuments et des Sites. Le Bouclier Bleu veut jouer le rôle d'un équivalent dans le domaine de la culture de la Croix Rouge Internationale, pour coordonner les manières de faire face aux situations de crise ou de répondre aux urgences.

- Depuis maintenant deux ans, nous travaillons étroitement avec l'Association Internationale des Éditeurs, afin de d'étudier les points qui nous rapprochent, y compris les moyens d'archiver sur le long terme les archives numériques.

- Nous serons également représentés à deux des futurs Sommets Mondiaux organisés par

les Nations Unies. Le Sommet Mondial sur le Développement durable aura lieu cet été à Johannesburg. Et nous avons déjà été représentés à pas moins de cinq réunions de consultation organisées par l'UNESCO pour préparer le Sommet Mondial sur la Société de l'Information. Nous avons l'intention de participer aux trois Comités Préparatoires, ainsi qu'aux deux sommets, à Genève en 2003, et à Tunis en 2005.

Il m'a semblé essentiel de vous rappeler qu'une bonne partie de notre activité y était consacrée. Cela n'est pas toujours visible de l'extérieur, mais c'est notre rôle, car personne d'autre ne peut y représenter notre catégorie professionnelle ! Au cours de l'année, un grand nombre de bibliothécaires ont représenté à plusieurs reprises leur communauté au nom de l'IFLA auprès des instances nationales et internationales.

Il y faut du courage, de la persévérance, de la ténacité, et parfois de l'obstination. Mais c'est pour le bien général, et l'IFLA remplit ses obligations dans ce domaine. Nous ne nous contentons pas de donner (trop peu) d'argent aux Sections, d'essayer de trouver des sites pour nos activités fondamentales, ou d'organiser une Conférence annuelle. Notre activité dépasse largement ce cadre, et je voulais vous en tenir informés. Qu'il me soit permis ici de remercier EBLIDA, l'Association Européenne qui représente les bibliothèques auprès de l'Union Européenne, et qui fait le même travail que nous, à leur niveau, quand nous essayons de le faire au niveau mondial. Ensemble, nous pouvons faire entendre notre voix. EBLIDA vient juste de fêter son 10ème anniversaire cette année, et j'ai eu le grand plaisir de leur dire de vive voix à quel point nous souhaitons travailler avec eux pour le bien de la communauté.

A propos d'anniversaire, nous fêtons, comme vous le savez, les 75 ans de l'IFLA cette année. Quel chemin parcouru. Et quelle démonstration de la qualité de notre

profession qui a réussi à passer de l'ère du papier, du manuel (ou au mieux de la machine à écrire) à l'ère de l'informatique, des réseaux et du virtuel. Quand je pense que certains pensent que les bibliothécaires sont des personnages conformistes, vieillots dans leur méthodes comme dans leur approche de leur métier, pour tout dire «poussiéreux», traités selon les langues de «rats» ou de «vers» de bibliothèque, je voudrais leur montrer que peu de professions ont su s'approprier les nouvelles technologies, ont su s'adapter avec efficacité, ont su utiliser au mieux les progrès techniques et créer des produits, des formats et des normes leur permettant un bouleversement complet de la profession, ainsi que des services rendus aux usagers. Cela est de bon augure pour les années à venir. Rendez-vous dans 25 ans, pour les 100 ans de l'IFLA!

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It seems to me necessary to talk to you today about a category of IFLA activities which are often misunderstood but which are nevertheless vital for our profession.

Few IFLA members realise the value and necessity of IFLA's participation at international level in the debates within various bodies of the United Nations system, to represent the interests of the profession. These activities are long-term: although we cannot always see immediately how they will benefit libraries, they are nevertheless absolutely necessary if we are to present and defend our points of view.

Let us take a few examples:

- We are represented in meetings of UN committees when subjects that concern us are on the agenda. IFLA works with UNESCO to combat illiteracy, to defend the right of the poorest countries to have access to information, to preserve their cultural heritage, and through the work of libraries to facilitate the social and economic integration of the citizens of these countries.
- IFLA collaborates with WIPO (the World Intellectual Property



*Christine Deschamps cuts the IFLA 75th birthday cake, watched by Derek Law, IFLA Treasurer* (Photo courtesy of CILIP).

Organisation). You are perhaps not all satisfied with the various regulations and procedures dealing with the problem of authors' rights and copyright, but you should know that, if we had not taken part actively in the negotiations, the situation would have been even worse for us.

- Since quite recently, IFLA has been working with the World Trade Organisation, to negotiate the free circulation of intellectual property and cultural objects.
- IFLA works with ISO (the International Organisation for Standardisation) for the creation of standards and for the compatibility of ISO standards with the de facto standards which we develop in parallel, particularly bibliographic standards.
- IFLA is also - let it not be forgotten – one of the founding members of the International Committee of the Blue Shield, in close cooperation with the other founding members: the International Council of Archives (ICA), the International Council of Museums (ICOM), and the International Council of Monuments and Sites (ICOMOS). The Blue Shield aims to play a role equivalent to the International Com-

mittee of the Red Cross, but in the cultural field, to coordinate ways of facing up to crisis situations or responding to emergencies.

- For the past two years now, we have been working closely with the International Publishers Association (IPA) on issues of common interest, which include long-term digital archiving.
- We will also be represented at two of the future World Summits organized by the United Nations. The World Summit on Sustainable Development will be held this summer in Johannesburg; and we have already been represented at no less than five consultation meetings organized by UNESCO to prepare for the World Summit on the Information Society. We intend to take part in the three Preparatory Committee meetings, and in the two Summits in Geneva in 2003 and in Tunis in 2005.

I thought it important to remind you that a good part of our efforts has been devoted to these activities. That is not always apparent from the outside, but it is our role, for nobody else can represent our profession in those forums. In the course of the year, a large number of librarians have on numerous occasions represented their professional community in the name of IFLA at meetings of national and international bodies.

This work requires courage, tenacity, and sometimes even obstinacy; but it is for the good of all, and IFLA is fulfilling its obligations in this area. We do not only content ourselves with giving money (too little money) to the Sections, with finding hosts and venues for our core activities, or with organizing an annual Conference. The scale of our activities is much broader than that, and I wanted to keep you informed about them. I would also like to take the opportunity here to thank EBLIDA, the European association representing libraries which is accredited to the European Union, and which at that level does the same job as we attempt to do at the international level. Together we can make our voice heard. EBLIDA has just celebrated its tenth anniversary this year, and I had the great pleasure to be able to meet its members and tell them just how keen we are to work with them for the good of the community.

Speaking of anniversaries, we are – as you know – celebrating IFLA's 75th anniversary this year. What a long road we have travelled; and what a demonstration of the quality of our profession which has succeeded in going from the age of printing, from the manual (or at best the typewritten), to the age of informatics and networks - to the virtual. When I think that some persons have the idea that librarians are conformist, old-fashioned in their methods as in their approach to their trade, 'dusty' if you like, labelled in various languages as 'bookworms' or as 'library rats', I would like to demonstrate to them that few professions have managed to make the new technologies their own as we have, have managed to adapt so effectively, have made such good use of technical progress to create products, formats and standards which revolutionize the profession and the services it provides to its customers. That augurs well for the years ahead – let us look forward to meeting in 25 years time, to celebrate the centenary of IFLA!

# The Community Library in Scottish History

*John Crawford*

Dr John C Crawford is Library Research Officer and University Copyright Adviser at Glasgow Caledonian University Library, a senior lecturer post. His duties include supervising research programmes both internally and externally funded, carrying out research studies within the Library, overviewing quality issues and promoting copyright awareness within the University. He obtained his PhD in 1994, has authored some 45 journal articles and is the author of the successful *Evaluation of library and information services*, the second edition of which was published by ASLIB in 2000. He is a member of the editorial boards of the journals *Library History* and *Library and Information Research News*. He has been Chairman of the Library History Group since 2000 and is also a member of the Council of the Chartered Institute of Library and Information Professionals. He is founder and listowner of the electronic discussion list, lis-libhist (1995).

## Introduction

Historically Scotland has supported all the major forms of library activity, both for the general public and for privileged user groups. However the form of library activity which has proved to be most important in an international comparative context are the libraries of local communities, the origins of which date back to the late 17th century and whose inspiration and rationale are deeply embedded in Scottish cultural and intellectual values. The administrative model of the community library took a variety of forms but the predominant one was the subscription library. These were run like clubs or societies and members paid an entry fee to join and an annual subscription which was used to buy books and pay administrative costs. The library society (as they were often called) was governed by an annual general meeting at which a committee was elected which ran the library on a day to day basis. The model was therefore essentially democratic. This was the predominant model in the 18th century. In the 19th century new administrative models appeared influenced by secular utilitarianism and religious evangelicalism. They were less directly democratic in character but retained the model of management by committees which were usually composed of leading figures in the local community.

## The Seventeenth Century Background

The origins of modern Scottish library activity lie in the 17th century at a time when the prevailing religious ideology was Episcopalianism. Consequently such models of organizational thought as existed such the Kirkwood experiment (see below) tended to be centralized ones. The origins of library organization lay in the universities and the donations they were able to attract. University libraries were founded or reorganized at St. Andrews (1612), Glasgow (1577), Aberdeen, King's College about 1495 and also in Aberdeen, the library at Marischal's College was founded in the early 17th century. Thanks to patronage it was able to employ Scotland's first university librarian from 1632. Edinburgh University Library predates the university itself, being founded in 1580 and taken over by the university in 1584.

Special libraries too, originated in the late 17th century. The Advocates' Library, originally a lawyers' library, was founded about 1680. Its speedy adoption of a wide-ranging acquisitions policy and its recognition as a legal deposit library soon made it the country's de facto national library. Its first printed catalogue, issued in 1692, was Scotland's first printed catalogue of a library, rather than a private collection. The first medical library, that of the Royal College of Physicians in Edinburgh, was founded in 1682, the year after the College itself. A librarian and a deputy were appointed in 1683.

Strategies of wider access were also emerging. Libraries either benefited from or grew out of the work of private collectors. During the restoration period most book collectors were Episcopalians and among the middling ranks of society Episcopalian clergy took the lead. They developed wide ranging liberal traditions of book use which included literature, history and law as well as books on religion which covered a wide theological spectrum. Another tradition was, however, emerging. This was a movement away from literature towards history, memoirs, sermons and religious and theological controversy often related to political issues. Although this tradition was found in other parts of Europe, in Scotland, in the 18th century, it became associated with Calvinism and the origins of working class

book use. In the 1690s Episcopacy was abolished in favour of Calvinist church government and the Calvinists took control of the universities. Many Episcopalian clergy, including leading book collectors, lost both their parishes and contact with the universities which they had formally patronized with gifts of books. They began now to look to local communities as potential beneficiaries of their patronage.

The consequence of this was the somewhat diffuse First Endowment movement which included twenty libraries founded between the Reformation and 1800 and comprised some which could be considered to be early school libraries or future components of academic libraries. The first parochial library was founded at Saltoun in East Lothian in 1658 by Norman Leslie, minister of Gordon in Berwickshire.[1] The main period of the First Endowment movement was 1680–1720 and included such well known institutions as Innerpeffray library (founded c1680) and the Leightonian Library in Dunblane (founded 1684). As a movement it bore all the hallmarks of its ideological origins. Libraries tended to be small, not usually exceeding a few hundred volumes because they had begun life as private libraries or had been formed with the proceeds of small bequests. They were located mainly in east and central Scotland reflecting the distribution and circulation of books in the 17th century. Unlike in England secular control was much more marked. The small stocks, largely composed of religious books and containing many books in foreign languages, were as inimical to the creation of large user groups as were their original regulations, but stock expansion and imaginative management in the 18th century greatly liberalized and extended the use of some, including Innerpeffray library, the John Gray Library at Haddington and Dumfries Presbytery library.

Although at first hostile to Episcopalian traditions of book use, Calvinist clergy soon became more sympathetic, partly because of the

need to tackle the problems of ignorance, alleged irreligion and political instability in the Highlands. The General Assembly of the Church of Scotland adopted in 1705 a proposal by James Kirkwood, a former Scottish Episcopalian clergyman to set up small libraries in the Highlands.[2] The scheme was a watered down version of that proposed by Kirkwood in a publication entitled *An overture for founding and maintaining of Bibliothecks in every paroch throughout this kingdom, humbly offered to the consideration of this present* [Scottish General Assembly of the Church of Scotland] *Assembly* issued in 1699. This proposed, *inter alia*, that every parish in Scotland should have a library and that a union catalogue of all the libraries should be centrally maintained. Although the sophisticated centralized organizational model proposed was not influential, the idea that library provision in the Highlands should be the product of intervention from the Lowlands was still being applied two hundred years later.

## The Eighteenth Century Achievement

The 18th century marks the origin of publicly available library provision in Scotland on a large scale. This was partly based on the circulating library, but much more on institutional provision which was highly appropriate to Scotland's needs. The subscription library and its accompanying ideology are Scotland's distinctive contribution to library history, although it was also important in both England and New England.

The subscription library movement was divided on class lines with libraries for the middle classes and separate libraries for the working classes. The latter were cheap to join and consequently smaller. Book selection policies and administration were influenced by the Scottish Enlightenment. Circulation and subscription libraries comple-

mented one another, the former being usually run in conjunction with bookshops and were found mainly in the big towns. Subscription libraries, which were smaller, developed initially in market towns and villages, subsequently expanding into the cities. The first circulating library in Britain was founded in Edinburgh by Allan Ramsay in 1725 and the first working class subscription library in Britain was founded at Leadhills in 1741. (It was not originally a working class library but subsequently became so). The first true middle class subscription library may have been founded at Dumfries in 1745 but the first definite foundation is Kelso in 1751. Thereafter the movement grew steadily. A second working class subscription library appeared at Wanlockhead in 1756 but no more appeared until the 1790s, the principal decade of expansion in both Scottish working class and middle class libraries.

Circulating libraries pioneered large scale provision by the standards of the time and developed sophisticated loan services, while subscription libraries were a form of community development, but they shared a common ideological foundation in Enlightenment values which can be seen in their book selection policies.

## Circulating Libraries 1725–1800

Circulating libraries were a rarity in Scotland compared with England and, like endowed libraries, were limited in geographical distribution, although in a less eccentric fashion. There were, before 1801, some 369 circulating libraries in Britain as a whole, only 31 (8 percent of the total) being in Scotland. Ramsay's foundation set a precedent, for the circulating library remained mainly in the large towns and on the East coast where much of the population was concentrated, as were the outlets for retail bookselling. Edinburgh was the main centre, having seven libraries

over the period, followed by Aberdeen and Glasgow with five each. Dundee and Paisley had two each. Other centres were Dunbar, Banff, Elgin, Inverness, Leith, Peebles, Perth, Peterhead, Irvine and Beith.[3]

Their stocks were large by the standards of the period, 5,000 or more volumes not being unusual. The largest was James Sibbald's in Edinburgh, which had 20,000 volumes in 1786.[4] Large circulating libraries in terms of stock size matched university libraries.

The circulating library was the first kind of library in Scotland to offer a high quality lending service although at a correspondingly high cost. Loan periods and borrowing rights varied with the ability to pay. Because some libraries had a borrowing category of country members they served rural hinterlands as well as immediate urban areas. Collections of foreign language books, especially French titles, were commonly held. Sibbald even pioneered the loan of non book materials by offering a print lending service.

The stocks of circulating libraries were composed largely of nonfiction which usually accounted for about 80 percent of stocks and contained the leading standard authors of the day as well as more popular material. History, divinity, voyages, travels, poetry, plays and novels were the subjects advertised by Isaac Forsyth of Elgin. An analysis of Sibbald's catalogue of 1786 shows that history and geography accounted for 19 percent of the stock. Literature also accounted for 19 percent while science and technology comprised 20 percent. Such a pattern of specialized book provision was quite common, for other circulating libraries had specialist collections on music and theology, subjects which were otherwise difficult to study outside an academic environment.[5]

It is notable that the circulating library was the only type of library in Scottish history that did not have an essentially institutional base.

## Subscription Libraries 1741–1800

The subscription library arose partly out of deficiencies of other types. The bulk of new potential library users were in central and South Western Scotland and were poorly served by endowed and circulating libraries, the latter being extremely expensive anyway. Market towns and villages had either few or no bookshops and there was a need to develop book purchase and use along cheap and easily manageable lines. The 18th century was an age of societal activity and closely knit intimate communities. A type of library which combined community government and control in a societal framework with relatively inexpensive book purchase and use was the obvious strategy. Book selection and library management policies could be developed which reflected the intellectual needs and social values of the community.

The progress of the movement illustrates these points. Between 1745 and 1800, 43 middle class libraries were founded, more than half (27) being formed between 1791 and 1800. Only five were north of the Tay and 27 were south of the Forth/Clyde line. The county with the most was Roxburgh but by 1801, Glasgow, Aberdeen and Paisley still did not have any, although Dundee and Edinburgh did. An urban base of about 2,000 people with an accessible rural hinterland was perfectly adequate. Kaufman has pointed out that the middle class subscription library movement involved the participation of leading citizens of the community,[6] men who called themselves gentlemen and who frequently associated for other purposes. Membership was drawn mainly from the middle strata of society although at either end it shaded off into other categories, knights and earls at one end and prosperous tradesmen at the other who represented a link with the working class movement. The middle ground was made up of landed proprietors, ministers, civil servants, solicitors, businessmen, doctors and members of other mid-

dle class occupations including transients like army and navy officers. They usually comprised a fair cross section of their local community and were not representative of overt factions, either political or religious. Women were readily admitted as members but were not numerous and took no part in administration unless they were employed as librarians.

Administrative ideologies reflected the social values of their founders. Middle class libraries were often known as proprietary libraries because members had joined by paying an entry fee, the equivalent of purchasing a share, which made them 'proprietors' of the library. Entry fees in the 18th century were about a guinea. The annual subscription was about 6 shillings. The members elected a committee who managed the library, selected the books and appointed a librarian. The librarian was entirely subservient to the committee, usually part time and was unlikely to earn more than £5 per year. As an initial step booksellers were sometimes retained as librarians. They supplied both premises to house the library and sold books for its stock. This was done at Ayr and Kilmarnock and helped to keep down costs.[7] In 1755, Kelso Library, by giving a large order for books, was able to obtain them more cheaply than they could be bought in London.

It is clear from the diary of George Ridpath[8] (1717–1772) who was parish minister at Stichel, near Kelso, how middle class subscription libraries facilitated the development of book use. Ridpath read extensively. During the period 1755–61 he read about 150 monographs as well as contemporary newspapers and periodicals. His main subject interests were history, science, medicine and the classics. Many of the books he read were recent publications and he also read the *Philosophical Transactions* regularly to keep abreast of modern scientific research. Without the library much of this would have been impossible. Although a clergyman Ridpath read no theology, a reflection of contemporary Moderate values.

The library regulations also facilitated intensity of use. In June 1756 Ridpath returned the *Georgics*, 'my month being out'.[9] However some old practices survived. He read almost no fiction and he usually read each book several times, frequently taking notes.

How administration and attitudes to book use developed can be seen from the first two years of Duns Public Library, founded in October 1768. The library had eighteen founder members, mainly tenant farmers, although there were four ministers. One of the ministers was elected president and a local solicitor (writer) as secretary. A list of orders was made up and copies were sent to different Edinburgh booksellers to find out who would supply the books mostly cheaply. James Young, the local bookseller was appointed librarian, at a salary of £2 per year. He was not asked to supply books for stock, presumably because he would not be able to compete with large bookshops in Edinburgh.

The initial bookseller's order consisted of 85 items and included Robertson's *History of Scotland*, Anson's *Voyages* and *Don Quixote*. The main subject areas covered were history, social sciences and some literature. Religion, theology, science and technology were largely ignored. The books arrived in early December.

Arrangements with booksellers usually proved unsatisfactory and this seems to have been the case at Duns, for the clerk wrote to Alexander Hay of Drummelzier, a local landed proprietor, asking for permission to keep the books in the town house. Hay, answering in the affirmative on Christmas day, accurately identified the nub of the issue:

> It must give me great pleasure to think that Dunse is in a way of becoming a Seat of Literature, Arts and Sciences, tho' I must owe I should have still more was there a possibility of its becoming a Settlement for Industry, Trade and manufactures'...[10]

Hay had accurately perceived that the role of the library was to promote social science values, not those of commerce, industry or agriculture, despite the predominance of farmers among the membership.

The book selection policy of the Scottish proprietary library in the 18th century was to amass a vernacular collection of predominantly non-scientific secular titles for which there was an anticipated demand. Imaginative literature, history, geography and biography were the most popular subject areas. Reading vogues were broadly similar in England and Scotland, except that there was demand for fiction in Scotland which could not be satisfied by other means.[11]

There was a good deal of uniformity in library stocks. Greenock's second catalogue of 1792 (637 volumes) contains about 360 volumes in common with the Duns catalogue of 1789 (1,105 volumes) more than half of the former and just under a third of the latter.[12] The comparison is really closer than these figures suggest for the same author is sometimes represented by different titles and the same subject is sometimes represented by different authors. Kaufman also noted stock overlap in five libraries, two of them circulating.[13] An examination of the minutes of Ayr and Kirkcudbright subscription libraries shows that the books bought were often not new publications, which indicates a desire to build a standard stock, rather than just acquiring currently published material and the surviving shelf stock of Greenock Library tells a similar story. Such book selection policies gave access to the values of the age.

## Working Class Library Provision and the Ideology of Mutual Improvement

Despite detailed lists of rules middle class subscription libraries were rather poorly administered[14] and the main thrust of ideological development lay with the working class subscription libraries. Some important early principles can be identified from a study of the origins of Leadhills Reading Society.

The subscription library movement originated in Leadhills for several reasons. The Leadhills/Wanlockhead complex was one of the few major capital intensive concerns in Scotland at that time and was greatly expanded in the 18th century.[15] In 1770 there was a population of 1,500 of whom 500 worked in the mines.[16] At that time less than half of them would have worked for the Scots Mines Company, a major investor in development. The miners were organized into partnerships of from two to twelve men and each partnership entered into a 'bargain' with the mine owner to raise ore at a certain price in a particular part of the mine. The ore raised was then smelted on site by smelters who, along with the miners, formed the village's working class elite. A typical lead mining village also included leadwashers, joiners, blacksmiths, shopkeepers and a minister, doctor and schoolteacher. There would also be people like shepherds who were economically uninvolved in the community. The lead mining companies who dominated the mining villages enjoyed a well justified reputation for paternalism. While this included strict discipline, even extending to moral issues, it comprehended a measure of benevolence and a real attempt to encourage self help. In view of the remoteness of mining villages it is not surprising that the constructive use of leisure was a major preoccupation. The lead mining companies appreciated that the promotion of education and reading could facilitate this.[17] The overall aim was to create well disciplined communities with some appreciation of the constructive use of leisure.

To promote these policies, James Stirling of Garden (1692–1770) was appointed mines manager at Leadhills in 1734 by the Scots Mines Company. Stirling's contribution to the foundation of the library and the philosophical principles which

underpinned it are difficult to assess because he lacks an adequate biography.[18] He was interested in Venetian glassmaking and was a distinguished mathematician who was denied the academic career he was entitled to because of his Jacobite opinions. He came to Leadhills in 1734 and remained there until his death.

Prior to Stirling's arrival the miners had a reputation for independence of spirit and violence of temperament. Stirling introduced a comprehensive programme of reforms. The number of ale sellers was reduced, the working day was shortened to six hours to lessen the danger of lead poisoning and a surgeon and a schoolmaster were brought in. Old age pensions, sickness benefits and a charity fund were introduced. He drew up a comprehensive code of rules governing the miners' behaviour, both above and below ground, and encouraged them to build proper stone cottages for themselves. The miners were also encouraged to take in land from the surrounding waste to grow their own food, especially green vegetables as they and their families were subject to vitamin deficiency diseases.[19] The scheme was so successful that it was copied at Wanlockhead and adopted in a modified form at Westerkirk.

The circumstances surrounding the foundation of the library are rather less clear cut. W.S. Harvey, the industrial archaeologist and mining historian, has examined the bargain books for the 1740s in which mining company overseers recorded their 'bargains' with partnerships of miners. Bargains were signed for by one of the partners, known as the 'taker'. Harvey found that some takers were only able to make their mark while other signatures were so bad as to be illegible. It should be noted that the takers' names had already been recorded by the overseers so the takers had only to copy it down. As will be shown below, in the context of the library, reading and writing were linked skills, although this was by no means generally the case in 18th century Scotland. On the other hand, some



*Members of Leadhills Library on the steps of the Library in the 1880s.*

miners had prior experience of book use. The subscription list appended to Isaac Ambrose's *Prima media and ultima …* (1737) contains six Leadhills names including James Muir, workman and Hugh Manson, miner. Two more, Edward Douglas and John Weir were original members of the library.

Near contemporary sources credit Stirling with the foundation of the library as part of his package of reforms.[20] The *Old Statistical Account* appears to give the credit to the miners but this probably refers to the fitting up of a new library building which was being done at about the time the parish minister was writing. Certainly Robert Forsyth supports this.[21] The association with Allan Ramsay mentioned in secondary sources from the late 19th century onwards, is entirely spurious. The legend appears to have originated at the time of the centenary celebrations in 1841.

The evidence suggests that not only were the miners not the founders of the library, they were not even its original membership. The library's list of members from 15th April 1743 until 1902 still survives and records 870 names, beginning with the core membership of 23 in 1743.[22] Occupations are not given but some of the names recur in the

document known as the 'Leadhills Diary' which appears to be the diary of one Matthew Wilson and covers the period, June 11th 1745 to July 12th 1746.[23] Wilson was a senior mines clerk and occupied a middle management position. He was a trusted confidant of Stirling and a frequent guest at his house.

Wilson joined the library in 1745 and immediately became a member of the committee. Some of the founder members of the library appear in the Diary as friends or colleagues of the author. It is difficult to identify any of the lower strata of employees among the early members. Wilson describes a number of men as labourers but none of them appears in the membership list. One of the founder members, John Wilson, is described as a miner but he employed workmen of his own. The position began to change in the late 1740s. Another John Wilson, this time a blacksmith joined in 1749 and other less prestigious occupations are found thereafter, such as John Weir, leadwasher, who joined in 1758. The miners initially had no exclusive rights to the library society which was more broadly based than it subsequently became. The rules drawn up in 1743, which have fortunately survived, forbid office holding by grieves and overseers but

*The exterior of Leadhills Library in the 1880s. The building is a miners' cottage in plan adapted to specialized requirements. The whitewashed building next door is the school. Note the schoolgirls but the absence of female library members. Women were not allowed to be members until 1882.*

this restriction only applied to a handful of individuals.[24]

The foundation of the library was the keystone in a programme of social engineering[25] although its early history was probably more confused and uncertain than previously thought. An examination of the rules of 1743 which were amended in 1821 and again in 1859[26] demonstrates the complexity of the situation.

Prospective members had to pay an entrance fee of 5 shillings and an annual subscription of 4 shillings which was customarily paid quarterly. The society was governed by quarterly meetings, the first of the year, held at the beginning of January, being the 'anniversary' or annual general meeting. At each AGM a chairman (preses) secretary, treasurer, librarian and three inspectors were chosen. The librarian had to keep the library, presses and books in good order, issue and discharge books and keep a record of the library's stock. For these services he had free use of the library. He was not, however, required to observe the physical condition of returning books and he did not have to monitor the op-

eration of the circulation system. This was done by the inspectors who examined returned books for damage on loan nights. They could also go into any member's house and demand to see the library books in his possession. Policy was executed by a committee of twelve members which met monthly, principally to select books. Matthew Wilson identified this as the main committee function as early as 1745. Failure to obey the regulations was punishable by fines and in the most serious cases expulsion was threatened. Women were forbidden formal membership until about 1872 although before this women could claim reading rights during the minority of their male children under the inheritance rule (Membership was both inheritable and transferable). Any member refusing office could be fined. The loan period depended on the size of the book. Four duodecimos could be borrowed at a time but only one folio: the basic loan period was one month but this was doubled for quartos and folios.

The organizational model here anatomized and one which became universal is that of the reading society in which the members agreed to

associate for a specified period of time, usually up to five years, in order to amass a collection of books which would be dispersed among the members at the end of the period. The library variant of the model is, of course, permanence but often the difference was more apparent than real. Successful temporary reading societies might be made permanent while libraries, intended to be permanent, might fail after a few years.

The size of the entry money and subscription lend support to the view that the library was not originally envisaged as a working class institution. Subscription rates declined over the years indicating the move to a working class base. By 1822 the annual subscription had fallen to 2/6 although the entry money had actually risen to 7/6 and by 1859 the annual subscription had fallen again to 2 shillings while the entry money had declined to only 3 shillings.

Such a band of subscriptions could never hope to raise a large income. Subscriptions for working class libraries customarily ranged from 2 shillings to 5 shillings per annum which might bring in an annual income of about £10. Outside patronage which was a major feature at Leadhills and is regularly referred to in the minutes was the only means by which incomes could be substantially augmented.

The spread of working class libraries from the 1790s onwards resulted in the growth of a large network of very small libraries, based on small communities. These libraries were administered in an amateur fashion, had little or no contact with one another and were incapable of substantial expansion. It was a picture which did not change until the 20th century which demonstrates the historic conservatism of Scottish libraries.

The philosophical model which underlay the rules was that of mutual improvement which is spelt out in the preamble to the original rules of 1743 and retained in subsequent amended versions:

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We, Subscribers, having agreed to form Ourselves into a SOCIETY, in order to purchase a Collection of Books, for our mutual Improvement, did ... condescend upon certain ARTICLES, to be observed by us, for the Establishment and Regulation of this our Society ...

Mutual improvement may be defined as the spiritual and intellectual development of the social individual through corporately organized intellectual activity, in this case, book use, and it reflected the wider preoccupations of the Scottish Enlightenment. Scottish philosophy in the 18th century was concerned with the environment, social sciences and the study of institutions. The [27] Scots believed in the natural sociability of man but that sociability had to be regulated by government and laws. The principal achievement of the philosophers of the Scottish Enlightenment was the development of the social sciences from moral philosophy. Scottish philosophy was both preoccupied with 'social man' and highly environmentalist in outlook. Institutions of all kinds could be used to mould and 'improve' individuals to function more responsibly in a collective environment; 18th century Scotland was noted for its enthusiasm for societal activity and some types of society aimed to promote intellectual development in a corporate framework.[28]

The idea of mutual 'benefit' or mutual improvement seems to have been originated by John Locke who founded the first mutual benefit society in Amsterdam in 1687 which was subsequently continued in London. The connection between the mutual acquisition of knowledge and the cooperative use of books was soon made. In the early 18th century, book clubs, inspired by the principle of mutual improvement, began to be founded by English clergymen and there was also an example in Belfast founded in 1705. The idea of a 'mutual benefit' in connection with reading inspired Benjamin Franklin to found a book club in 1727 and later, the Library Company of Philadelphia,



*The interior of Leadhills Library in the 1880s. The books were arranged by size. Note the relatively small stock, the forms on which members sat at Library meetings, the pulpit where the praeses (president) sat to chair the meetings and the librarian's desk (back, right). This illustrates the importance attached to participative management in the Scottish community library*

the first subscription library in the English speaking world. Franklin acknowledged as his inspiration, John Locke, and an American thinker, Cotton Mather.[29]

Initially, in Scotland mutual improvement took the form of discussion and debate and originated in Edinburgh debating clubs and societies, patronized by the literati, the men of the Scottish Enlightenment. The Easy Club founded by Allan Ramsay in 1712, aimed to promote mutual improvement in this way[30] and thereafter the term appears regularly in the rules of Edinburgh clubs and societies but the Leadhills rules of 1743 mark its first appearance in a library context in Scotland where the aim of pursuing the goals of mutual improvement through collective book use is first stated. The role of education and book use in the development of social man is redolent of the values of the period. One of the characters in *The Gentle Shepherd* asserts

Because by education I was taught
To speak and act aboon their
    common thought.[31]

The play, in fact, represents the model of a self regulating society

which is exactly what the rules of Leadhills Reading Society aimed to make it. Not only would the books chosen reflect the social values of the period, the rules which emphasize self discipline, community purpose, regard for proper procedure and a high level of moral seriousness would promote the philosophy of social man. E.P. Thompson has called these four principles the rituals of mutuality.[32] The spirit of the institution is summed up in rule 33:

> MEMBERS guilty of any Indecency or unruly obstinate Behaviour, at any of the Society's Meetings, or who shall, on any Occasion, offer any Indignity to the Society, shall be punished by Fine, Suspension or Exclusion, as the Society shall judge the nature of the Transgression to require.[33]

The view that those entering society had to accept its rules reflects a wider world of 18th century belief.

The idea that mutual improvement could be pursued through the use of books, cooperatively acquired and used in a well regulated social environment was invented at Lead-

*The pulpit in which the praeses (president) sat to chair meetings. The democratic process and regard for proper procedure were key factors in the Scottish community library.*

hills and in view of its close relationship to the overall policy of social engineering being pursued by Stirling it is difficult to believe that he did not participate in its invention although it was believed in Leadhills, a hundred years later, that James Wells, the Society's first president and village surgeon and William Wright, the first secretary and local schoolmaster had done most of the drafting of the original rules.[34] The philosophy of mutual improvement subsequently became the dominant ideology of working class library provision in Scotland although its further development cannot be linked directly with Leadhills. Between 1790 and 1822, 51 working class subscription libraries were founded in Scotland and in the 1790s alone 52 temporary reading societies were formed.[35] Mutual improvement and the socially scientific values of the Enlightenment were major motivations in their foundation. Although the philosophical drive waned the administrative ideology remained strong and was still current at the end of the 19th century. As an ideology it enjoyed widespread social approval although unfortunately it never attracted a major apologist.

It is now accepted that Scotland, in common with other northern European countries, had a national educational ideology which aimed, at low cost, to instil basic literacy and numeracy into the entire population and encourage a participation in the search for knowledge at all social levels.[36] The ideology of mutual improvement complemented this by providing the literate with an inexpensive opportunity for book use.

The working class library movement was slow to spread but as the century progressed, factors emerged which facilitated its development. A potential user group lay in the skilled tradesmen of west central and southern Scotland. As well as developing traditions of literacy, book use and prosperity they were promoting traditions of corporate organization. Unfortunately the history of trade societies seems to be an under-researched area. A Woolcombers' Society was founded in 1759. It had an entry fee and monthly charges. The Fenwick Weavers' Society, founded in 1761, is particularly important because it was one of the first to purchase foodstuffs in bulk which were then cheaply resold to members.[37] Subscription lists show that the weavers of Fenwick associated temporarily for the purchase of individual books and in 1808 they founded the Fenwick Library. The preamble to the regulations reiterates the values of mutual, improvement and even introduces a degree of historical perspective.

Everything which has a tendency to improve the condition of man, claims his cordial regard. For this end nothing can be better calculated than a Library adapted to the habits and various pursuits of the community where it is established. The utility of such institutions has happily been long acknowledged in Scotland; and to the diffusion of knowledge, of which they have been not the least considerable instruments, we are indebted, under God, for great part of that light and liberty which we enjoy. The pleasure which results from

the perusal of well selected books, is often of the highest kind.[38]

There is a clear link here between trade group solidarity and organization and cooperative book use and the values of improvement. The Encyclopaedia Club of Paisley which may have existed as early as 1770 seems to have been one of the first to link book use with working class corporate organization. It got its name because its small collection of books included a set of the *Encyclopaedia Britannica*. Its president, for a time, was a blacksmith and its members included a barber and a handloom weaver. It was essentially a debating society and its meetings were conducted in a highly structured, formal fashion.[39]

An administrative ideology existed to facilitate an intellectual ideology. In the 1790s, twelve working class libraries were founded and 52 temporary reading societies of which fourteen were in Glasgow and twelve in Paisley,[40] reflecting a general growth in working class book use in Britain as a whole.[41] They were founded mainly by small masters, aspiring professional men, shopkeepers, tradesmen, skilled artisans and workmen with a strong sense of corporate identity like coal or lead miners.[42] In various ways improvement values were articulated. The term appears in Westerkirk Library's rules (founded 1792), deriving its inspiration from Leadhills.[43] Robert Burns, in an anonymous contribution to the *Old Statistical Account*, emphasized the transforming power of book use both for the individual and society.[44] An anonymous writer to the *Scots Chronicle* drew attention to the narrow mindedness of life in small villages and the lack of intellectual development where no library was present.[45] Walter Monteath, a member of the Reading Society of Tillicoultry described the need for corporate activity and emphasized the development of 'good moral character'. Plays and novels were strictly excluded from stock,[46] an important reminder that censorship could be exercised within the working class itself.

These are comments from the inside but a notable outside observer was John Millar (1735–1801), professor of Civil Law at Glasgow University.[47] He collected a good deal of useful data on the movement which he published in the *Scots Chronicle* between 1796 and 1799. Millar believed the working classes of central Scotland to be the best educated and most 'intellectually improved' in Europe and therefore capable of benefiting from this new movement. Millar had deplored the dehumanizing effect of the industrial revolution and the division of labour and believed that a means had been found to counteract this. He also extended the environmentalist argument by claiming that libraries could promote the perfectibility of man. As a political radical himself he thought that libraries could develop working class consciousness and promote political reform. While other correspondents supported this political argument they seem to have been members of temporary reading societies, rather than permanent libraries. While libraries and reading societies undoubtedly attracted the politically radical there is no evidence that permanent libraries had overtly political objectives and only one was ever criticized for political radicalism.[48]

Although Millar's grasp of the situation was far from perfect he did appreciate that working class libraries should be controlled by the working classes themselves. Libraries administered for the working classes and not by them would lead to apathy and distrust, an accurate and widely ignored prophecy.[49]

The development of book selection policies can be traced through the surviving records of early institutions such as Leadhills Library. There is some reason to think that the library was originally intended to be partly a technical library for the mine management but if such a policy did exist it was rapidly replaced, under pressure from the miners, by one which favoured social science and religion. Stock development can be studied via the first catalogue, a manuscript catalogue of 1767 and the first printed catalogue, issued in 1800.[50]

The dominance of history and religion is marked, an average of about 50 percent of the stock. Biography and travel are also healthily represented. Perhaps most interesting of all is the presence of imaginative literature represented in such classes as Miscellaneous, Literature, Periodicals and Fiction. Between 1767 and 1800 the percentage of fiction rose from 3.2 to 8.5 percent. A growing sophistication in working class book use can be perceived here. Working class book use in the 18th century has been portrayed as conservative and linked to a continuing preference for controversial religion. There is no doubt that this was the case at Leadhills where the miners were strongly inclined to Evangelicalism and indeed many joined the Free Church in 1843, but equally the miners were moving towards secular book use and even embracing fiction which, by the end of the 19th century would be the main component of book issues in most publicly available libraries.[51] Without this move towards secularism the community library movement would not have continued to grow.

By the end of the century book selection policies reflected both conservatism and change. Religion was still a popular subject, reflecting a continuing tradition of working class piety. Controversial religion also offered a means of pursuing dissident social behaviour in a world dominated by Moderate clergy and the Patronage system. Broadly socially scientific subjects like history, geography, biography and politics were also moving to prominence. Perhaps most notable and the harbinger of a major trend was the shift towards fiction, literature and periodicals. In view of the hostility to imaginative literature sometimes voiced from within the working classes this may seem surprising but it reflects the transmutation of a tradition, based on folklore, chapbook literature and heroic tales notably the adventures of Bruce and Wallace.[52] The reconciliation of these apparently hostile traditions was now actively being pursued. Indeed, in 1864, a Leadhills resident ridiculed the utilitarian journalist, Harriet Martineau, for suggesting that the miners were excessively preoccupied with nonfiction.[53]

A study of five working class subscription library catalogues of the period[54] shows clear differences between working class and middle class book selection policies. The middle classes took to fiction and serial literature more quickly than the working classes and some working class libraries remained actively hostile to fiction until well into the 19th century but nonetheless a process of reconciliation was already taking place. Social sciences represented common ground with religion the main difference. The rise of Evangelicalism would maintain the difference and add fresh elements of complexity. Another meeting point was the mutual lack of interest in vocational reading, a consequence of the impact of the Enlightenment and the interest in social sciences which it generated. Among the working classes vocational reading is linked to the rise of the new middle class professions in the second half of the 19th century.

## The Subscription Library in Perspective

New types of publicly available library appeared in the 19th century all of which were characterized by middle class interventionism. They were the libraries of mechanics' institutes, churches of many denominations, libraries of the second endowment phase and rate-supported libraries which eventually came to dominate. These latter were funded by wealthy individuals and were managed by committees of varying degrees of accountability. Most significant of all were the rate-supported libraries which began to appear from 1853 onwards when the first Act was passed. A further Act, the Public Libraries (Scotland) Act of 1867, required library committees to contain equal

numbers of elected members and householders, a clear recognition of the Scottish community library's inclusive traditions.[55] The subscription tradition enjoyed varied fortunes. The last middle class subscription library was founded in 1826 by which time about 73 had been established. Poor administrative standards and falling book prices meant that many were already in decline. Some, such as Greenock and Langholm, survived into the 20th century by assuming a more popular character but many disappeared. There were 25 left by the end of the century. Working class subscription libraries suffered from small incomes, lack of resources, the inability to invest in development and vulnerability to the trade cycle. They were also unable to cope with the challenge of industrialization and urbanization. The movement survived successfully in the traditional heartland of the community library, the large village and the market town. By the end of the century there were 83.[56]

## Conclusion

Over a lengthy period libraries in Scotland have complemented and supplemented widespread, but limited, cheap education and given the average Scot opportunities to continue reading and book use after the conclusion of scholastic education. Libraries were based on small, inexpensive administrative units which were most effective outside major cities, much like the educational process itself. Scottish library history, apart from the period of middle class intervention in the early 19th century, has been marked by consensuality among social leaders in the 18th and 19th centuries and among political parties in the 20th. Libraries have supported key factors in Scottish intellectual life. They have encouraged all social classes to participate in intellectual life and supported the Scottish rejection of a separate class of intelligentsia. Religion has been a major motivation to book use for all social classes, but especially for the working classes, in whose enthusiasm for controversial religion can be found the origins of working class intellectual independence.

The movement also has wider significance. The Scottish community library system, although it recognized a common set of cultural and intellectual assumptions, had no central organization and was entirely self regulating and as such was a self regulating information system 200 years before the Internet. The influence of the movement abroad has yet to be quantified but it must have been substantial. Scottish emigrants to the old white Commonwealth took with them a system of values which could be replicated in Canada, Australia and New Zealand. There was in Tasmania, for example, in the mid 19th century, a subscription library at a place called Evandale which had been founded in 1847 by a young Scottish Presbyterian minister and its stock and style of management closely followed Scottish precedents.[57] Perhaps most significantly of all Scotland was the first country in the world to have a national policy for public library provision.

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# Pensées provocatrices d'une nouvelle génération de bibliothécaires

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Le combat pour rendre à l'information scientifique sa mission première, qui est de favoriser l'échange des idées entre les chercheurs et de
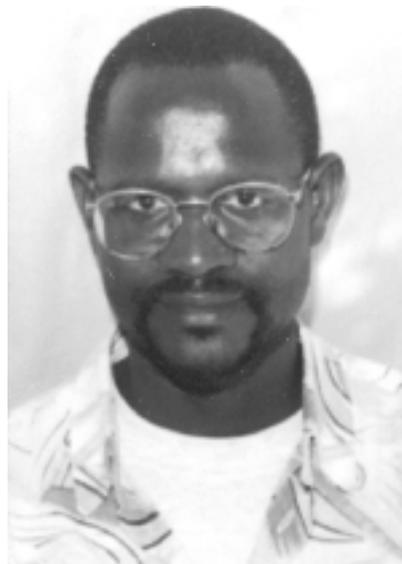


contribuer par là-même au progrès de la science et de la société, est encore loin d'être gagné en Afrique en général. De même, l'offre de lecture devant permettre au citoyen d'accéder librement à l'information pour se former, s'épanouir et se forger un jugement libre est encore faible, voire inexistante. En effet, nous n'avons pas encore de bibliothèques dignes de ce nom. Pour prendre un exemple que je connais bien, au Sénégal, la lecture publique est encore très embryonnaire, comme le montre une enquête effectuée par l'Association sénégalaise des bibliothécaires, archivistes et documentalistes (ASBAD) pour le compte de la nouvelle Direction du Livre et de la Lecture ; la Bibliothèque nationale est à l'état de projet ; mis à part l'effort des centres culturels étrangers, l'offre de lecture est très faible. Dans ce climat général de marasme la seule lueur vient des bibliothèques universitaires.

C'est connu, l'image de marque du bibliothécaire n'est pas souvent valorisante. De surcroît, en Afrique, 70 pour cent de la population est rurale, et une grande partie est an- alphabète les bibliothécaires n'ont pas souvent pu relever le défi de prendre en considération cette population et ses besoins. Les pouvoirs publics n'ont pas fait de l'accès à l'information de cette grande masse une priorité. On peut comprendre que l'inexistence de grandes institutions de bibliothèques (sauf dans le domaine académique) ait contribué à renforcer la méconnaissance du rôle de la bibliothèque et partant l'image de marque négative du bibliothécaire. Je me souviens encore à dix neuf ans quand j'ai réussi au concours d'entrée à l'École des bibliothécaires, concours pour lequel nous étions plus de sept cents, mes parents ne pouvaient pas comprendre que je renonce à étudier le droit pour opter pour un travail de «rangeur» de livre.

Et voilà que l'arrivée des Technologies d'information et de la communication (TIC) renforce cette image négative. L'annonce de la mort prochaine du livre fait que certains affirment que le bibliothécaire et la bibliothèque comme lieu physique ne devraient pas non plus survivre. Aussi, le bibliothécaire, homme de culture et humaniste, devrait se transformer en concepteur de bases de données et autres spécialistes de moteurs de recherche. J'ai entendu une personne très sérieuse suggérer la suppression de la section Bibliothèque de l'EBAD pour ne conserver que la Documentation, car me disait-elle, ils ne trouvent pas d'emploi et s'ils en trouvent ils sont de toute façon, les plus mal payés du monde. Donc, certains voudraient déjà, que nous passions à un vaste marché d'informations numériques où chacun serait libre, de chez lui, de choisir son information. Cette situation serait l'idéal, sauf que pour l'instant, chacun n'a pas encore, chez lui, un ordinateur et n'est pas capable de payer la connexion. Et que même si par la magie des partenaires au développement (on ne dit plus bailleurs de fonds !), on dotait chacun d'un ordinateur, l'analpha-

bétisme (dans les langues dites internationales surtout) ferait qu'il serait incapable de l'utiliser. Il fait ajouter à cela la faiblesse de l'infrastructure télécom dans nos pays.

Dans une telle situation, certains de nos aînés ont réussi à faire une carrière remarquable. C'est à eux que nous devons toute la législation prise depuis 1976 sur les bibliothèques et les premières associations professionnelles qui ont fusionné pour donner l'ASBAD. Mais beaucoup ont abandonné, ont changé de profession ou, en désespoir de cause ont attendu, dans l'anonymat, le plus total leur retraite.

De cette génération nous avons aussi hérité et continuer les querelles souvent trop ad hominem. C'est un des problèmes que nous tentons de résoudre aujourd'hui au niveau de notre association. Aussi, la situation de chômage des professionnels des bibliothèques, de plus en plus jeunes, contribuent à démobiliser nos membres. Comment faire du bénévolat au niveau d'une association quand la majorité n'a pas le minimum ? De même, les professionnels en exercice vivent une situation d'indigence économique, du fait du niveau bas de leurs salaires.

Ce panorama très peu incitatif, crée une situation de malaise profond dans laquelle les gens se trompent souvent de cible. C'est ainsi que l'on soupçonnera ceux qui se battent pour aller de l'avant d'être des ambitieux embusqués voulant utiliser l'association comme tremplin, et j'en passe.

Voilà dans sa rigueur, la situation des professionnels de l'information documentaire telle que je l'ai vécue subjectivement. Comment faire une association solide capable de relever des défis aussi aigus ?

C'est la question que notre équipe s'est posé depuis le début de son mandat débuté en juillet 2000. L'une de nos priorités a été de dépersonnaliser notre association en la dotant d'un siège fonctionnel. L'EBAD nous y a aidé en nous prêtant un local. Mais nous gar-

dons jalousement notre indépendance. Désormais chacun peut venir au siège s'informer, travailler, participer aux réunions du bureau ou du comité directeur. Du moment où les séances sont publiques, l'idée d'une association – «bande de copains» commence à se réduire. Mais les préjugés ont la peau dure. Aussi, le siège a-t-il fait naître d'autres problèmes liés à sa gestion et aux charges récurrentes qu'il génère.

Il nous a fallu aussi mettre en place un système de gestion des membres. Avant on pouvait être membre sans posséder la carte de l'association, sans cotiser et sans participer aux activités. Il suffisait d'attendre la date de l'assemblée générale de renouvellement pour venir se faire élire et disparaître jusqu'à la prochaine échéance. Maintenant l'association a mis en place des procédures de gestion et de fonctionnement rigoureuses.

En somme sur le plan interne, des efforts ont été faits. Sur le plan international, nous avons cherché à avoir le soutien d'associations du Nord. Celles-ci plus anciennes, plus expérimentés et plus fortes pouvaient nous aider à gagner la bataille du lobbying que nous souhaitions engager pour faire que notre association soit reconnu par les pouvoirs publics comme une association d'intérêt public. Ce plan de lobbying visait à entretenir une communication active en organisant des ateliers de formation continue pour nos membres, des rencontres scientifiques et diverses autres manifestations. C'est pourquoi, l'idée de jumelage d'associations lancée au sein de l'IFLA nous a beaucoup intéressé. Nous avons pris des contacts avec beaucoup d'associations. Aucune de nos tentatives n'a réellement donné de résultat. Pourquoi, je ne saurais le dire vraiment. On peut seulement penser que le rapport entre associations professionnelles dans le domaine des bibliothèques obéit aussi au schéma géopolitico-linguistico-économique traditionnel qui régi l'ordre mondial avec ses pré carrés et ses zones linguistiques. Or, la seule identité que nous nous reconnaissons dans

ce domaine est celle de bibliothécaire. Les langues sont pour nous des instruments de communication. Nous ne sommes en Afrique ni seulement anglophones, ni seulement francophones, ni seulement lusophones. Que ferions nous de nos langues locales et de nos ethnies si nous étions seulement cela ? Nous parlons déjà nécessairement plusieurs langues locales. Nous sommes de cultures métisses et multilingues. Chaque pays africain est avant tout un creuset. La bibliothéconomie doit intégrer cette donne.

Nos maigres résultats sont-ils une raison de découragement ? Je ne le pense pas. En effet, même en Afrique, la bibliothèque doit rester le centre vital d'accès libre et démocratique au savoir et à la connaissance, un lieu d'échange et de partenariat avec nos populations, nos scientifiques, un lieu de formation pour nos jeunes étudiants. Plus que dans le domaine économique, il est nécessaire de mettre en place pour les pays moins nantis des programmes de soutien pour un accès libre et démocratique à la bibliothèque et au savoir. Un collègue, à qui je disais que nous devrions nourrir l'idée folle d'organiser une conférence de l'IFLA à Dakar m'avais répondu : «heureusement que toi même, tu reconnais que c'est une idée folle ! Qu'allons nous leur montrer comme bibliothèque ? Où allons-nous organiser les réceptions des délégués ? ». Il était encore plus choqué quand je lui ai dit que c'est justement pour tous ces problèmes que nous devons le faire. Nous devons montrer à la communauté internationale des bibliothécaires – l'IFLA est au fond au niveau professionnel ce que les Nations unies sont au niveau politique – que s'il y a des bibliothèques prestigieuses quelque part, il y a ailleurs où l'offre de lecture est quasiment inexistante. L'IFLA pourrait mieux sensibiliser nos pouvoirs publics – nos décideurs comme on dit – que ne le ferait notre association nationale. Mais ne rêvons pas. Il suffirait que l'IFLA travaille aux renforcement des capacités des associations par des actions modestes et efficaces.

En tout état de cause, depuis notre mandat, nous mettons l'accent sur la visibilité de notre profession et de notre association. Nous tentons de nous approprier les sept pistes que suggère Elizabeth C. Reade Fong pour changer le cours des choses. Il nous faut accroître les compétences de nos membres dans les relations publiques par des actions concrètes de formation, réfléchir à un code de déontologie et une éthique professionnelle, nous engager dans les organisations et institutions nationales pour y renforcer l'image positive des professionnels, évaluer économiquement les services que nous offrons, optimiser la qualité de nos services et de nos produits documentaires, utiliser la terminologie des sciences de l'information afin de montrer que nous ne sommes pas de simples techniciens de l'organisation de l'information, et enfin, il nous faut intégrer la philosophie de nos décideurs. Ne me demandez pas comment nous allons faire tout cela. Je ne saurai vous répondre.

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# The 'Information-Starved' – is there any hope of reaching the 'Information Super Highway'?

***Denise Nicholson***

Denise Rosemary Nicholson has a BA degree and Higher Diploma in Library and Information Science from the University of South Africa. Since 1983 she has been employed at the University of the Witwatersrand Library, Johannesburg, South Africa. Since 1996 she has held the post of Copyright Services Librarian. She is responsible for running the Copyright Services Office, administering the Central Copyright Fund and providing an advisory service for staff and students, as well as for individuals and organizations outside the University. In 1997, she initiated the Copyquest Listserv and an e-distribution list to raise copyright awareness in the educational and library sector. From 1998 to 2000 she was Convenor of two Copyright Task Teams under the auspices of the SA Vice-Chancellors' Association (SAUVCA) and the Committee of Technikons (CTP). She liaises with FAIFE, Government departments and colleagues locally and abroad with regard to copyright matters. She is a member of the following Committees and Professional Associations:

- IFLA Committee on Copyright and Other Legal Matters (and its Advisory Board for Core Activities)
- Library Association of South Africa (LIASA)
- LIASA FAIFE Copyright Committee
- Special Libraries Interest Group (SLIS)
- Digitization of Theses and Dissertations Project Team (University of the Witwatersrand)
- Intellectual Property Sub-Committee of the University Research Committee (University of the Witwatersrand)

She was awarded the LIASA Academic Librarian of the Year Award for 2001 and was also a winner in the WIPOUT online copyright competition during 2001.

*The right to access to information and ideas is vital for any society. If citizens are to participate and make informed choices, they must have access to political, social, scientific and economic information and cultural expressions. They need access to the widest range of ideas, information and images. Freedom, prosperity and the development of society depend on education, as well as on unrestricted access to knowledge, thought, culture and information. This right to intellectual freedom is essential to the creation and development of a democratic society. The state of intellectual freedom in libraries is an important indication of the progress of democracy in a nation.[1]*

This ideal is unfortunately unattainable for most developing countries in the sub-Saharan region of Africa, in their current circumstances. Throughout this region, illiteracy and dire poverty are serious problems and as a result, millions of people are deprived of access to information and knowledge, and hence the key to a better life. Although this paper highlights problems and some possible solutions from a South African perspective, many of them can be applied to other developing countries in the sub-Saharan region and even further afield.

## Legacy of Apartheid

Prior to 1994, the white-dominated government followed a policy of 'apartheid', an oppressive and discriminatory system, which had very serious effects on the lives of millions of 'non-white' South Africans, especially with regard to social, economic and educational issues. The current South African government became a democracy in April 1994. The legacy of apartheid has left a daunting task for this government to resolve. Literacy has therefore been prioritized as one of the most urgent problems to tackle and the government aims to 'break the back' of illiteracy by the year 2005. In his inaugural speech of 8 September 1999, the Minister of Education, Kader Asmal, stated:

> Unfortunately, there are something like 140 million people in sub-Saharan African who cannot read or write. More than 60 percent of them are women. In South Africa, 3.5 million adults over the age of 16 have never attended school. At least another 2.5 million have stayed a few years in school but through lack of practice can no longer remember how to read or write. So at least 6 million South Africans, who are a quarter of the adult population, are shut off from the written word. The figure may be as high as 40% of adults.[2]

## South African Constitution and Bill of Rights

Minister Asmal also stated that

> South Africa boasts the most liberal constitution in the world. However, the guarantees in the

Bill of Rights are, in practice, more accessible to literate South Africans than to illiterate South Africans.[3]

Section 9 (1) of the Constitution states that:

Everyone is equal before the law and has the right to equal protection and benefit of the law.

Section 9 (2) states:

Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.

Section 9 (3) states:

The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.[4]

The Constitution also provides guarantees for Freedom of Expression and Access to Information. Questions must, however, be asked:

How can equality of the law be applied, when illiterate people cannot even write their own names; cannot read the laws of the country; cannot read streetsigns or vital information on medicine bottles; cannot fill out any questionnaire, application form or survey; cannot read an advertisement for employment or prepare a résumé; cannot read an invoice or guarantee for any purchase made?[5]

## Illiteracy – a Handicap

Illiteracy is a serious handicap, which condemns people to a life of poverty, low self-esteem, unemployment and boredom. For many, crime is their only source of income for food and basic needs. Literacy, access to information and education are the 'key' essentials to self-development, self-dignity and a better life.

South Africa has two very different dimensions – First World and Third World. In the First World dimension there is wealth and a highly sophisticated infrastructure with digital and other advanced technologies, which can be compared with most developed countries around the world. However, in large sections of the country, the Third World dimension is very evident in rural areas and informal settlements around urban areas. The situation is one of dire poverty, high illiteracy and unemployment, and poor economic prospects. Most rural people do not have access to the printed media, let alone digital technology. Inability to access information is a major problem and is widening the gap between the 'haves' and the 'have-nots.'

## Rural Communities

This paper will now highlight the very real situation affecting millions of rural people in South Africa and in their neighbouring countries. Most of them are illiterate and disadvantaged and experience various problems in their quest for information, literacy and personal development.

Most illiterate people (i.e. those who cannot read or write) or functionally-illiterate people (i.e. those whose learning and writing skills are underdeveloped) have grown up in a rural community, not always by choice though, because of pre-1994 apartheid land laws which forced people to live in certain rural areas. They live far from urban areas and are mostly involved in subsistence farming. There is little or no road infrastructure and access to these areas can be extremely difficult. As a result of poor education and other factors, deforestation, overgrazing and improper farming are threatening the soils and other natural resources which are critical to their livelihood and for the general prosperity of the region as a whole.[6] Their homes are tin shacks, mud huts or outbuildings on someone else's land. There are no water services, electricity, refuse removal services or telephone lines. Traditionally and for obvious reasons, oral communication is the main form of communication. Information is shared and spread from one person to another, in one or more of the eleven South African official languages. For those employed, their means of transport to work is generally by foot or by bicycle, if they are privileged to own the latter. Their children walk many kilometres to and from school each day. Their schools are makeshift buildings, which are mainly structures of brick and tin, with few or no windows and doors. Some schools have lessons out in the open, as there are no classrooms. There is no electricity or running water. Natural lighting is often the only source of light and on cloudy days their 'make-do' classrooms are dark and cold, making learning a difficult and unpleasant experience for scholars. School desks are made from boxes, broken chairs and tables or piles of bricks. Stationery is usually inadequate and books, magazines and other educational material for teaching and study purposes are extremely limited. Photostatted material is often the only source of information. Most scholars come from seriously poverty-stricken homes where even food is a luxury and money for basic amenities is not available. Being able to purchase textbooks or other educational material is rare. Access to information is extremely difficult and these people are entirely dependent on assistance from donors, community leaders, social workers, facilitators, teachers and librarians, where library services exist. Due to inadequate healthcare and prenatal care, many are also physically or mentally disabled. This exacerbates the problem of accessing information, as their special needs can rarely be addressed.

Very often these communities do not have any library services and depend on basic information spread

verbally or information provided at local community resource centres. The lack of access to printed material, as well as multimedia and digital technology, are severely hampering the illiterate in their educational pursuits.

Where libraries do service rural areas, they are generally far from schools and homes and have unsophisticated buildings, extremely limited budgets, resulting in totally inadequate book and journal collections. Donations from more affluent libraries or aid organizations provide the bulk of their collections and very often photocopies, whether legally made or not, form their core collections.

## Informal Settlements in Urban Areas

Exasperated with their rural existence, many individuals or groups move to urban areas in the hope of finding education and employment and a better way of life. Some also cross borders from poor neighbouring countries to search for a new life in South Africa. Many of them settle in illegal informal settlements called ' squatter camps' or 'shanty towns', on the outskirts of urban areas. Thousands of tin shacks are erected very closely together on vacant pieces of land. Each shack becomes home to one or more families. Overcrowding results in squalor and poor health conditions. Municipal services, such as water, electricity and refuse removal are not available to these settlements.

Their children are more fortunate than their rural counterparts in that they are able to attend the local government schools in the area. The quality of facilities and of teaching programmes, however, differs from one area to another. Unfortunately, due to the very cramped circumstances in which these people live, it is difficult for children to study at home. Books and other educational material are unaffordable. They are permitted to use the inhouse facilities of public libraries for their

information needs, but are not permitted to borrow material. This means they have to do their reading during library hours. Also, without lighting in their homes, they cannot read after dark. Public libraries and school media centres serve as the main sources of information for homework and school projects. Most parents, however, still remain illiterate and unemployed, and they are therefore unable to stimulate or assist their children in the learning process.

## The HIV/AIDS Pandemic

The spread of HIV and AIDS in sub-Saharan Africa has far exceeded the worst projections and has retarded the transformation from illiteracy to literacy. Sub-Saharan Africa is by far the worst affected region in the world with millions of Africans dying every year. Unfortunately it is a 'Catch-22' situation, as the lack of access to information and education has been one of the major factors in the spread of this disease, and the pandemic itself has affected education in a very serious way.

Many teachers and literacy facilitators have contracted the disease or have already died from it, leaving vacant posts in the educational sector. Where parents have died, older children have to leave their schooling to look after younger siblings, thus exacerbating the problem of illiteracy. Grandparents, mostly illiterate, are forced to bring up their grandchildren and are unable to get them to school or assist them in the learning process. Each year the number of orphans increases drastically and many fend for themselves at home or as streetchildren in urban areas, with no prospect of becoming literate. Thousands of babies are born each year with HIV and their life expectancy is less than five years. For adults in this sub-Saharan region life expectancy has decreased from 64 to 47 years and between the years 2005 and 2010 it is expected to drop even further.[7] Thousands of

young adults in the working sector are HIV-positive and will die within the next few years, leaving a serious gap in the workplace. As circumstances deteriorate, so people will abandon educational goals to care for the dying and cope with their difficulties at home.

## Indigenous Knowledge

As a result of ignorance of their intellectual property and other rights, rural people are often at the mercy of large international corporations and individuals who recognize the potential in their traditional remedies, music, folklore, craftwork and other cultural traditions. These people are not aware of the legal requirements of having to put their oral expressions or traditional methods into a tangible format, before they can claim copyright ownership. Without access to information, they are unaware that their intellectual property is often misappropriated and used for commercial exploitation abroad. As a result, the rural community or individuals do not receive any compensation. In some instances, however, the communities are becoming aware of their rights and are involving themselves in projects to exploit their intellectual property. They are receiving some monetary benefits as compensation, mainly through development trusts.

## Digital Technology

Digital technology has created an explosion of information worldwide. For the First World dimension of South Africa, the Internet has literally opened an online library, accessible from anywhere in the world, on a 24-hour/7 days a week basis. It has no language barriers and has provided opportunities to users to create work and trade online, to use and manipulate information and in general, to advance knowledge and understanding of information. Hi-tech business and education have been taken to new heights. All one really needs is access to a computer and the world is one's stage. This, un-

fortunately, does not apply to the millions of illiterate people in South Africa, who are shut off from information. For example, out of a population of nearly 44 million people in South Africa, only about 2 million have access to the Internet.[8]

Considering the above-mentioned circumstances, the following questions must be asked:

- Do the illiterate or information-starved fit into the digital world?
- Will they ever reach the Information Super Highway or will they just become victims of the ever-widening Digital Information Divide?

Without electricity, any electrical or electronic equipment has no significance in their lives at all. Sophisticated technology serves no purpose whatsoever if one cannot even switch it on. Despite many technology transfer projects, sponsored by international organizations and commercial entities, this region is becoming more and more dependent on developed countries. Technology is advancing at such a rate that the digital divide between the 'haves' and the 'have-nots' continues to widen.

Although telephone lines are being extended to rural areas, as a priority project by Telkom, the major telecommunications supplier in South Africa, it is a very slow process. This form of communication and access to information is not yet available to most rural people. The sub-Saharan region has fewer telephones than does Manhattan in New York City.[9] This highlights the very serious shortage of telephones and telecommunication services in this region.

Although mobile telephones have made communication possible for some rural people, the equipment and call costs are still out of reach of most of them. Also, the lack of electricity makes it difficult to recharge batteries and only where electricity is available, can they be used effectively. The positive side of mobile telephones is that they are portable and information can be transferred from person to person anywhere in the world. They are easy to use and illiterate people can be taught to use them without having to depend on the written word to operate them. Those who are functionally-illiterate can benefit from more advanced services offered by mobile telephone providers, such as SMS and e-mail messages.

Where electricity is available and facilities such as photocopiers, scanners and computers are available (e.g. at community centres or libraries), information can be accessed. In most cases, it is the facilitators or teachers who access and select suitable material for literacy courses. Where people are functionally illiterate but able to visit the community resource centre or library, they generally depend on the staff for assistance. Some educational institutions provide telematic educational services via public library networks and telecommunication services to assist rural communities. Some institutions only offer distance education courses and are responsible for disseminating information and course material to rural learners at home.

## Copyright – a Hindrance to Access to Information

Despite their socio-economic dilemmas, illiterate people, as well as persons with disabilities, have another hurdle to contend with in their educational pursuits – copyright restrictions. Unfortunately, in the current South African copyright legislation, and in that of many other sub-Saharan countries, there are no provisions to accommodate the needs of illiterate people or those with disabilities. There are limited exemptions in the South African legislation for reproduction for educational purposes, but they only apply to teaching in a classroom situation. Also, access to Government documentation and other public domain material is difficult and this means that published versions available in librar-

ies often have to be used and copyright restrictions apply.

In their efforts to make information available to illiterate and functionally-illiterate people, facilitators and teachers regularly need to select suitable material and to make multiple copies of information, either by photostatting it or by converting it on to audiotapes, where electricity and/or batteries are available. In view of South Africa having eleven official languages, very often material also has to be translated or adapted before it can be used for teaching purposes. The material has to be obtained from local community resource centres or direct from libraries or via interlibrary loans from other sources. In cases where users are disabled, special reproductions or conversions are necessary. However, for all the above-mentioned purposes, the current copyright legislation is restrictive. It does not permit such multiple copying or conversions, without permission first being obtained from the rights owner and copyright fees being paid. In most cases, copyright fees are payable in the South African currency, if cleared by South African copyright owners or the local rights organization. Depending on the medium to be copied, especially multimedia, fees are payable directly to foreign publishers. This is extremely expensive since our currency's value is very low in comparison to currencies in First World countries. However, some publishers do waive costs or reduce costs, especially for reproductions or conversions for persons with disabilities. Most literacy and basic adult education programmes do not have the resources to purchase original books or to subscribe to journals and they depend on copies for their course material. In most cases, they cannot afford the copyright fees. They are then not permitted to reproduce the material and have to use other information, which may not be as relevant. Access to that particular information is therefore restricted to those who can afford the copyright royalties. This situation has serious implications for education as a whole.

South Africa's current copyright legislation has no clear definition or criteria for 'fair use'. Section 12 of the Copyright Act No. 98 of 1978, as amended, uses the term 'fair dealing', which permits individuals to make reproductions of a 'fair and reasonable' portion of printed books and journals for the purpose of private study or research or private use. However, users have to make the copies themselves and cannot depend on someone else to do this for them (except in cases where a librarian is permitted to make single copies for users). Making their own copies is not usually possible or practical in rural communities, as most people are illiterate, functionally illiterate or disabled and live too far from libraries or resource centres, to access the material personally. People involved in literacy courses, basic adult education and distance education, are therefore dependent on third parties (e.g. facilitators, teachers, resource centres or library staff) to provide learning material. Even if they can get to a library or resource centre, they need the assistance of the staff to access and copy the information for them. Librarians, but not informal resource centre staff, are permitted to make single copies for users, within the limits of 'fair dealing' but multiple copying is not permitted, unless prior permission has been obtained from the rights owners and the relevant copyright royalties have been paid. For example, a facilitator or a literacy student cannot make multiple copies for other rural students or fellow learners doing a particular course, unless copyright permission has been obtained and paid for, or unless the provisions of the Copyright Regulations apply.

The Copyright Regulations, based on the United States Classroom Guidelines, have some exemptions permitting limited copying for educational purposes (i.e. handouts for students) but these only apply to the classroom situation. They do not apply to distance education, nor to literacy and basic adult education programmes where tuition is not always conducted in a classroom.

Unfortunately, because copyright restrictions and lack of money affect access to information, non-compliance and copyright infringements do occur. Although such actions cannot be condoned, in practice they are sometimes the only way these communities or individuals can access or acquire information.

It is often argued that publishers' sales are detrimentally affected by such copying. This is debatable, however, since, in these circumstances, there is no possibility of a sale and hence no financial loss. Under-resourced literacy initiatives or organizations, as well as their facilitators and students, cannot afford books or journals, especially since prices and related taxes are excessively high. Second-hand books (often earlier editions or out-of-print books), donations and photocopies are the main sources of information. If extracts are copied, they are used solely for the purposes of non-profit educational purposes and not with any intention of undermining publishers' sales.

Research has shown that, for various reasons, oral communication is still the most popular in most literacy programmes in this region, but that the written word is an important medium to enhance the message and to use for more advanced programmes for the functionally-illiterate.[10] If restricted to only information that is distributed freely, or material in the public domain, these people would seldom have access to up-to-date information. New and current publications would only be accessible to those who could afford to pay the purchase price or the copyright royalty, where applicable. Rural people would remain 'information starved' and illiterate and countries in this region would have no hope of changing their status from 'developing' to 'developed'.

In recent years, the South African Government published proposed amendments to its Copyright Act and Regulations, as a result of pressure from the publishing industry.

The proposals were very restrictive towards education and attempted to withdraw most of the exemptions in the current legislation. In view of the serious implications the proposals had for education, the tertiary educational sector lobbied to Government and as a result, both sets of proposed amendments were subsequently withdrawn.

The educational sector recognizes the need to update the copyright legislation to meet the requirements of the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty. Since 1999, this sector has been requesting the Government to address various issues in the copyright legislation to protect the interests of education, particularly as the publishing industry continues to call for more restrictive legislation.

In 2001, due to an impasse in the legislative process, the Intellectual Property Committees of the South African Vice-Chancellor's Association (SAUVCA) and the Committee of Technikons (CTP), representing the tertiary sector, initiated discussions with the Publishers' Association of South Africa (PASA) and the International Publishers' Association (IPA). They also met with the Software Business Alliance in South Africa and the Registrar of the South African Department of Trade and Industry, in an attempt to resolve matters and to advance the legislative process amicably. Negotiations are continuing and matters under discussion are fair use, multiple copying for non-profit educational purposes, electronic copyright, provisions for persons with disabilities, as well as enforcement measures for rights owners.

As a priority, it is necessary for all laws which hinder or restrict access to information, to be reviewed.

Developing countries have very different needs from developed countries, which need to be addressed, internationally and locally. Currently the UK Commission on Intellectual Property Rights, WIPO and the World Trade Organization are seeking appropriate solutions for

developing countries. It is hoped that South Africa will also benefit from this process.

The copyright legislation needs to be amended to provide exemptions for reproduction for non-profit purposes (i.e. including literacy, adult basic education and special educational programmes for the disabled). Such exemptions would open up information, which is currently shut-off from millions of illiterate people. This would enable the 'information-starved' to take their first steps onto the 'Information Super Highway'.

## En Route to the 'Information Super Highway'

Despite the problems highlighted in this paper, I believe that Africans will find solutions to reach and advance along the 'Information Super Highway'. South Africa, a leader and major power in the sub-Saharan region, together with other entities, has initiated many cooperative projects within the country and regionally, with neighbouring countries, to address problems affecting rural communities and illiterate people. South Africa is a major player in the South African Development Community (SADC) and in the newly established African Union. Its recent initiative, NEPAD, the New Partnership for Africa's Development and its hosting of the World Summit on Sustainable Development in Johannesburg, during August 2002, also shows its commitment to the socio-economic development of Africa as a whole.

Unfortunately, there are no 'quick-fixes' for this region and adequate funding, international assistance and full commitment from Governments and non-government sectors are essential for the success of these projects.

The Department of Education has initiated various national literacy and adult basic skills training programmes and projects to assist illiterate citizens. Some projects have

been more successful than others but there is earnest commitment to ensure that the goal of 'literacy for all' is achieved as soon as possible. However, more funding, better training for trainers, as well as facilities and an adequate administrative infrastructure are essential to ensure that these projects succeed. The private sector has also invested millions of rand in literacy training for individuals and groups, mainly to assist people in getting jobs or to better themselves in the workplace.

With regard to the access to information and education and freedom of expression, librarians continue to play a major role. The Library Association of South Africa (LIASA) is a member of IFLA and is involved in library and information projects locally, regionally and internationally. Literacy projects are high on its list of priorities.

As early as the 1980s, it was recognized that there was a "need for a new type of library in South Africa, which offered a radically different approach to library and information provision for the rural populations. It was seen as requiring a new paradigm of service, and a new type of librarian endowed with a range of skills and competencies far beyond those normally associated with the library and information workforce". Despite this, in the 21st century most sub-Saharan African libraries servicing rural communities are still largely in the 'stranglehold' of imported library models, which are not entirely relevant to the rural situation.[11]

Librarians need to recognize their very important and special role in the social and educational upliftment of illiterate people in this region. They have to adopt a whole new approach to their profession. Revised training methods and tailor-made services are necessary to make information accessible to all. Rural librarianship needs to be given more emphasis in formal library training courses to equip librarians with the necessary skills to meet the needs of the information-starved.

Librarians can also get involved in less conventional but philanthropic initiatives to assist rural communities. Many public libraries in South Africa already offer basic literacy and information literacy training and some have introduced other useful activities, for example, storytelling, reading and writing, as well as role-playing, arts and crafts and project work to encourage and assist illiterate and functionally-illiterate people. Some also provide collection points for used books, educational material and other useful items, for distribution to rural libraries, resource centres and schools. This service could be extended, if properly organized distribution depots were established to facilitate the collection, storage and distribution of such material to rural communities and under-resourced libraries.

Libraries are also the 'doors' to information in the digital world. Where digital technology is available, information literacy training, electronic courses and access to electronic resources are now part of library services. Some educational institutions provide telematic information services and other educational programmes to rural communities, but these services need to be extended countrywide.

Electronic or e-learning is an effective method to teaching and a new approach to learning for illiterate and functionally-illiterate people. E-learning allows education to be offered in a totally different, more flexible and less conventional method of teaching and accommodates all levels and has various graded models to allow for progress and advancement once learners have reached a certain level. It is adapted to the learners' needs, not the learner to the technology's needs. Most e-courses have a printed manual, also graded for various levels and facilities for revision. An interesting initiative in e-learning is that of Africare, an organization working together with large international corporate partners, including Microsoft, Hewlett-Packard and others. They have established 'digital villages' in some of South Africa's larger town-

ships (e.g. Soweto, outside Johannesburg). Their most immediate goals are literacy, information literacy and job training. Africare and its partners intend to create such villages wherever needed in South Africa and to extend them to other African countries.[12]

Although radio has its shortcomings for literacy training and there is no 'face-to-face' verbal contact, it can be a very effective means of communication, in that it not only reaches the communities involved in literacy and basic education programmes, but it can be broadcast widely so everyone can benefit from the information.[13] Radios are reasonably cheap and can be operated by battery in non-electrified areas, enabling rural people to access information via this medium. Apart from the long-established radio services provided by the South African Broadcasting Corporation, many new community radio stations have been established in recent years to reach the illiterate. Literacy training via this medium should be expanded and offered in all eleven official languages. Television is also used as a medium for literacy training, but only where electricity is available.

The SA Post Office has various projects to provide 'one-stop shop' communication services and other essential services and information countrywide, and has prioritized rural areas. Although there are still only a small number of Citizen Post Offices and Multi-purpose Communication Centres operating to date, the SA Post Office plans to expand these valuable services over the next few years. "They provide a critical platform through which access and training can be extended to ensure that citizens in rural areas are not permanently excluded from information"[14] .

Provincial and municipal local authorities in South Africa, together with Eskom, a major supplier of electricity in the region, are involved in on-going electrification projects. Each year, the national electricity grid is being extended and thousands of rural homes and informal settlements are being supplied with electricity, thus enabling these communities to access information via various media, including radio, television, fax machines, photocopiers, multimedia and computers.

## Conclusion

All governments, private and public sectors, as well as librarians and individuals in the sub-Saharan region need to commit themselves to eradicating illiteracy in every possible way, so that everyone is given the opportunity to advance along the Information Super Highway. They need to aspire to the 'African Renaissance', as envisaged by Thabo Mbeki, the current President of South Africa, who has stated that:

The new African World, which the African Renaissance seeks to build, is one of democracy, peace and stability, sustainable development and a better life for the people, non-racism and non-sexism, equality among the nations and a just and democratic system of international governance.

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# Managing Cultural Change: the challenge of merging library services, curriculum development and academic professional development

**Sue McKnight**

Sue McKnight has been Executive Director, Learning Services and University Librarian at Deakin University, Australia, since 2000. Prior to this she was University Librarian at Deakin, being appointed to that position in 1996. As Executive Director, Sue is responsible for the University's library services, the design, development, production and manufacture of all course material associated with online or distance learning, the management of the library and learning management systems, and the professional development of Faculty staff. Sue has been active in professional associations, being twice president of the Victorian Branch of the Australian Library and Information Association, and also State President of the Australian Council of Library and Information Services. She is also a member of the Open and Distance Learning Association of Australia, the International Council on Distance Education, and an Associate Fellow of the Australian Institute of Management. Currently she is Information Officer of the University and General Research Libraries Section of the International Federation of Library Associations. She holds professional library qualifications, a degree in business and a masters degree in public administration. In 1999, she was recognized by the Australian Library and Information Association as Australian 'Manager of the Year' and was the inaugural winner of the Deakin University Vice-Chancellor's Award for Outstanding Leadership.

## Introduction

Change is endemic. It is rapid, and often has significant implications. Some staff are 'change junkies' and others are less able to embrace



change. However, the impact of change on staff in academic libraries is profound, and management have a role in making sure that staff are better able to understand, participate in and manage the change themselves.

Academic libraries are dealing with a multitude of change agents, from budget constraints, increasing use of, and rapid change in information technologies, changes in scholarly publishing, and demands for greater accountability and benchmarking, to devising and implementing new services for an increasingly sophisticated and demanding user population. Many academic libraries are also dealing with converging organizational and service structures, with libraries combining with information technology service departments and teaching support and curriculum development units.

This paper deals with cultural change, which has been described as

> Lasting structural and social changes (within an organization or set of linked organizations), PLUS lasting changes to the shared ways of thinking, beliefs, values, procedures and relationships of the stakeholders.[1]

This discussion is primarily focused on the internal aspects of managing cultural change. It focuses on the cultural change associated with creating a working environment that is a blend of professionals, re-engineering processes, creating new teams, and the overarching need to establish a shared set of values that defines the blended organization.

Much of the internal cultural change has evolved from a focus on the prime customer groups, of understanding their value packages (their hierarchy of needs and desires) and of discovering what irritates them about existing practices, services and resources. The research undertaken to define the customer value packages provided the evidence that drove the internal cultural change.

## Deakin University

Deakin's vision is to be Australia's most progressive university, internationally recognized for the relevance, innovation and responsiveness of its teaching and learning, research, partnerships and international activities.[2]

Deakin University was established in 1974 and began teaching in 1977. The University has 70,000 students enrolled each year, and specializes in student-centred education and lifelong learning. It has six campuses across the State of Victoria,

three in Melbourne, the capital of the Australian State of Victoria, two in the second largest city in the State, Geelong, which is 70km from the capital, and one in Warrnambool, a thriving regional centre 200 km from Geelong. Deakin has five faculties: Arts, Business and Law, Education, Health and Behavioural Sciences, and Science and Technology. It offers awards from undergraduate degree to research and professional doctorates.

All Deakin students have choices about the way they study. Students can attend lectures on campus and receive face-to-face teaching, but thousands of busy professionals have discovered a different way to study – using flexible, online course delivery. Students receive comprehensive study packages including state-of-the-art computer-aided learning, simulations and videos.

Flexible delivery allows students to study on campus or off campus, full time or part time, or using a mix of study modes. With Deakin, students can take a degree in many fields, undergraduate or postgraduate, from anywhere in the world – at home, or where they work. Students studying on campus or off campus take exactly the same Deakin degree.

In 1993, Deakin University created Deakin Australia (now Deakin Prime), a wholly owned subsidiary company, with a brief to tailor education and training to the needs of corporate clients. It works with a broad range of national and international corporations, professional associations and government agencies. Deakin Prime has grown to become Australia's leading provider of education and training for organizations, with more than 40,000 people enrolled through partnerships and contracts at any one time.

In 1995 Deakin was named 'Australian University of the Year' for its innovative use of information technology in teaching. In 1997 it won a five-star rating from the Graduate Careers Council of Aus-

tralia. In 1999 Deakin became the only university in Australia to be awarded the coveted University of the Year twice – this time for its productive partnerships with business and industry.

## Learning Services

Learning Services was formed at the end of 2000 from the merger of what was the Office of Flexible Learning, the Centre for Academic Development, Learning Resource Services and the Library. Today, Learning Services comprises four quite different organizational units:

The *Teaching and Learning Support Unit* is responsible for educational design, academic professional development, management of the enterprise-level learning management system, and research and evaluation on teaching scholarship and pedagogy.

*Learning Resources* is responsible for translating the education designs for curriculum material into the actual resources used by teachers and learners, whether interactive online environments or static web pages, multimedia CD-ROMs, audio and video tapes, printed material, and accessible curriculum resources for students with disabilities.

*Access and Information Resources* incorporates the traditional technical services functions of a library (acquisition, cataloguing, collection management) but is also involved, more and more, with managing information resources and systems for digital objects (e-Readings, digital information for students with a disability, and digital course materials, with an emphasis on complying with copyright, intellectual property and disability discrimination legislation and policies).

*Library Services* is the traditional public services of the library. It is responsible for reference and information services, resource delivery including loans, inter-campus and off-campus loans, inter-library loans and shelving, the information

literacy and liaison programs, and collection development.

As of July 2002, Learning Services employed approximately 300 people in 230 effective full-time positions across six campuses. There is a wide variety of professional categories represented within Learning Services, including: librarians and library technicians; academic staff with specialist skills in education design, research and evaluation, and professional development; instructional designers (many with teaching experience); graphic designers; programmers and www developers; system and database administrators; photographers; editors/material developers and publishing support officers; printers and finishers; video and audio producers; accountants; business managers; copyright experts; and administrative and clerical staff.

As you can see, there is quite a range, and if you consider the philosophical backgrounds of the professional areas, you start to see the challenges in bringing together these diverse sets of cultures and experiences. However, we believe we can deliver greater value, or be more than the sum of the individual parts of Learning Services, by working together in the new online and digital environment.

## Why Must We Change?

As with most organizations, universities are undergoing significant change due to the increasing 'massification' of tertiary education, the increasing globalization of higher education, pressures due to space and financial constraints, and the increasing commercial imperative to seek new markets and raise additional revenue. These, together with rapid changes in informational technologies and increasing expectations of students, mean that staff employed in the higher education sector must cope with constant change, not only in work processes but also in the way we think of students and other staff members. Universities are increasingly reflecting the language, poli-

cies and processes of the business world.

It is worth highlighting that over the last ten years, Deakin University has undergone significant organizational change, becoming a blended organization, comprising the original Deakin University (Geelong), which was itself a merger of two organizations, the Warrnambool Institute of Advanced Education (in Warrnambool) and Victoria College (in Melbourne), another blended organization. Thus, the parent organization has a variety of cultures, reflecting the different origins of the constituent members.

The Library, as an organizational unit, has had a relatively stable life, undergoing a number of relatively minor internal reorganizations but retaining its strong 'library' tag. However, the other components of the organizational unit that I now manage have had a long history of restructure and organizational change for a variety of reasons. My belief is that the frequent and destabilizing restructures were the result of a lack of vision as to the role of the groups within the University, a clash of professional cultures and too much emphasis on professional boundaries, which result in work silos, rather than focusing on the needs of students and academic staff and working together to deliver these needs.

Therefore, the bringing together of a relatively stable, high profile and well respected Library, serving students and academic staff as individuals, with a group of organizational units that rarely interacted with students and whose services, while of excellent quality, were only accessed by a select few academic staff, created an interesting challenge for managing cultural change.

There were also external pressures for change that were driving a re-assessment of our working relationships within Learning Services. These were primarily driven by changes to the Australian Copyright Act and the Digital Agenda Act, regarding the communication of electronic information to students.

Both the Library and Learning Resources Services were involved in managing copyright compliance. Both were involved with digitizing material for students, for use via the e-Readings (formerly e-Reserve) service of the Library and for delivery of curriculum material to those students with a print disability. The legislative changes required a much more coherent approach to the communication/delivery of copyright material to students.

Rapid changes in IT infrastructure are also leading to the convergence in systems that deliver information to students. One of my favourite sayings is "Students don't know, or care, where the curriculum ends and the support information resources begin." As we move progressively into an online, or at least online-enhanced environment for teaching and learning, there is a blurring of the services and resources delivered from the Library's integrated management system, the learning management system (course management system), and the digital object repository. In a University like Deakin, that has been creating curriculum resources for delivery to remote students, whether in print or other multimedia or online formats for many years, there is also the emerging need to link the course materials planning and production system with the digital object repository, to link the digital object repository to a digital printing system, and also to integrate warehousing and dispatch functions. All these developments are adding further weight to the need to manage significant cultural change, as staff have had to develop new work processes and new skills, develop understandings of new customers, and form new teams within the organization, while at the same time working with new partners both within Learning Services and also within the wider University.

A further development within Deakin University is the move to deliver more and more learning opportunities online. The need to ensure tightly integrated, online learning environments, linked to all the traditional support services, has caused a re-evaluation of how we design learning spaces for students, so as to embed access to information resources and information literacy training in particular, with the traditional curriculum resources of subject outlines, study guides and readers.

The final catalyst for change that I will mention is the changing financial climate of universities in Australia, and I assume across the world, where we are trying to do more with less, where we are conscious, as managers, of delivering a significant return on investment and the need to maximize use and value-adding of existing assets. This business approach to managing staff and resources creates pressure to change often long-held attitudes in the work environment.

## Change to What? Understanding Customer Needs

My management philosophy can be summed up as understanding our customers, and knowing what really matters to them. To achieve this, we ask the customers. By understanding the environment in which we work, by understanding the values of our customers, by identifying new or changed services that would help deliver greater value for our customers and reduce their irritation level, we can develop a plan for action.

By involving staff in this customer research, by seeking their analysis of the research findings on what adds value for the customer, by their participation in teams established to define what change is required within the organization to deliver the customer value package, we create an internal environment that is not only ready for change, but which is driving the change from the ground up, rather than imposed from management above. In this way, there is a much greater chance of staff 'buy-in' and the change process is much more likely to be successful and sustaining.

The process involves conducting 'customer discovery workshops'[3] where customer groups (undergraduate, postgraduate coursework, postgraduate research, off-campus, academic staff etc) participate in facilitated workshops. Learning Services staff also attend, sitting in the background, listening to the feedback, but not commenting as this would stifle comments from the customers. In the first part of the focus group workshops, the participants identify, in silence and individually, the irritants that they perceive about the existing services. This way, the issues are identified but there is no 'you think that's bad, listen to what happened to me' situation. These comments are then gathered for analysis after the workshops.

Then the participants are led through a visioning exercise, where they are asked to imagine a time, three to five years on, when they have been successful in their endeavours at university, and they are asked to identify what services, provided by Learning Services, helped them achieve their success. This exercise, through a prioritizing process, leads to the identification of the services and resources that are most valued. The participants are then asked to rate the current performance of Learning Services in delivering the identified services. This results in a hierarchy of value elements and a gap analysis on perception of current performance, which can then be analysed to identify strategies to close the gaps.

When Learning Services was formed, the Library had been conducting customer discovery workshops for a number of years. The staff were used to the process and had been successful in acting upon the feedback. With the formation of Learning Services, there was a need to conduct similar workshops focusing on the new, wider range of services that had not been previously identified in the Library's customer research activities.

For Learning Services the top value elements are, in order of highest to lowest importance:

## Library Value Factors

- relevant, current, accessible book collection
- easy access to more online library resources
- sufficient copies of key texts
- approachable, knowledgeable, competent staff
- access to and availability of journals
- affordable, flexible and reliable photocopying and printing
- reliable, up to date IT computer support
- timely access to library staff and online help
- environment conducive to study
- adequate opening hours
- library skills training to find information
- clear signage.

## Teaching and Learning Support Unit/Learning Resources Value Factors

- up to date practical, education advice and support
- timely responsive service
- working together
- adequate appropriately managed resources
- focus on quality and improvement
- training and professional development responds to my needs
- flexible service delivery
- friendly competent cooperative staff
- commitment to facilitation of on-line delivery
- knowledge of and access to staff and services.

The process described has been the framework used to deliver cultural change. It is based on asking the customer, and not assuming that we know what is good for the customer. It results in challenges to existing policies and work practices, and engenders a greater value on teamwork than would otherwise be evident, as customers invariably do not distinguish between particular aspects of the service, perhaps delivered by different parts of the organization. What they describe is the outcome of an end-to-end process, and to deliver the value, all parts of the organization, in

our case, Learning Services, must work together.

Inter-disciplinary teams are formed, often involving customers as well, to analyse the customer value feedback results. These teams review existing work practices and identify new ways of delivering the service to remove irritants and add value. By listening to the feedback of customers, Learning Services staff realize that changes are necessary, and that, perhaps, they could improve on what they currently do or deliver. The customer feedback research forces an honest appraisal of services and resources and highlights, from the customers' perspective, why change is necessary. Thus, the changes are customer driven, and not by management in a top down approach.

Prior to the merger that formed Learning Services, the Library had adopted a 'purpose statement', rather than a vision or mission statement, that guided thoughts and actions. This purpose statement was 'We help people learn.' After the merger that formed Learning Services, this purpose statement became 'We help people teach and learn', which reflects the direct role of Learning Services in assisting academic staff to develop curriculum material and the role of the group in delivering academic professional development. I suggest that had the Library not merged with the other groups, it would still have changed its purpose statement to this one, as librarians are becoming increasingly involved in the design of integrated online learning environments and in delivering, in the classroom or on the web, information literacy training to students (and academic staff).

Customer discovery workshops are now being supplemented by smaller, more frequent feedback sessions. Learning Services staff use data from the customer research to identify the objectives that will deliver the customer value packages, and these then form the basis of the Learning Services Strategic Plan. The Strategic Plan is written in the format of the Balanced ScoreCard (BSC) with

the four perspectives: Financial, Customer, Internal Processes and Learning & Growth, ensuring that all aspects of our operations receive attention so as to fulfill the customer value packages.[4]

The objectives contained in the current Learning Services Strategic Plan, including the Library operations, are:

## Customer Perspective

*C1. Satisfy our customers*

Contribute to the success of our customers and continually improve customer satisfaction by focused delivery of the selected value models, i.e. what they believe is important.

*C2. Be first to mind*

Develop our reputation and profile such that Learning Services is first to mind for assistance in teaching and learning within Deakin. We are the acknowledged leader, the provider of choice. Customers associate our products and services with excellence. Customers know, understand, value and use our services and resources.

*C3. Extend our reach*

- Increase the numbers of people and levels of interaction with our services and resources.
- Expertise, resources and systems of Learning Services underpin the University's knowledge management initiatives and strategic priorities.

## Internal Processes Perspective

*I1. Dramatically improve core processes*

- Dramatically improve the efficiency and effectiveness of core processes which deliver customer value packages.
- Dramatically reduce the end-to-end time of key core processes.

*I2. Continually improve productivity*

Strive to improve productivity to achieve savings that can be applied to further enhance our productivity.

## Learning and Growth Perspective

*L1. Invest in people*

Invest in selecting, retaining and developing our people in a supportive and innovative work environment, where they are recognized and rewarded for excellence.

*L2. Strategy driven technology*

Exploit new and existing technologies to maximize productivity and value.

*L3. Living our values*

Demonstrate commitment to our purpose and values through our daily behaviours, policies and practices.

## Financial Perspective

*F1. Maximize asset utilization*

Continually seek ways to maximize the use of our assets and resources to deliver greater value to our customers and the University and minimize unproductive overheads.

*F2. Develop beneficial partnerships*

Maintain and seek beneficial partnerships that enhance our services and resources.

*F3. Drive change and decision-making*

- Play a key role in the success of the University's planning and decision-making.
- Ensure University decisions and directions are influenced by Learning Services' vision and requirements.
- Ensure that sufficient funds are allocated to support our strategic priorities.

An important aspect of using the BSC framework is the focus on performance measurement. Learning Services is currently implementing the CORVU balanced scorecard software so that all staff can track our performance on a regular basis. I have to admit that we have struggled to identify the most appropriate measures to track our performance, but we are getting closer to having the right mix of lead and lag indicators so that we can identify problem areas (areas where our performance is not what we expect or desire) early enough so that remedial action can be taken before it is too late to have a positive impact.

The BSC representation of our strategic planning objectives and performance is a great way to share results and to aid communication, both to staff within Learning Services and also with our customers and stakeholders. The performance is displayed in a www format, linking the customers' values (from the customer research), with the Learning Services objectives and with the operational level strategies to action the objectives, and finally to the targets and associated measures of all units within Learning Services.

This very public way of displaying what we are trying to achieve, how we are going to achieve the objectives, and the actual performance is a great way of facilitating cultural change. Staff see how their individual contributions link to the overall goals of the organization, how they must work as a team to deliver the customer value packages, and they learn to think in an end-to-end service model rather than simply focusing on their 'small bit' of the business of Learning Services.

## Roadblocks to Cultural Change

Despite the idealistic rhetoric here, the reality is that Learning Services is not perfect, by any means, but we are doing very well when compared to other parts of our University. The processes employed go a long way towards minimizing the impact of internal politics and personal egos, which can be significant blockages to change.

A major impediment to cultural change that was encountered was the gulf between the Library's preparedness to work within the customer discovery research and BSC framework and that of the other parts of the merged Learning Services. The Library had had four years of experience of working in this way, and the others were starting from scratch. Therefore, we experienced frustration from Library staff as we worked to bring everyone up to the same level of understanding. Library staff felt that they were standing still, and not progressing, while this was being done. There was jealousy towards the Library because of its very high reputation and standing within the University.

The next impediment was having all Learning Services staff understand the need to change. This was overcome, in part, by involving staff in the customer discovery workshops and subsequent analysis of results. However, there are still many staff who have not taken part in this process, and only over time will they have personal experience of listening to customers and accepting the feedback as the basis for action for continuous improvement. In the meantime, the staff 'champions', who have been involved with the process, act as advocates with their work colleagues.

Centrally organized staff development activities, including Change Management training and Customer Service training, have been conducted. A large number of Learning Services staff have participated in these activities.

In the process of analysing results of the customer value feedback, and in the subsequent reviews of our core processes, it became apparent that we have a clash of professional cultures, with academic staff employed within Learning Services placing more emphasis on the researching, thinking and evaluation of actions, while those in the Library and in Learning Resources, in particular, more focused on action. By understanding that we are all involved in a chain of actions that lead to an outcome, a result, a service or product that is delivered to the customer (learner or teacher), we are better equipped to value our own differences and see how everything must fit together to deliver what the customer wants and values. It is slowly breaking down a 'them and us' mentality.

There are also language differences and poor communication. Some words mean different things in different professional disciplines and we are trying to develop a common vocabulary so that there is clarity and understanding when we use terms. Poor communication is not new in any organization, and especially one that is so geographically dispersed. We will never be perfect, but we are striving to improve communication amongst work groups and across campuses so that there is broader understanding of all parts of the organization, and that information is available for all to interpret and use as required. There is extensive use of an Intranet to share information, and global e-mails to all staff keep people abreast of important news.

Finally, there are entrenched practices and past histories that impede cultural change. There is the potential for mistrust and misinterpretation based on past experiences. Only time and positive experiences will overcome this. However, by demonstrating success through high levels of customer and stakeholder satisfaction, we start to share 'wins' and demonstrate the value of partnerships, which help to develop trust and shared, positive histories. Success breeds success.

## Shared Staff Values

During 2001, the management team realized that it would aid our cultural change if we could go through a similar exercise as we had done with our customers, to understand what we value as individuals working in Learning Services. Research by St. Hubert Saint-Onge[5] indicates that by identifying shared values, and articulating these within the workplace, there is a great deal more synergy between different work groups. The glue, binding all aspects of a successful organization, is Shared Values.

Over 170 Learning Services staff participated in facilitated workshops to identify the values that guide our behaviour at work. A small team took the results of these workshops and developed the final list of our core values. These are:

*We commit to our colleagues and clients*
*We take responsibility*
*We willingly share knowledge and skills*
*We connect ideas to action*

To be able to demonstrate that there was a strong and common set of values within Learning Services, was very important. Despite the different professional backgrounds, we were one organization, with common values and philosophies, delivering quality services and resources to the University community. At this moment, we are in the process of conducting workshops with each workgroup so that they can articulate, for themselves, in their particular situation, how these values will be demonstrated in the workplace. We are convinced that this process will go a long way towards breaking down the few barriers that still exist between the merged entities that make up Learning Services.

When I return to work from this conference, my management team will be considering the introduction of monthly workgroup awards that encourage demonstration of our shared values. This way we are hoping to internalize our values, constantly demonstrating that we consider these are important, and to reward staff who 'walk the talk'.

## Moving On

I believe we have been successful in achieving cultural change. Staff are aware of our customers' values, are focused on delivering the customer value packages, and are proud of their own and their

group's contributions to achieving these. There is a common framework to discuss work and we have improved the tracking of our performance.

Staff morale has been improved. There is a greater understanding of how all the bits of Learning Services fit together. There is less concern about future change, as rather than change being seen as a 'bad thing', staff are empowered to make change because it improves our performance in achieving the customers' needs. They now understand the reasons for the change, and that the changes will have a positive impact on our customers.

As a result of the focus on customer needs, we have improved general management practices: Strategic Plans are 'strategic'; operational plans link to the strategic plan; performance measurement tracking is used and reports on performance are available on the www for all staff to see; budgets (try to) follow strategic decisions; and skills audits and staff development plans are informed by our strategic directions.

The net result is that we enjoy a high reputation within the University for being customer focussed, for delivering what is required, and for demonstrating sound financial and staff management. This brings benefits to Learning Services when additional funds are required for projects or when budgets are being considered for cuts. Because we can link our plans and budgets to the direct needs of our customers, we have a far greater chance of gaining additional resources or surviving funding cuts. In addition, we have developed our reputation as expert service providers.

The cultural change has been profound, and is still ongoing. Given the environment in which we work, further significant change is anticipated. However, we look upon the future as an opportunity to deliver even better services and resources.

In some ways we have dared to be different. We have behaved more like a commercial business rather than like a university or traditional service organization. However, it has been, and will continue to be, worth it.

Behold the turtle, he makes progress only when his neck is out.

(Confucius)

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# A Look at Changes in Government Information Policies after September 11

***Edward T. Hart***

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## Introduction

In the aftermath of September 11, governments around the globe have reassessed their security protections in light of the extreme measures that the followers of Osama bin Laden are willing to take to carry out their anti-American campaign. If civilian planes can become missiles, what other instruments of everyday life may be used to wreck destruction? In response many governments have launched campaigns to combat this new level of terrorism.

One critical area in government campaigns to combat terrorism is the management and manipulation of information. This is information which is both produced by governments and private information that governments believe will be useful in the fight against terrorism. Governments are reviewing their information policies regarding access and privacy. Some countries' policies have already been directly influenced by the events of September 11 and have changed to meet the perceived new demands of combating terrorism. There are two very important areas of information policies that have changed in many countries: access to information, whether government produced or not, and privacy from government intrusion into personal information. We will focus on access to information. Playing a critical role in implementing these measures are information specialists and librarians who are being told to deny their patrons information while at the same time being forced to surrender information long thought of as confidential.

## Access to Information

Many countries have had a long tradition of providing access to information through regular publication of information and also public use of freedom of information statutes. Such practices are earmarks of a democratic government by providing a way for the people to check the actions of their governments. These measures have always been limited by such constraints as 'national security' and privacy, but in the aftermath of September 11 new limitations on government information are being adopted by countries. Government agencies are arguing that a new level of scrutiny is needed, since some published information could aid the efforts of terrorists. This paper will look at the considerations and changes regarding government information made by a number of countries after September 11. We will also look at several examples of the government seeking to control private information sources, commercial and nonprofit, on grounds of security or the need to prevent 'hate crimes' against threatened minority populations.

The United States government has had a history of being one of the most open governments in the world with its diverse programs for distribution of government information and Freedom of Information Acts (FOIA). Historically, government information is distributed through the Federal Depository Libraries program, but recently the use of the Internet has provided an increasing amount of direct public access to agencies' information sources. FOIA require Federal agencies to provide answers to individuals' requests for information held by the agencies or provide statutory cause for not giving an answer. These acts almost put agencies on the defensive when information requests are made of them. We will now focus on information published by the United States government whether required by statute or as a matter of internal policy of the agencies to provide that information and how access to information has changed.

In the aftermath of September 11 there was a concern over the use of published government information by terrorists to cause further damage and harm to the country. Here are just a few examples of some of the information pulled from public access according to the watchdog group OMBWatch. The Department of Transportation has removed mapping information of pipelines because of the pipelines' vulnerability to attack. The Environmental Protection Agency is limiting the content of and the access to its databases and requiring registration protocols to track users of the information. The Federal Energy Regulatory Commission has removed its information on energy facilities from its website.

It is not only from the Internet that information is being removed and restricted by government agencies. The United States Geological Survey requested the removal of a CD-ROM sent to libraries through the Federal Depository Library Program run by the Government Printing Office. The National Archives and Records Administration has removed access to materials within its holdings.

The Federal Depository Library Program (FDLP) looked at the issues of removing government information from public access in the November 15, 2001 issue of *Administrative Notes*. The remarks of the Superintendent of Documents, Francis J. Buckley, Jr. at the Depository Library Council Meeting on October 15, 2001 reminded the librarians that the Government Printing Office (GPO) through the FDLP seeks to carry on the statutory duties of distributing government information to the people of the United States. He reminds government documents librarians,

> The purpose of the Federal Depository Library Program is to make Government publications available for the free use of the general public and restricting such access is a direct violation of Title 44 [of the United States Code].

Issues of distribution and content of government publications were still being reviewed by the publishing agencies at the time of the council meeting. Buckley reminded the librarians that documents have previously been requested to be removed from depository libraries, averaging a couple such requests each year over the last few decades. The procedures for removing a document from a collection received through the program could only be done with permission of the Public Printer, the Superintendent of Documents, or their agents. The publishing agency could order a publication to be removed, but only the directions of the GPO and its officials should be followed concerning depository materials.

Probably the most striking change in the stance of government officials was Attorney General John Ashcroft's direction to heads of all federal departments and agencies. In a memorandum he told the federal officials to resist any request for information made under FOIA procedures. If an agency was to deny a request, he states,

> You can be assured that the Department of Justice will defend your decisions unless they lack a sound legal basis or present an unwarranted risk of adverse impact on the ability of other agencies to protect other important records.

He points to the exception given to confidential advice and counsel given by lawyers in the FOIA as a reason for a denial of releasing information. Supporters of FOIA have called Ashcroft's decision undemocratic. On Public Broadcasting Corporation's show *Now*, Jane Kirktley, Professor of Media Ethics and Law at the University of Minnesota, said about Ashcroft,

> What he's saying is, the deliberations of the agencies, the information that they obtain and exchange, the whole, how we get to where we are in our governmental policy is not gonna be something that will be readily available to the public. That's not

democracy in my view. It may be an efficient way for a government to operate, but I don't think we can call it a democracy.

In Canada, the federal government has its own debate about government information in light of the terrorist attacks. Canada's response to September 11 was the Anti-Terrorism Act of 2001 which received royal assent on December 18, 2001. The act has at least three impacts on the government's information policy. First, greater allowances are given to the Attorney General in issuing certificates to prohibit the disclosure of government information in proceedings under the Canadian Evidence Act. Second, limitations on telecommunication speech are extended against 'spreading repeated hate messages.' Three, greater allowance for law enforcement to monitor telecommunications and business records for suspicious activities. The first two points we will now examine while the last point will be discussed in the next section of this paper.

The government of Canada on October 15, 2001 introduced bill C-36 in the House of Commons. On October 19, 2001, Canada's privacy commissioner George Radwanski said that the bill would lead to "widespread denial of access to government information." He pointed to the provisions of the bill concerning the Attorney General's certificates saying the bill would put "federal departments and agencies ... entirely outside the reach of privacy law. Where a certificate is issued, privacy law would not apply at all." After the passage of the bill, Val Werier wrote in the *Winnipeg Free Press*,

> In an over reaction to Sept. 11, the government can now do away with any independent review and appeal under the new antiterrorist act. No longer will there be independent scrutiny to determine if secrecy is justifiable on government records.

There is concern that the elected Attorney General will abuse this new policy preventing independent

review of requests of information disclosure by the privacy commissioners or the courts. The Canadian Association of Journalists (CAJ) stated, "the federal government's new antiterrorist legislation is a draconian step that severely limits access to government information". The president of CAJ said, "Citizens use the Access to Information act routinely, and anyone who cares about government or how we are governed should be concerned."

In Scotland, the issue of access to government information was debated during the Scottish Parliament's consideration of that nation's Freedom of Information (Scotland) Bill which was passed January 17, 2002. It was taken for granted the public should have a right to access information held by the government; however, there was debate over limitations to this right. The Scottish National Party expressed concern over class exemptions, ministerial vetoes, and the cost of accessing information. It is the use of the ministerial vetoes which impacts the topic of this paper. Can ministers use the fear of terrorism to withhold information?

The Campaign for Freedom of Information (CFOI) addressed this issue in December 2001 in its 'The ministerial veto overseas: further evidence to the Justice 1 Committee on the Freedom of Information (Scotland) Bill'. Mention is made of the new Canadian amendment allowing a veto on grounds of security. CFOI feels that no ministerial veto is necessary since several other democratic states have not included such a measure in their FOIAs. The Campaign feels that government ministers should not have unchecked authority to veto information access. CFOI would not allow vetoes in relation to policy formulation, the burden of proof would be placed on ministers to show that there is a need for non-disclosure, and the costs of judicial review of minister veto certificates should be met by public funds. The Scottish FOIA is felt to be a model for the rest of Britain even with the problems mentioned by its detractors.

Governments are also seeking to prevent the distribution of private information on grounds of security and protection of minority population. The Canadian government shut down at the request of the United States the site www.overthrow.com on grounds, described not too specifically, of sedition, hate, and terrorism. The British government reportedly shut down the website of Sakina Securities because of its content of bomb making lessons for young Muslims. Another site was closed down because of links with Azzam Publications urging support for Muslims and calling for donations to the Taliban. The Electronic Frontier Foundation feels the post September 11 stance by many governments is causing the greatest challenge ever to freedom of speech and its related right of access to information whether provided by governments or private parties. The United States military did its own preventive steps to deny the public information from private sources regarding the fight against terrorism. It took the unusual step of buying all images of Afghanistan taken by a private satellite Ikonos instead of using its authority over 'shutter control' of the satellite's imaging systems. Buying the images allows the government to control them denying any use of the images like revealing military forces locations, while avoiding constitutional arguments of free speech.

Arguments against the restriction of government information come from a broad spectrum of individuals and organizations. Jeremiah D. Baumann, the Environmental Health Advocate for the United States Public Interest Research Group (PRIG), made a statement before the US House of Representatives Committee on Transportation and Infrastructure on November 8, 2001 against some of the new restrictions on government information. He argues that while the government should be taking steps to protect government information from use by a terrorist, it should not do so at the cost of lost protection of the general public. His concern deals with the Environmental Pro-

tection Agency's discontinuation of posting on the agency's web site information about chemical storage. The public can no longer keep itself informed about the possible hazards in their communities. Restricting the data makes it harder for local communities to be prepared for emergencies, including attacks by terrorists. The restriction also eliminates a check on industry by allowing it to escape scrutiny of the public. Baumann believes that the grounds for excluding publication of information already in freedom of information acts provide enough protection for security.

Baumann offers three factors for determining the withholding of information. First, what is the benefit to public safety by making available to the public the information in question? Second, what type of information is being withheld, whether it is general enough to alert the public while not being specific enough to aid terrorists? Third, what is the availability of the information from other sources?

## Roles of Librarians

When Joy Suh, the government documents librarian at George Mason University, received a letter telling her to destroy a CD-ROM containing details of the country's water supply, she complied without hesitation, but now she worries that this move represents the beginning "of a more secretive period in American society." Suh said, "I debate both sides in my mind. I see the government aspect of it. I also see how researchers and the public might need this data." This dilemma faces all librarians. Librarians contend with changes in government information policies from both sides. They seek to provide full access to information for their patrons while also protecting their patrons' privacy from government intrusion.

For US librarians there are concerns that the USA Patriot Act intrudes upon the confidentiality of patrons' records of use of library resources. Miriam Nisbet, the leg-

islative counsel for the American Library Association, holds that the act gives law enforcement the right to access to business records which could include patron records kept by libraries. The typical practice at American academic libraries is to destroy any record of a use of a library item after the item's return. At Cornell University, Ross Atkinson, deputy university librarian, finds it troublesome that records of patrons' transactions are kept for thirty-five days on backup tapes. These are needed in case of computer crashes and the time lag before the tapes' destruction cannot be shortened. Probably greater concerns for privacy are the probable login records kept of library users accessing electronic information resources from off campus. These records could even track what information the users are accessing. Atkinson expresses concern that this act moves American society toward an Orwellian future.

During consideration of the anti-terrorism bill, representatives of the American Association of Law Libraries, the American Library Association, and Association of Research Libraries addressed in an open letter to members of Congress the concerns of librarians regarding the measures being undertaken. Attached to the letter was a memorandum entitled *Library Community Statement on Proposed Anti-Terrorism Measures*. Directly affecting librarians were concerns about the expanded use of pen registers and tracing devices on library computer networks and the easier access to business records including library circulation records. Recommendations were made that asked that law enforcement agencies be required to continue having to meet the high standard of obtaining a court order to access information and that law enforcement searches and intrusions should be as narrowly focused as possible.

In Scotland, the Scottish Library and Information Council and Scottish Library Association made a response to the proposed Freedom of Information (Scotland) Bill during the consultation stage. The council

and the association felt that the adoption of the Scottish FOIA is a welcome step in meeting the public's rights to and needs for information available for government agencies. Their concerns were the cost to individual members of the public seeking information and the recognition that an information commissioner was needed to govern the FOIA's provisions and to ensure full disclosure of information allowed by law and not politics.

Librarians do need to be careful of being overzealous in denying users access to information. The FDLP reminded government documents librarians that it was the only body with authority to order withdrawal of documents in libraries' collections. This reminder was issued after Mary Bennett, government documents librarian at State University of New York/Oswego, sent an email to fellow librarians urging them to withdraw from their collections documents from the Nuclear Regulatory Commission. Only the United States Government Printing Office may tell government documents librarians to deny users access to government information.

## Conclusion

The impact of September 11 on information policies of governments continues and probably will so for the foreseeable future. There is risk of providing helpful information to terrorists when governments share with the public details of government resources and the results of government studies on a nearly unlimited number of subjects. But democratic governments cannot cut off the public from government information or invade the information privacy of the public without some harm to the freedom that a democratic government allows a country to have. Librarians and information professionals need to be in the vanguard of protecting access to public information and intrusion of private information. This is a duty that every librarian around the globe should embrace

and fulfill as much as they can in their libraries, in the nations, and across national borders.

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# A First-Timer In Glasgow: impressions of the IFLA Conference, 2002

***Ruth Rikowski***

Ruth Rikowski has been an information professional and librarian for about 20 years, working in organizations in both the public and the private sector. She worked in public libraries for about 15 years (largely in the London Borough of Newham). Having then obtained an MSc from University College London in Information Science (Computerized Systems) she went to work at Dynix, a software company for library management computer systems, as a 'Support Librarian'. She has implemented library computer systems in two large organizations, Clifford Chance, a large international law company and Havering College of Further and Higher Education. She also worked at the Tate Gallery, where she was responsible for information technology. Whilst working at Clifford Chance her first article, which focused on the relationship between library and information departments and IT or computer departments, was published in *Managing Information*. Over the last two years she has been researching, writing and lecturing on three main subjects – globalization, computer studies and knowledge management. She has published in a number of journals including *Business Information Review, Public Library Journal, Focus, The Commoner, Managing Information, Current Issues in Education* and *Information for Social Change*. She is currently a Visiting Lecturer at the University of Greenwich and the Book Reviews Editor for *Managing Information.*

## My Overall Impression

I was successful in winning one of the seventeen Chartered Institute of Library and Information Professionals (CILIP) awards for



First-Timers to attended the IFLA Conference in Glasgow this year. It proved to be an interesting and worthwhile experience. I very much enjoyed meeting so many interesting people from the library and information world, from a wide variety of different countries. I also attended some informative and thought-provoking meetings. Furthermore, I thought that the whole event was organized extremely well and CILIP should be very much congratulated on this. Given the size of the event this was a particularly significant achievement.

However, I was somewhat disappointed in much of the level of debate and would have preferred it if copies of the papers had been made easily available prior to the papers being presented. Then, there might have been a better discussion in the meetings, as people would

have had the opportunity to read the papers beforehand.

There also seemed to be a lot of 'hard-selling' going on. The name badges that all the delegates had to wear, for example, had 'EBSCO Information Services' on them. Many of the stalls and exhibits were about selling a product of one sort or another (not surprising really given that it costs GBP 2000 to have a stall – who else other than profitable companies could afford this?). Furthermore, much of the literature that was put out on the main information distribution point was of a selling or promotional nature, rather than providing delegates with real articles to read. It also seemed very much like many other library and information exhibitions or conferences that I have been to, such as the Online Exhibition and the Library and Information Show. This I found to be somewhat disappointing as I had expected it to be something significantly different. However, the poster sessions provided a welcome move away from the commercial or profit-making angle. Furthermore, there was much that was of interest and worthwhile and the international dimension certainly made it something quite different.

## The WTO, GATS, TRIPS, Libraries and Information

My application for funding was based on my wish to raise awareness about the General Agreement on Trade in Services (GATS). This is one of the agreements being established at the World Trade Organization (WTO, 1994) that could have serious implications for libraries and information. The other main WTO agreement that will have implications for information and libraries is TRIPS – Trade Related Intellectual Property Rights. TRIPS covers many different areas, such

as patents and licenses, but copyright issues in relation to knowledge and information are the areas of particular concern for libraries. One can question, for example, the extent to which knowledge and information should be encapsulated within an 'intellectual property right', as opposed to the idea of information being open to all. In the future, concerns about TRIPS may well override current concerns about the European Copyright Directive amongst information professionals. Furthermore, the WTO incorporates a complex Dispute Settlement Process and tribunals operate in secret in order to settle disputes between member states. Once the GATS comes fully into effect, it will be virtually irreversible. Hence, the need to raise awareness about the GATS is urgent, given that on the current WTO timetable it is due to come into effect in 2005.

## IFLA Fringe Meeting on GATS

In order to be able to effectively raise awareness about the GATS at IFLA, I organized a fringe meeting on the subject. It was not possible to get on to the main IFLA programme – this is finalized well in advance. So, a fringe meeting seemed the obvious alternative, and also meant that the issues could be covered in some considerable depth. The fringe meeting was entitled 'The Profit Virus: Globalization, Libraries And Education' and was held at Glasgow University on 22nd August.

There was a very positive response to the meeting, with 35 people attending, and a good discussion took place. Many of the participants thought the topic should be given more importance and be debated further in the library and information world, and were very appreciative of the fact that it was being raised as an issue. Furthermore, lots of copies of various articles and flyers were taken; various materials were also made available at the main information distribution point

in the exhibition centre at IFLA). One of these was an article about libraries and privatization (Mackenzie, 2002) that appeared in *The Big Issue* the week before the conference, and which also included a reference to the fringe meeting.

## Other Meetings

I attended some other interesting and informative meetings, including that of the IFLA Section on Women's Issues, for example. Various issues about the problems and barriers that women still face were discussed, particularly in relation to information. An interesting paper by Anne Goulding and Rachel Spacey of Loughborough University argued that we are moving from an 'Industrial' to an 'Information' society, but that in this new 'Information Society' there is a gender imbalance. They concluded by looking briefly at 'cyberfeminism', a philosophy that recognizes that there are gender inequalities in the use of the Internet and cyberspace in general, and wants to try to change this situation for the benefit of women. An interesting discussion followed after all the papers had been presented and there are many issues that the women's group needs to continually address. It might be particularly interesting to consider the role of female information professionals in the new knowledge-based economy, for example, and to also relate this to gender inequalities in cyberspace and cyberfeminism.

I also attended the Copyright and other Legal Matters (CLM) Update session. Teresa Hackett, Director of the European Bureau of Library Information and Documentation Association (EBLIDA), spoke about the European Copyright Directive and gave an update on national implementation. Denise Nicholson, from the University of Witwatersrand in South Africa, spoke about copyright and developing countries from the South African perspective [see pp. 259–266 in this issue: *Ed.*]. She referred to the fact that copyright laws are not really a priority concern in South Africa, as there

are many other more pressing social concerns. Paul Whitney provided an update on libraries and international trade treaties, including information about both the GATS and TRIPS, and also informed people about my fringe meeting. It was an interesting session.

Finally, I attended the EBLIDA WTO Working Group Meeting. Shortly before going to IFLA I formally became a member of this group. It was a very useful and productive meeting. We discussed various issues such as a draft letter that will be sent to the European Commission on behalf of EBLIDA, which expresses our concerns about the GATS and its likely implications for libraries. As Teresa Hackett suggested, we will also investigate the possibility of EBLIDA holding a pre-conference meeting on the GATS at next years' IFLA conference.

We also discussed the 2nd European Conference of Regional Ministers of Culture and Education that was due to take place at Brixen (Bozen-Südtirol) on 17th–18th October 2002. The aim of the conference was to look at globalization and the WTO and to discuss the GATS and how it might affect museums, schools, colleges, libraries and culture in the regions. The conference will assist in the drafting of a common position on the GATS negotiations for all regions of Europe. Frode Bakken, the coordinator of the EBLIDA WTO Working Group, will speak at this conference. See the website for further information at: http:// www.a-e-r.org/COMMUN/A214b8 gb.html. There are readings on different topics on the website for the delegates – one section for GATS and Education, for example, another for GATS and Trade, and another for GATS and Libraries.

## Conclusions

All in all, going to IFLA was a worthwhile experience, and it was good to connect with so many people on the international stage. Fur-

thermore, I did fulfil my mission – i.e. I did play some part in starting to raise awareness about the GATS in the international library and information world. Finally, one was certainly spoilt for choice in terms of the number and variety of meetings that one could attend on a wide range of different topics. IFLA should be very much congratulated for its achievement here.

However, I think the conference could be improved in a number of ways. First of all, it would be helpful if it was less bureaucratic and if it was easier to speak on the main programme. It seems that the 'old boy network' still needs to be broken down more, in various ways. Secondly, it would have been good if there had been more opportunity to have a higher level of debate. This could be achieved in a number of different ways, such as having copies of the papers made readily available before they were presented and allocating more time for debate and discussion on the actual programme. Thirdly, the 'hardsell' approach could have been lessened, for example by lowering the cost of a stall and having a greater variety of different exhibits. Delegates could also have been more adequately informed about the main information distribution point prior to the conference, thus providing them with more opportunity to distribute their own articles and other material at the distribution point. This would have provided a good counter-balance to the amount of promotional material that was made available.

## The Future

I hope that in the future IFLA will be able to build on the good work it has undertaken on a wide variety of issues, and that it will be able to involve many different people from the library and information world on the international stage in its work. Furthermore, I do hope that it will be able to retain and build on its fundamental principles and its four Core Values – they are all very worthwhile. They must not become subsumed under another agenda, such as the ever-increasing drive towards product promotion. I also very much hope that the GATS will be on next years' main IFLA programme in one format or another.

In regard to my own work, I hope (amongst doing many other things as well!) that I will be able to continue to raise awareness about the threat that our state-funded services are under from the GATS, focusing in particular on libraries, as I have described above. In this respect, it would be a great step forward if CILIP were able to pass a clear resolution against the GATS, or at least make a statement expressing its concern about the possible implications of the GATS for libraries, in the same way that other library associations, such as IFLA and the Canadian Library Association have done. There was almost unanimous support for such a resolution from the people that attended my talk on 'The WTO/GATS Agenda for Libraries' at the International Group of the Library Association (as it then was called), meeting in March of this year.

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## Websites

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IFLA and the WTO: http://www.ifla.org/III/clm/p1/wto-ifla.htm.

Information for Social Change: http://libr.org/ISC.

Libraries and GATS website: http://www.libr.org/GATS (set up by Rory Litwin).

# Indigenous Knowledge and the Cultural Interface: underlying issues at the intersection of knowledge and information systems

**Martin Nakata**

Martin Nakata is the Director of the Aboriginal Research Institute at the University of South Australia in Adelaide. He is the first Torres Strait Islander to receive a PhD from an Australian university and his current research work is in the curriculum development areas and online pedagogies with a particular focus on Indigenous learners. He has presented several plenary and keynote addresses at national as well as international conferences and published over forty articles on Aboriginal and Torres Strait Islander people and education in various academic journals and books in Australia, Papua New Guinea, Japan and the United States. He is the editor of the *Kaurna Higher Education Journal* and member of the editorial board of *The Australian Educational Researcher*. He convened the second national Indigenous Researchers' Forum in Adelaide in 2000 and was a leading member of the organising committee for a Conference of Indigenous peoples from Australia, New Zealand, Canada and the US on Indigenous Peoples and Racism in Sydney 2001. The UN High Commissioner designated this conference as a regional meeting for the United Nations World Conference against racism, racial discrimination, xenophobia and related intolerance. He twice represented the Aboriginal and Torres Strait Islander Commission at the United Nations in Geneva, Switzerland on Indigenous issues in Australia, and later provided research and technical support to the Commission's delegation at the UN's World Conference Against Racism in Durban, South Africa and the 2002 inaugural session of the Permanent Forum on Indigenous Issues in New York. He is currently working towards the incorporation of a national association of Indigenous researchers in Australia.

## Introduction

I am aware as I begin this plenary paper that members of the library profession that are drawn to a presentation slotted under the theme, *Indigenous Knowledge,* are most likely interested in the systems and issues for managing information in that area.

And as soon as I presume that, the breadth of the issues springs to mind – the classification of information about Indigenous peoples[1], collection, storage, retrieval, access, copyright, intellectual property, the sensitivities of culturally different clients and communities, the politics, funding, distance issues, networking issues, the concerns about historical texts – and the list can go on (e.g. Edwards, 2000). This paper is not a discussion of these issues although I hope, from what I say today, you can draw some broad implications.

Libraries and the information profession, particularly those in academic or other scholarly institutions, occupy an interesting position in relation to Indigenous Knowledge[2] and information. As depositories, collectors, organizers, distributors and mediators of information, librarians play an enabling role to those who produce or who want to use Indigenous Knowledge and sources of information (Francoeur, 2001). But being on the peripheries of knowledge production often means that the underlying issues, debates and contestations surrounding Indigenous Knowledge production most often would not be evident. It is to these issues that most of this paper is directed.

What I want to do today is discuss emerging concepts in recent trends across the globe to document and describe Indigenous Knowledge and how they are being integrated generally as well as in formal education processes. I then want to introduce the Cultural Interface as an alternate way of thinking about Indigenous and Western domains and before discussing the changing perspectives and the many opportunities that information technologies will provide for new agendas. I hope that by discussing Indigenous Knowledge and the underlying issues in these ways you will gain a better understanding of recent as well as future trends in this field of study.

## Concepts of Indigenous Knowledge

The whole area of Indigenous knowledge is a contentious one. From what constitutes 'indigenous' to whose interests are being served by the documentation of such knowledge there lies a string of contradictions, of sectorial interests, of local and global politics, of ignorance, and of hope for the future.

One might suppose that Indigenous knowledge refers to Indigenous peoples' knowledge but this would not reflect current usage of the term. Indigenous peoples' knowledge could be considered a subset of what is more broadly referred to as 'Indigenous Knowledge'. But even then it is an overlap rather than all-encompassed.

In colonial times, and residually in so-called postcolonial times, the knowledge of Indigenous peoples occupied the realm of the 'primitive', an obstacle to progress along the path to modern civilization and was largely ignored or suppressed; and in many places, because of dislocation from our land and way of life, much of it was lost. Until the 1980s Indigenous knowledge surfaced in very few academic

disciplines, for example, 'anthropology, development sociology and geography' (Warren, von Liebenstein and Slikkerveer, 1993, p. 1). Understanding of Indigenous peoples in the human sciences was largely within cultural frameworks, formerly as primitive and inferior cultures and in more contemporary times celebrated as part of the diversity of cultures in the world – no longer inferior, just different.

Indigenous Knowledge now surfaces in academic and scientific circles,

> ... in the fields of ecology, soil science, veterinary medicine, forestry, human health, aquatic resource management, botany, zoology, agronomy, agricultural economics, rural sociology, mathematics, management science, agricultural education and extension, fisheries, range management, information science, wildlife management, and water resource management. (Warren, von Liebenstein and Slikkerveer, 1993, p. 1)

Whilst Indigenous peoples might welcome the elevation of status that comes with increased recognition of their Knowledge systems after centuries of dismissal and disintegration, nothing comes without a cost (Eyzaguirre, 2001). Like colonization, the Indigenous Knowledge enterprise seems to have everything and nothing to do with us.

This interest is overwhelmingly driven by research into sustainable development practices in developing countries (supported mainly by UN programs and NGOs) and the scientific community's concern about loss of biodiversity of species and ecosystems and the future implications of that for the whole planet (Myer, 1998). The disciplines noted above reflect these two areas of humanitarian and scientific concern. In the human sciences the elevation of Indigenous knowledge has been driven more by the academic interrogation of dominant discourses and the recognition and valuing of social and cultural diversity (Agrawal, 1995b).

Within the humanitarian and scientific areas, a number of other interested parties emerge (see special issue of the *Indigenous Knowledge and Development Monitor*, 1993). These include scientists who recognize that Indigenous knowledge needs to be recorded or validated if any of it is to be incorporated into the scientific corpus and utilized. Also interested are the agencies operating in developing countries who realize the importance of 'local' knowledge in solving problems at the local level. These two lead to the interest of researchers and those professionals involved in documentation and communication systems. Conservationists have developed a special interest in the environment and species degradation and the disappearing knowledge base of societies under pressure from development and industrialization. There is increasing overlap between conservation and scientific interests as bioprospecting and gene-harvesting assumes greater priority. In response to much of this interest, political advocates interested in the tensions between North and South have emerged (e.g. Saw, 1992). This advocacy is carried out by various people and means, including activism from Indigenous peoples themselves and different bodies and mechanisms within the United Nations. Overarching all these interests is the capitalist interest. To capitalist interests Indigenous Knowledge is merely another resource for potential profit.

Out of these sectorial interests, we see the conceptualization of Indigenous Knowledge becoming detached from holistic notions of 'culture' in the human sciences, and to be more reflective of the humanitarian, practical, environmental and scientific interests that are promoting its use and documentation in developing countries. It has become an umbrella term, not limited to Indigenous peoples but inclusive of those in the developing countries who struggle to survive and who still rely on traditional forms of knowledge whether they be Indigenous within developed and developing nation-states, formerly colonized, or distant or re-

cent migrant groups in developing countries. One estimation of this group of people is some 80 percent of the world's population who rely on Indigenous Knowledge for either medicine or food (Rural Advancement Foundation International (RAFI) cited in the United Nations Development Programme's (UNDP) Civil Society Organizations and Participation Programme (CSOPP), 1995). At the same time, Indigenous Knowledge has become more fragmented and specialized as scientists and humanitarians pick at the bits and pieces that fit with their interests and disciplines.

Excepting the role of political advocates but not their presence, all these interests illustrate how totally a Western interest this interest in Indigenous knowledge is. The documentation of such knowledge by scientists, the storage of information in databases in academic institutions, whether they be gene banks or electronic networks, all looks remarkably similar to former colonial enterprises which co-opted land, resources, and labour in the interest of their own prosperity through trade and value-adding. According to documentation at the United Nations Development Programme:

> Indigenous knowledge fuels multi-billion dollar genetics supply industries, ranging from food and pharmaceuticals in developed countries to chemical product, energy and other manufactures. (United Nations Development Programme's (UNDP) Civil Society Organizations and Participation Programme (CSOPP), 1995, p. 9)

Yet developing countries and nongovernmental organizations (NGOs) struggle to find ways to ensure the disadvantaged of the world have access to sustainable supplies of clean water and basic food staples, and international bodies struggle to enact and implement mechanisms for ensuring Indigenous peoples' knowledge is protected and recompensed (e.g. UN Development Programme, UN Food and Agriculture Organization, UN Convention on Biological Diversity, etc.).

One thing is certain, in all of this. Indigenous knowledge is increasingly discussed by all as a commodity, something of value, something that can be value-added, something that can be exchanged, traded, appropriated, preserved, something that can be excavated and mined. Or, as Douglas Nakashima and Paul de Guchteneire (1992) put it, "another information set from which data can be extracted to plug into scientific frameworks" (p. 2).

The brief discussion so far has illustrated that Indigenous knowledge is different things in different places to different people. There is contention about some of its characteristics. However, a quick and crude distillation of some of its elements from various sources gives a reasonable picture of how it is conceptualized broadly. As a system of knowledge it is understood in terms of its distance from 'scientific knowledge'; what in many, many systems is currently and variously recognized, from Western perspectives, as 'local knowledge' – knowledge that is 'unique to a given culture or society' (Warren, 1991, 1993), and as being 'oral, rural, holistic, powerless, and culturally-embedded' (*Indigenous Knowledge and Development Monitor*, 1993; von Liebenstein, 2000). It is the result of 'dynamic innovation' although informal and unsystematized (United Nations Development Programme's (UNDP) Civil Society Organizations and Participation Programme (CSOPP), 1995); and is "continually influenced by internal creativity and experimentation as well as by contact with external systems" (Flavier, J., de Jesus, A. and Navarro, C. 1995). An African perspective reminds us that, "an understanding is required of Indigenous knowledge and its role in community life from an integrated perspective that includes both spiritual and material aspects of a society as well as the complex relations between them" (Morolo, 2002, p. 1). A number of terms also are used interchangeably: local knowledge, traditional knowledge (TK), Indigenous knowledge (IK), traditional environmental or ecological knowledge (TEK), or Indigenous technical knowledge (ITK).

An important aspect of Indigenous Knowledge that is overlooked in some definitions is that Indigenous peoples hold collective rights and interests in their knowledge (Casey, 2001; Davis, 1997, 1998). This, along with its oral nature, the diversity of Indigenous Knowledge systems, and the fact that management of this Knowledge involves rules regarding secrecy and sacredness (Davis, 1997, 1998; Janke, 1997, 1998) means that the issues surrounding ownership and therefore protection (see Hunter, 2002) are quite different from those inscribed in Western institutions. Western concepts of intellectual property have for some time been recognized as inadequate (Casey, 2001; Janke, 1997, 1998). This is a most complex area for many reasons (see also work by Ellen and Harris, 1996; Ellen, Parkes and Bicker, 2000). Much work is being done in the UN (e.g. United Nations Conference on Trade and Development (UNCTAD), 2002) and by Indigenous groups (e.g. Aboriginal and Torres Strait Islander Commission's sponsorship of delegates to UN forums to lobby on Indigenous Australian interests, Australian Institute of Aboriginal and Torres Strait Islander Studies' ethical guidelines for researchers, etc.) to develop adequate principles and a different system for Indigenous intellectual and cultural property protection.

Accepting these conceptions of Indigenous knowledge immediately points to some of the contradictions in current activity – scientific, developmental and in information management. One contradiction more relevant to information professionals is that the strategy of archiving and disseminating Indigenous knowledge runs contradictory to the very conceptual basis of what is seen to be 'indigenous' in Indigenous knowledge (Agrawal, 1995a, 1995b). Strategies of conservation involve the collection, documentation, storage and dissemination of Indigenous knowledge (Koenig, 2001). When it employs methods and instruments of Western science, which involve fragmentation across categories of information, isolation and *ex situ* storage in regional, national and international archives and networks then it begins to lay itself open to the same criticisms as 'Western science', which has largely failed in development contexts. It becomes not embedded in local meanings and contexts but separated from its original context – an entity to be studied, worked on, developed, integrated, transferred, and ultimately changed to fit another.

Pablo B. Eyzaguirre, a senior Scientist at the International Plant Genetic Resources Institute in Rome, expresses similar concerns:

> [t]aking 'validated' nuggets of Indigenous knowledge out of its cultural context may satisfy an outside researcher's need, or even solve a technical problem in development, but it may undermine the knowledge system itself. (2001, p. 1)

Of course these are the very reasons for which Indigenous knowledge is of interest. I am not going to argue the extreme position that Indigenous knowledge should be left alone and forever isolated. And I am not going to argue that it should not be documented. Recovery and preservation of lost and endangered knowledge is extremely important for Indigenous communities. I venture to say, however, that knowledge recovery led by Indigenous communities would not look the same as that led by scientists, developmental technologists, and conservationists (even when participatory). For without a doubt, the collection and documentation of Indigenous knowledge by the development and scientific communities is a very partial enterprise, selecting and privileging some Indigenous knowledge whilst discarding and excluding others. Of course, if what Indigenous communities choose to document is of no apparent value to others, then the cost of documentation may be an obstacle.

## Integrating Indigenous Knowledge

These concerns aside for the moment, there is in the development literature an acceptance of the value of integrating two systems of Knowledge – traditional and scientific – in order to produce new knowledge and practices that provide solutions for sustainable development and developing countries and communities. Some authors (e.g. von Liebenstein, 2000), aware of the dominance and perceived superiority of scientific knowledge, take care to stress the complementarity of the two Knowledge systems. In much of the literature, there is an emphasis on incorporation of Indigenous knowledge into strategies for application (e.g. United Nations Development Programme's (UNDP) Civil Society Organizations and Participation Programme (CSOPP), 1995), or for scientific validation (World Bank, n.d.), or further research (Morolo, 2002), or for developing foundations for sustainable development (von Liebenstein, 2000). Some have been prepared to argue for the need for models of community information management when integrating knowledge information systems (von Liebenstein, 2000).

This literature on the integration of knowledge systems, however, rarely interrogates in any critical way the distinctions drawn between Indigenous knowledge and scientific systems of knowledge. This is to be expected; developmentalists are primarily concerned with what works in practice, and the discussion of binary systems of thought is the realm of the theoretical. But I would argue, and have argued in other places (Luke, Nakata, Garbutcheon Singh and Smith, 1993; Nakata, 1997b), that addressing the theoretical underpinnings of practice is critical to any substantive understanding of Knowledge systems. Agrawal (1995b) makes the point that in the elevation of and talk about Indigenous knowledge, people "commit them[selves] to a dichotomy between Indigenous and Western knowledge" (p. 2)

when theoretically the attempt to separate them cannot be sustained. He argues that because there are similarities across the categories and substantial differences within each of them, a simple separation on the basis of characteristics as announced in the literature on Indigenous knowledge fails in substance. Secondly, he suggests that the duality between them assumes fixity of both Knowledge systems in time and space that is inherently false. After many years of research in this area, I would proffer that the conceptualization of Indigenous Knowledge currently promotes the idea of more fixity for that system than for Western Knowledge, which is seen to move ever onward in time and space. Whatever, Agrawal argues and I would agree, that the development of Knowledge systems everywhere "suggests contact, diversity, exchange, communication, learning and transformation among different systems of knowledge and beliefs" (p. 3). Thirdly, he interrogates the suggestion that Indigenous knowledge is socially and culturally embedded but Western scientific knowledge is not. He cites contemporary philosophers of science who reveal the 'social moorings' of science, who foreground a view of science as culture and practice, and who see science as 'relative to culture', or 'relative to interests', to illustrate just how much Western knowledge is as "anchored in specific milieu as any other systems of knowledge" (p. 3). Arguing the epistemic limitations of the duality, he argues that "to successfully build new epistemic foundations, accounts of innovation and experimentation must bridge the Indigenous/Western divide" (p. 3) rather than be founded on the simple separation of the two systems as expressed in the literature[3].

The key issue to note here is that the global push to describe and document Indigenous knowledge is gaining momentum without any commensurate interest in the epistemological study of Indigenous Knowledge systems.

In my own research work, I have raised similar criticisms about early

anthropological documentation of Torres Strait Islanders in Australia (Nakata, 1997a, 1997b, 1997c, 1998). The University of Cambridge expedition to the Torres Strait islands just over a century ago gathered extensive field data, which was then used to describe Islanders in terms of their distance from 'civilized' human beings (Haddon, 1901, 1904, 1907, 1908, 1912, 1935). The research team tested and described many of our physical, mental and social characteristics on a comparative basis with people in Western communities, including attributes of people from Aberdeenshire, here in Scotland. A full reading of their scientific method and particularly their interpretation of data and conclusions drawn, is an excellent example of just how culturally-embedded their thinking and practices were, and how much they were, to use an expression that Foucault (1970) coined, merely 'in the vicinity of science'.

This does not lead me to wish these texts had never been produced or that they should not stand on library shelves today. Quite the opposite, I would like to see them as basic reading for Torres Strait students. What better way to develop critical reading skills, to gain some understanding of systems of thought and knowledge production and to anchor down a Torres Strait or Indigenous standpoint in students' analysis of systems of thought and knowledge. My interest in them as texts for critical study is not to contest 'what is the truth about Islanders' but to rediscover the methods of knowledge production and how particular knowledges achieve legitimacy and authority at the expense of other knowledge.

## Indigenous Knowledge and Formal Education

In the past decade or so, Indigenous Knowledge has also gained increasing attention in formal education systems across the globe, especially in developed countries with agendas for social inclusion (e.g.

Kaewdang, 2000). In the movement towards making curricula more inclusive, there has been a push to integrate Indigenous perspectives across the curriculum. This has encouraged extraction of elements of Indigenous ways of understanding the world – mathematical knowledge, astronomy, stories, mythology, art, environmental knowledge, religion, etc. to fit with the curriculum areas. This movement is also encouraged in some Australian universities, in intent at least, if not in implementation.

Even though we don't find many references to Indigenous Knowledge until quite recently, for the last three decades the field of Indigenous education refers instead to cultural appropriateness, cultural content, cultural learning styles, culturally responsive pedagogy, Indigenous perspectives – issues but not knowledge. This reflects the influence of anthropology in the human sciences as a way of understanding Indigenous peoples and communities.

References to culture are references to a whole system of knowing, being and acting. The emphasis is given to ways of knowing rather than any discrete body of knowledge. Indigenous learners are understood in formal educational terms as having to reconcile two separate ways of understanding the world. These are simply expressed in terms of the distance between home and community (cultural/traditional) and broader society and institutions (dominant/Western). There are strengths and weaknesses in this approach but they cannot be debated here in a way that can do the arguments justice[4]. Suffice to say that the very separation of the domains – cultural and Western – or traditional and formal – lead to simplifications that obscure the very complexities of cultural practices in both domains.

My argument has been that theoretically there are real problems with beginning from principles based in a duality between culture and mainstream (Luke et al, 1993). Not only do they obscure the

complexities at this intersection but they confine Indigenous peoples to the position of 'Other' by reifying the very categories that have marginalized us historically and that still seek to remake and relegate us within the frameworks of Western epistemes. These are conceptual frameworks that seek to capture a form of culture that fits with Western ways of understanding 'difference'; a cultural framework largely interpreted by Western people in the education system and filtered back to Indigenous students who learn or are allowed to express the acceptable little bits and pieces of their culture that are integrated into educational practice. In some places, there is still ambivalence to rigorous teaching of the knowledge and skills needed for comparative success in the mainstream because the very meritocratic nature of the system and the very knowledge it imparts is seen to undermine cultural forms and ways and is sometimes deemed irrelevant. Thus we see many students falling between the cracks – achieving neither mainstream success nor maintenance of their own cultural traditions.

Inclusion of Indigenous Knowledge in educational curricula promotes the visibility of Indigenous Knowledge, and helps to raise self-esteem and interest in schooling. The inclusion of Indigenous topics of study is even more useful if they emerge from individual students' interest and provide a stimulus for them to develop and gain credit for academic competencies they need for success in the global marketplace or for understanding their own context more fully. However, such inclusions in too many cases do little to orient students to the context of Western knowledges, which via the disciplines are also de-contextualized and removed from life.

## The Cultural Interface

Over the years, I have pursued an interest in the theoretical underpinnings of practice (Nakata, 1997b). I have called the intersection of the

Western and Indigenous domains, the *Cultural Interface*, and theoretically I have been inclined to begin there and have argued for embedding the underlying principles of reform in this space. This is because I see the Cultural Interface as the place where we live and learn, the place that conditions our lives, the place that shapes our futures and more to the point the place where we are active agents in our own lives – where we make decisions – our lifeworld. For Indigenous peoples our context, remote or urban, is already circumscribed by the discursive space of the Cultural Interface. We don't go to work or school, enter another domain, interact and leave it there when we come home again. The boundaries are simply not that clear. The fact that we go to work means we live at the interface of both, and home life is in part circumscribed by the fact that we do. Social and family organization has to and does to varying degrees orient itself to that reality. This does not mean we passively accept the constraints of this space – to the contrary – rejection, resistance, subversiveness, pragmatism, ambivalence, accommodation, participation, cooperation – the gamut of human response is evident in Indigenous histories since European contact. It is a place of tension that requires constant negotiation.

At the interface, traditional forms and ways of knowing, or the residue of those, that we bring from the pre-contact historical trajectory inform how we think and act and so do Western ways, and for many of us a blend of both has become our lifeworld. It is the most complex of intersections and the source of confusion for many. For in this space there are so many interwoven, competing and conflicting discourses, that distinguishing traditional from non-traditional in the day to day is difficult to sustain even if one was in a state of permanent reflection.

Nevertheless, Indigenous peoples do traverse these intersecting discourses on a daily basis, responding, interacting, taking positions,

making decisions and in the process re-making cultures – ways of knowing, being and acting. In Indigenous individuals, communities and the broader collective, differences in responses and in the priority given to different systems of Knowledge and thinking illustrate the dynamism and diversity within the collective (Nakata, 2001). This dynamism and diversity reflects the original heterogeneity of traditional contexts, the varied experience and impact of colonization, the diversity of contexts in which Indigenous Australians now live and the creativity of the mind in devising ways to bridge systems of Knowledge and understanding and respond to changing circumstances.

Embedding fundamental principles for reform in this understanding of the Cultural Interface allows for other possibilities. It accepts that the intersections of different knowledges and discourses produce tensions and condition what is possible but do not directly produce certainty of outcomes. How Indigenous peoples respond varies tremendously. In this they are not dictated to – they make daily choices about what to accept, buy into, resist, refute etc. And those choices often reflect previous intersections back through lives and generations as well as contemporary understandings of what lies ahead or what must be dealt with in the present.

Viewing the Cultural Interface as the beginning point accepts that inevitably Knowledge systems as they operate in people's daily lives will interact, develop, change, and transform. It accepts that all Knowledge systems are culturally-embedded, dynamic, respond to changing circumstances and constantly evolve. It is not strictly about the replacement of one with the other, nor the undermining of one by the other. It is about maintaining the continuity of one when having to harness another and working the interaction in ways that serve Indigenous interests, in ways that can uphold distinctiveness and special status as First Peoples. Indigenous interests will

include the recovery and maintenance of knowledge but not without understanding, for example, what happens to that knowledge if documented and stored according to disciplines and technologies that have evolved in another Knowledge system.

This notion of the Cultural Interface as a place of constant tension and negotiation of different interests and systems of Knowledge means that both must be reflected on and interrogated. It is not simply about opposing the knowledges and discourses that compete and conflict with traditional ones. It is also about seeing what conditions the convergence of all these and of examining and interrogating all knowledge and practices associated with issues so that we take a responsible but self-interested course in relation to our future practice.

This may involve change but change in our own long-term interests, rather than that imposed by bigger interests that may seek to coerce us unfairly. Change that incorporates into our own knowledge all the ongoing developments brought about by the convergence of other systems of understanding, so that our own corpus of knowledge, derived within our own historical trajectory and sets of interests, keeps expanding and responding to that which impacts on daily life and practice.

This way of thinking about Knowledge intersections at the Cultural Interface also reinstates the notion of Indigenous peoples having their own history. It seems perhaps absurd to suggest that this history needs reinstatement but one of the effects of colonization and the supremacy of Western scientific ways of understanding Indigenous peoples was to incorporate Indigenous peoples into Western notions and theories of history – what I call the out of Africa syndrome or the descendants of Ham trail. Dirks, Eley and Ortner (1994) and Agrawal (1995b) make the point that anthropologists in much documentation of Indigenous peoples and communities made cultural systems appear

timeless by excluding historical investigation from their studies. Indigenous cultures it would seem were timeless, and in 'pristine states' until European contact (see Nakata, 1997b). Foucault (1970, 1972) reminds us that constructing knowledge of the 'new' or 'unknown' world within a schema privileging Western historical frameworks achieves two things. Firstly, knowledge of 'Others' remains coherent and continuous with Western systems of thought and brings these understandings into a realm of the commonsense. Secondly, and particularly in our case, it forms knowledge of 'Others' that is quite discontinuous with Indigenous historical contexts. But continuity of culture (knowledge and practice) and identity rests on being able to make and keep coherent pathways through the passage of time, through disruptive chaos of events like colonial contact and periods of rapid change so that the historical knowledge that has contributed to current Knowledge systems can carry through. The denial of this to Indigenous peoples, or the reduction of it to cultural tradition, ensures the ongoing project of 'rescuing' Indigenous peoples from the catastrophe of colonial contact.

## Changing Perspectives

What skills do Indigenous peoples then need to make the choices that serve interests that allow for continuity with traditional ways of thinking and experience (Thaman, 2000), but not cut themselves off from recognizing the day-to-day reality of being circumscribed by other systems of Knowledge (Kaewdang, 2000) – and not make the divide too difficult to bridge without elevating one at the expense of the other?

Over the years, along with others (e.g. Cazden, Cope, Fairclough, Gee, Kalantzis, Kress, Luke, Luke, Michael, Nakata, 1996), my argument has been that Indigenous peoples need meta-knowledge – knowledge about knowledge – as the basis for their interactions with the multitudes of intersecting, often

conflicting or competing discourses emerging from different systems of Knowledge. Some sort of schema that enables a better view of what impacts on and gives shape to daily decisions. Something that draws attention to the limits of any system of thought or knowledge, its ability to make claims to truth that are inherently socially situated and self-interested. And something that allows for the maintenance of Indigenous systems of Knowledge, that allows them to be carried through and continue developing rather than be arrested and hi-jacked into another system.

It might seem a rather difficult task – perhaps too theoretical for practitioners in schools and communities to incorporate. But in a practical way I think it is about making explicit what is often sensed, sometimes obvious but never clearly articulated. If you can reflect for a moment on what education in your lives means, I think you would have to acknowledge that economic imperatives play an enormous part because survival in these times is mainly dependent on finding work that will pay for the day-to-day expenses. However, I think that you would have to acknowledge too that education provides you with the basis for understanding the social organization of life and the means to make informed value judgements about what to filter in and out of your lives so that important social values are carried through. To understand what is increasingly accepted as diversity in accounts of explanation of social realities, we are currently seeing much more interdisciplinary research and investigation within the Western Knowledge system. The disciplines as a way of segmenting knowledge that help us to understand the different aspects of our reality are increasingly under challenge. There have been historically and still are interesting intersections between Eastern and Western Knowledge systems that highlight the diversity of thinking about our realities (Ellen and Harris, 1996). So might we see some emergence of cross-cultural knowledge production between Indigenous

Knowledge and other systems that properly sources Indigenous Knowledge systems?

It is a theoretical proposition that lends itself to much more research, especially in how it translates into curriculum, pedagogy and practice, and its potential in Indigenous management of Indigenous communities and affairs and their intersection with other Knowledge regimes. Just as inclusion of Indigenous knowledge into mainstream curricula is argued to raise self-esteem and relevancy of curriculum content to the lives of Indigenous students, so can this theorization be argued to raise Indigenous consciousness of systems of thought in their lives that delimit possibilities within a Western order of things.

## Opportunities with Emerging Information Technologies

The Web is an emergent global space that has enormous potential and implications for Indigenous peoples, for it has emerged at an historical moment when Indigenous peoples globally are enabled by social justice agendas to participate relatively freely. Indigenous Australians have embraced the online environment (Nathan, 2000). This interest follows on from previous and ongoing participation in media and communication technologies through local Indigenous radio and television as well as phone and videoconferencing (Tafler, 2000). Like these technologies, the online environment does much to overcome distance. It allows greater and faster access to information, connects Indigenous peoples from the local to the global, and allows for dissemination of Indigenous perspectives and representations produced by Indigenous peoples themselves (Nathan, 2000).

David Nathan (2000) suggests the historical Indigenous alienation from the written word – perceived as a one-way communication system quite discontinuous with Indigenous forms of communication – is

not sustained in the interactive networked environment. The online environment has reconstituted the balance between visual, oral, and textual modes of presenting information in a way that supports cultural perspectives. Further, the Web supports publishing in ways that disrupt established 'elite' forms of publication and which 'authorise' previously excluded groups from publishing. This provides a platform for Indigenous publishing, which can disrupt the authority of Western representations in media and text. Lastly the Web and its use of hypertext

> … [helps] destroy the myth that meaning is really contained *in* text, by highlighting the interdependence of documents and showing that meaning arises from the relationships between texts and from our interactions with them. (Nathan, 2000, p. 41)

This fits well with my conceptualization of the Cultural Interface and the need for knowledge on the intersecting nature of discourses and systems of thought.

Indigenous peoples globally have been very active in the Web environment, considering the issues of inequitable access (e.g. Chisenga, 1999; Luyin, 1999; Mamtora, 2001; Oladele, 2001; Rodriguez, 2001; Shibanda, 2001). The proliferation of Indigenous-controlled websites with information presented by Indigenous peoples has not only connected them to each other in the shared struggle for rights but has allowed the presentation and representations of the issues that concern them. A much different view of Indigenous peoples can be found on the Web from that standing on many of your library shelves or in the mainstream media.

While there is much optimism, the Web clearly has both positive and negative possibilities (McConaghy, 2000). Its presence places pressures on traditional forms of communication and the cultural practices and meanings associated with that (Tafler, 2000). As well, for remote communities in particular, it re-

quires a renegotiation of relationships with the Western world, which have implications for identity and self-determination issues (Tafler, 2000). Whilst it provides space for Indigenous peoples to announce their presence in the global, that global is often perceived in terms of an assimilatory, universalizing, monoculture which services capitalist interests – the "global corporate hegemony" (McConaghy, 2000, p. 53).

There are very real concerns that need attention here. Cathryn McConaghy (2000) identifies the Web as reflecting "the tensions between the reproduction of colonial structures and their disruption" (p. 53). She argues an urgent need for an analytical framework for critical and reflective studies of the conditions under which the Web promotes Indigenous interests rather than upholding colonial or hegemonic interests.

There has also been a move to promote online learning for Indigenous Australians (see Aboriginal Research Institute, in progress)[5]. This not only overcomes some distance issues but research has shown that multimedia is an effective media for Indigenous learners for many of the reasons described today (e.g. Henderson, 1993a, 1993b; Henderson, Patching and Putt, 1996; Henderson and Putt, 1993). It reduces the dependence on text alone for meaning-making, it allows for the explicit highlighting of particular aspects of grammar or text construction that people with different language backgrounds have difficulty with (see Chan, Lin and Zeng, 1999). Hypertext links allow the inclusion of further explanation, background and supplementary material to assist with contextualizing Western Knowledge and allows it to be accessible in a moment and in a way that suits individual learning needs, that is, it allows control over pace and increased self-direction in learning, as students make their own pathways through fields of information. The vast array of options allows course designers to cater for diversity and difference on a group and

individual basis. It also allows for less-threatening forms of asynchronous communication (see Henderson, 1993a; Henderson and Putt, 1993).

Because the move to place courses online is recent (see e.g. Harasim, 1989, 1990), Indigenous peoples see the opportunity to be involved from the beginning, to exert influence on the development process and shape it for their own purposes (Aboriginal Research Institute, in progress). This process is much more about pedagogy than about simple inclusions of Indigenous content and access to resources. Currently I am part of a working group of Indigenous academics across six universities to build an online degree in Australian Indigenous Studies. I am keen to apply a theory of the Cultural Interface, so that the 'situatedness' of Knowledge systems is highlighted. This is not just to help untangle the discursive space that is the Cultural Interface.

One major strategy is to encourage the development of alternate theoretical platforms, Indigenous standpoints, in the intellectual engagement with knowledge and discourses from both Western and Indigenous domains, to produce useful knowledge to become part of a continuing Indigenous Knowledge tradition. For non-Indigenous students, who access these courses, the interrogation of their own systems of thought may help develop a better appreciation of the position of Indigenous peoples in changing times.

The necessity to undertake more research into the intersection between the online environment that makes use of the Web, Indigenous contexts and academic contexts is made all the more urgent by all the issues discussed in this paper and the nature of the Web. The Web is an unbounded and chaotic discursive space. It contains endless possibilities. Indigenous peoples must be involved at a deeper level than merely providing Indigenous 'content' or 'voice' if we are to use it for our own interests. The legacies

of colonial activity, the failure of liberal reform measures since the 1970s to achieve comparative success and cultural restoration, the relentlessness of popular, corporate and global cultures need to be mediated effectively in this environment by Indigenous peoples.

## Concluding Remarks

So these are the *underlying issues at the intersection of knowledge and information systems*. When we begin to talk about Indigenous Knowledge as it connects with the academic domain, you can by now appreciate just how complex the issues are. In the beginning, this paper may have seemed to be largely about the issues to do with the current documentation and management of Indigenous knowledge and information as discrete entities that stand in contrast to Western scientific knowledge. The issues associated with this task become more complex when we consider the underlying theoretical basis for the conceptualization of Indigenous Knowledge and the risk to the integrity of Indigenous Knowledge systems associated with their documentation. It becomes even more complex when we consider the implications of different approaches used in the inclusion of Indigenous knowledge into the formal education process. Bring in the issues that face Indigenous communities trying to not only rebuild Indigenous Knowledge systems but also draw them in with other Knowledge systems to both solve difficult community problems and also maintain ongoing continuity and coherence, the issues are at once fundamental and rather daunting. Add to that, big commercial interests knocking on our doors and often stealing through the window, so to speak, to extract information for exploitation without reference to the original producers of that knowledge. Add to that the vast stores of information and knowledge about Indigenous peoples across the globe that belong to the Western Knowledge system. These include the historical archive of outdated thinking about

'primitive savages', records and collections of materials, and so on. All of which is of value, however offensive, if Indigenous peoples want fuller understanding of their historical experiences and the mechanisms and regimes of colonization and so-called post-colonial times. Add to that the vast proliferation of information on the Web and the potential positives and negatives for Indigenous peoples interacting in the online environment. It all makes the academic/Indigenous intersection and what that might mean for information professionals look rather complex.

What the future Indigenous information context will look like is speculative. What can be certain is that the intersections of different Knowledges, systems, concerns and priorities will converge to inform and develop new practices in this area. As this unfolds, I would hope that the information profession would be mindful of just how complex the underlying issues are and just how much is at stake for us when the remnants of our knowledge, for some of us all that we have left to us, are the focus of so much external interest.

## Notes

1. The use of the term, Indigenous peoples, in the plural, is used throughout this paper to refer to the fact that not all Indigenous people are the same, although we share a common experience with colonialism.
2. In this paper, the use of Indigenous Knowledge with 'K' in the upper case is to identify with an epistemological understanding of knowledge systems. Indigenous knowledge with 'k' in the lower case is to identify fragmented articles of a knowledge system – items of knowledge that is described and documented without any view to an epistemological context.
3. Agrawal received heavy criticism for his article highlighting limitations to the ways Indigenous knowledge was being pursued, and not surprisingly from those at the forefront of the recent push to describe and document Indigenous knowledge. See response by Agrawal (1996).
4. For further readings see also: Nicholls, Crowley and Watt, n.d.; Nakata, 2001.

5. For more information on online learning priorities in Australia's education system, see Education Network Australia (EDNA) for the schooling sector, Australian National Training Authority (ANTA) for the vocational education training sector and the Australian Vice-Chancellor's Committee (AVCC) for the higher education sector.

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# Publishers and Legal Deposit Libraries Cooperation in the United Kingdom since 1610: effective or not?

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## Growth of Legal Deposit 1610–1835

In 2010 the United Kingdom, or to be more precise England, will celebrate 400 years of legal deposit. Sir Thomas Bodley, the scholar and diplomat who had retired to Oxford, his alma mater, in 1597,



devoted himself to the re-establishment of the university library (re-opened in 1602) and subsequently named the Bodleian in his honour. Bodley was a foresighted man and recognized that for his library to succeed it would need to attract funding from sources other than the university. The re-opening of the library was delayed until Bodley considered that there was sufficient material on the shelves:

> A small, insignificant library would attract less donations than one that gave the promise of future greatness.

Not content with building a library in his lifetime he commenced negotiations with the Stationers' Company and finalized an agreement with them in 1610 (three years before his death) whereby they agreed to send the Bodleian a copy of every new book registered at Stationers Hall.

The Stationers Company dates back to 1403 when the City of London approved the formation of a Guild of Stationers, i.e. booksellers who copied and sold manuscript books. By the early 16th century, printers had joined the Company and within 50 years had become the dominant partner. Royal incorporation followed in 1557 and their charter secured then from outside competition although they policed internal disputes, invariably infringement of ownership of 'copies'; i.e. copyright, which had been set down in a Guild rule of 1556. This obliged members to present to the Wardens every publication not protected by royal grant. A register of copies – an early 'national' bibliography in effect – was kept which assisted in resolving disputes. The Stationers' Company Register was kept from 1556 to 1695. In 1709 the first Copyright Act was introduced and subsequent Copyright Acts enshrined the Company as the place where copies had to be registered until the Copyright Act of 1911.

Relations with the publishers in the UK were complicated by the Press Licensing Act of 1662 which granted the Royal Library entitlement to a copy of all new publications or new editions containing alterations, i.e. a similar arrangement that has existed to this day. (This right passed to the British Museum – along with the contents of the Royal Library – in 1757.)

The aforementioned Copyright Act of 1709 extended the number of libraries entitled to receive books from two to nine: the Royal Library, the Bodleian, Cambridge University Library, the university libraries of Edinburgh, Glasgow and St Andrews, the library of King's and Marischal Colleges, Aberdeen, the library of the Faculty of Advocates, Edinburgh, and the library of Sion College, London. Further acts followed in 1801, 1814, 1836 and 1842.

The early part of the 19th century saw a series of legal actions to enforce the publishers to part with their publications. In 1824, Robert Durham, acting as the copyright agent for Cambridge University Library was taken on by the British Museum in a similar role; a proposal to extend his role to all copyright libraries was rejected by the British Museum Library in 1829.

The 1801 Act had extended legal deposit to eleven libraries; the 1814 Act tightened up the regulations. It was a significant change: the British Museum Trustees had proposed, albeit in 1805, delivery direct to the legal deposit libraries, i.e. bypassing Stationers' Hall and preventing evasion of the law. The Trustees' move was assisted by an action brought by the University of Cambridge in 1812 and which the Court of the King's Bench ruled in favour of, namely that the publishers must deposit with the Stationers' Company irrespective of whether an item was registered. The 1814 Act required deposit within one month; penalty for non-compliance was £5.00 (the equivalent of £200.00 today) plus the value of the book and all legal costs. As a concession to the publishers, copyright was extended from 14 to 28 years. Lack of knowledge of the Act's requirements led to several prosecutions, and in many cases, publishers settled out of court. The publishers, with parliamentary support, were able to ensure that the legal deposit libraries were placed under an obligation to provide returns of books claimed, indicating which had been retained by the libraries and which had been disposed of. Intake at the British Museum Library increased as a result of tightening up the Copyright Act; from 1814–1824 deposits were around 1,300 per annum, in the three years from 1824–1827 the annual intake was over 3,500 items.

## Into the Modern Era 1836–1911

The 1836 Copyright Act reduced the number of libraries entitled to receive legal deposit copies from eleven to five; The British Museum, the Bodleian, Cambridge University Library, the Faculty of Advocates in Edinburgh and Trinity College Dublin. The six libraries which lost the right received financial compensation. This was the first of two acts which laid the foundations for the 1911 Act – effectively the legislation in operation today; the 1842 Act was a direct result of Panizzi's zeal in broadening the vision of the British Museum to achieve the position as a leading world research library. The 1842 Act's significance is that publishers were obliged to deliver direct to the Museum, without prior demand, i.e. not via the Stationers' Hall; the other copyright libraries had to request items, a procedure which continues today to this day. Panizzi pursued recalcitrant publishers with vigour and there are several examples of defaulters taken to court for non-deposit of items. His actions were not limited to London: solicitors were appointed in the provinces, Scotland and Ireland to demand that publishers deposit with the British Museum. Intake increased in one year by 67 percent (some of it arrears of material). Publishers' reactions ranged from reluctant compliance to outrage, expressed, for example, by articles in the *Westminster Review*. One prosecution in 1853 generated significant publicity and ensured that publishers could not claim ignorance of the law.

Throughout the Victorian and Edwardian periods minor changes were proposed, occasionally approved, but it was not until 1911 that the last Copyright Act of significance was passed. One element of that Act to note is that the number of libraries to receive legal deposit material was increased from five to six; the government had opposed extending the privilege to the National Library of Wales (founded in 1909) but there was sufficient support to ensure the inclusion of the National Library, located in Aberystwyth. The publishers, given the opportunity in an arena other than the pages of literary journals or magistrates' courts to query their obligation to deposit, sought to limit the number of items deposited to one (the British Museum) but this failed. Although there have been some revisions, the 1842 and 1911 Acts form the basis of legal deposit as it is enacted today, namely that publishers must deposit with the British Library within one month of publication a copy of all books published in the United Kingdom and Ireland; the five other libraries have the right to claim, within twelve months of publication, copies of the same material. The Copyright Agent acts on behalf of the five other libraries to claim and distribute the material. (The establishment of the Irish Free State in 1921 led to reciprocal legislation in Ireland; the Industrial and Commercial Property (Protection) Act in 1927 includes provision for the deposit in the United Kingdom of material published in Ireland and vice versa. This provision continues to this day.)

## New Formats: Pressure for Change

The legal deposit libraries of the United Kingdom and Ireland entered the 21st century operating under legislation passed in 1842 and 1911. It has been put forward that

> the legal deposit system in the United Kingdom is now arguably out of date. The comprehensiveness of the national intellectual archive is becoming increasingly compromised as new types of publication are not covered by the legal deposit system.

It is opportune to consider the objectives – and the merits – of legal deposit. Publications deposited at the British Library are:

- preserved for the benefit of future generations
- added to the national heritage
- made available to users in the Library's reading rooms.

Additionally publications are:

- recorded in the *British Library Public Catalogue* (BLCP), acces-

sible over the World Wide Web at: http://blpc.bl.uk/

- listed in the *British National Bibliography* which is used by librarians and the book trade for stock selection, is available in printed, CD-ROM and online formats, and has a world-wide distribution.

On the whole, though with some significant concerns, publishers support the aspirational ideals behind legal deposit. The practical realities occasionally give cause for rumblings of discontent, e.g. the robust critique of legal deposit by David Whitaker in the pages of the *Library Association Record* in which he asserted that the Treasury must accept

> that this unique tax in kind is an anomaly in the modern world and should be abolished.

(As an aside Whitaker quotes an anonymous 1871 pamphlet 'Entered at Stationers Hall' in which the author rails against the power of the Stationers Company at the time of the Royal incorporation of 1557 and refers to the charter as 'an admirable scheme, this new Spanish-English press inquisition. Queen Mary burnt the authors, and the Stationers Company burnt the books.') He bases much of his argument on a total cost to the publishers which uses the average selling price of a book conveniently ignoring that it is the actual production cost that should be considered. One commentator observed,

> the extravagant manner in which many publishers distribute review copies sometimes makes it difficult to take complaints about six deposit copies very seriously. (Stoker)

A further observation in this article is pertinent to current thinking,

> namely if the new law is to last ninety years it may be better to seek to define the 'information' itself, rather than the form in which it is delivered.

Stoker concludes,

This is no mean task for information specialists, let alone the framers of new legislation.

However to ensure that the legal deposit libraries do not have to go back to government in the future when new formats or information carriers are developed, new legislation must be generic.

The impetus for change quickened in pace in the mid 1990s: following pressure from the legal deposit libraries and other interested parties, the British government issued a consultation paper in 1997 in which it sought to ascertain views on legal deposit and the possibility of extending legal deposit to other types of material. In January 1998 the Secretary of State for Culture, Media and Sport set up a Working Party under the chairmanship of Sir Anthony Kenny with the following terms of reference:

(i) to advise on how an effective national archive of non-print material might be achieved, taking into account the need to minimize the burden on publishers, the need to safeguard deposited material from unauthorized use, the archival value of the material, and the scope for making deposited material available among legal deposit libraries through secure IT networks;

(ii) to draw up and agree a voluntary code of practice to achieve deposit of electronic and microform publications until such time as the Government may decide to introduce legislation;

(iii) to ensure that such arrangements are compatible, where appropriate, with the existing arrangements for the voluntary deposit of films and sound recordings;

(iv) to advise on the scope for developing the existing arrangements for the deposit of printed publications with a view to ensuring greater cooperation between the different legal deposit libraries, encouraging greater selectivity in the material claimed from publishers,

and the scope for developing IT networking solutions which can in the longer term be used to reduce the statutory burden on publishers in complying with the deposit arrangements.

## The Kenny Report

The Working Party, made up of representatives from the publishing industry, the legal deposit libraries and other interested parties, presented its report to the Secretary of State in July 1998.

The Working Party was convinced that only a system of legal deposit will be adequate to secure a comprehensive national published archive. Agreement has been reached on the following general principles for such a system:

(1) legislation should empower the Secretary of State, after appropriate consultation, to declare, from time to time, publications in specific new media to be subject to the obligation of legal deposit;

(2) whenever an item in a specified medium is published, the rights owner should enable the national published archive to hold that item both for purposes of archiving and of access to that archive;

(3) in the case of items published in more than one medium, the publisher's obligation to any repository of the national published archive shall be satisfied by deposit only in a single medium, but the choice of the medium of deposit should be made by the repository;

(4) once a work has been deposited in a repository of the national published archive, access should be given to authorized users of that repository, unless it belongs to a category for which it has been determined that access will be temporarily restricted;

(5) the dissemination of the work in whole or in substantial part beyond the confines of the national published archive shall be permitted only (a) after the expiry of copyright or (b) by agreement with the rights holders;

(6) the Secretary of State, in declaring a medium to be subject to the obligations of legal deposit, may exempt certain categories of material whose deposit would place an unreasonable burden on their publishers;

(7) applications from publishers for additional material to be excluded or embargoed, and points of dispute about the application of the obligation of legal deposit should be determined by a standing committee, responsible to the Secretary of State, containing representatives both of publishers and repositories and their users.

John Davies, then of the Publishers Association, wrote that

there is far more goodwill and mutual trust between the major players than would have been the case 20 years ago ... [and] there are good reasons of self-interest for publishers to support a national archive of print and electronic publications.

Authors and publishers, especially those involved in academic and professional publishing share common interests such as long term research value to the nation and their material preserved in a stable and organized environment. The legal deposit libraries are ideally suited to realize those and other objectives. The case for greater selectivity of materials is made and a recommendation is made that guidelines should be drawn up to assist publishers when depositing material. Perhaps not surprisingly the question of restriction of use of electronic material is addressed in depth, citing print

publications containing commercially sensitive matters [that] can

be withheld from public use until the sensitive nature of the information has been eroded by the passage of time.

The British Library continues to maintain restrictions on such material, in some cases for as long as four years. There is also a clear distinction between the Library's role as a national archive and the information services it provides throughout the United Kingdom and overseas.

Publishers recognize that libraries have a major role to play in the longevity of information although the emphasis that they place on the libraries' role is one of archiving. One wrote, 'publishers would be highly unreliable as archivists' because it is not inherent in their 'professional and organizational culture'. The importance of standards was but a small part of discussion on the extension of legal deposit. Migration of material to new platforms has not been an issue of concern to many publishers who predominantly operate in an 'individualist competitive environment'. It is heartening to read that publishers were looking for a lead from librarians 'with their long experience of preservation and organizational issues' because formulation of common standards, nationally and internationally, 'does not lie within the culture or professional expertise of publishers'. This emphasis on the archival responsibility of libraries for electronic material led some publishers to assert that new legislation must ensure that 'legal deposit is for archival purposes only ... [and] the use of the archive would be limited to 'historic' material – that which is out of copyright or out of print.' Thus, while acknowledging the legitimacy of extending legal deposit to electronic material there remain problems to resolve before issues of access could be agreed.

The Secretary of State's response concluded:

I agree with the report's conclusion that a voluntary code will not be viable in the longer term

and I believe the report makes a convincing case for moving towards legislation for the legal deposit of non-print publications on the basis of minimum burden on publishers and minimum loss of sales. It will be necessary to do further work on definitions and the impact on business and I have asked Sir Anthony Kenny [Chairman of the Working Group] to take this forward through the medium of the technical group of library and publishing experts. Once that is done we shall move forward towards legislation.

He requested that in the meantime a code of practice for the voluntary deposit of non-print publications should be drawn up and agreed between publishers and the deposit libraries. A 'regulatory impact assessment' of the costs and benefits of the statutory deposit of non-print publications should also be prepared before the drafting of the proposed legislation. The code of practice was drawn up and agreed by representatives of the legal deposit libraries and publishing trade bodies.

## Voluntary Deposit of Electronic Publications

The code of practice was introduced in January 2000 and covers the deposit of United Kingdom non-print publications in microform and offline electronic media. The latter, also sometimes known as 'hand-held', 'portable' or 'packaged' electronic publications, are electronic publications issued on discrete physical digital media such as magnetic tapes, magnetic disks or, more commonly, optical discs of some kind, such as CD-ROM or DVD. The code of practice does not include:

- film, sound, or Ordnance Survey digital mapping products, which are subject to separate voluntary schemes, and,
- online publications (although the code does set out arrangements for online publications which are substantially fixed at the time

of first publication, while continuously updated publications such as 'dynamic' databases are excluded from current proposals).

The code recognizes that deposit of offline publications which require separately licensed software for their operation presents particular problems and recommends that the publisher obtains the necessary licence on behalf of the deposit library. Under the voluntary scheme the publisher is under no obligation to deposit if they are unable or unwilling to do this.

Over 100 publishers have signed up to the voluntary scheme for the deposit of electronic publications. Over 1000 monographs and 850 journals (or over 20,000 separate issues) have been archived for the future as a result of the scheme. Publishers have also been encouraged to deposit publications in these media published before the end of 1999. In a British Library press release earlier this year Dr Clive Field, Director of Scholarship and Collections at the Library commented,

> The voluntary scheme has given us the opportunity to work with publishers in identifying some of the challenges in the practical implementation of future legislation. Whilst continuing to press for legislation, we are now starting to discuss voluntary deposit and archiving of online publications with publishers, and working to address the difficult technical issues in preserving these for the future.

Long-term access to digital materials can only be assured by planned and systematic archiving, capable of ensuring that content is transferable from one generation of technology to the next.

Publishers have also welcomed the establishment of the voluntary scheme and the proposed experimental activity on the archiving of online publications. Anthony Watkinson, Publishers Association representative on the Joint Committee on Voluntary Deposit (JCVD), commented:

> The Publishers Association is fully committed to the importance of secure archiving of our national heritage of published material in digital form. We are pleased to have found so many areas of consensus in working with the copyright libraries and other publishing bodies. A number of challenges remain, such as access to archived copies. These are being actively discussed by the joint committee and, once they have been addressed, we will welcome legislation.

## Joint Committee on Voluntary Deposit

The aforementioned Joint Committee on Voluntary Deposit was set up to implement and monitor the Code of Practice while acting as a forum for discussion between representatives of the legal deposit libraries and the four publishing trade bodies. Scholarly publishers generally would prefer access in one library only at a time and not have to deposit more than one copy; their preferred position is to have access limited as within a print environment. A sub-group of JCVD has been set up to look at questions of access, embargoes, business and economic factors relating to high value publications; meetings with publishers have been held and terms of reference for future work agreed. The legal deposit libraries maintain the position that it would be difficult to justify public funding for an archive to which the public would not have access.

## Secure Networking

One of the mechanisms for achieving a level of access that meets both the aspirations of the libraries and the concerns of publishers is to restrict the number of simultaneous users to any particular deposited resource. To this end, the libraries have been developing a secure network: 25 titles were loaded on servers in each institution to test the running of the system and its performance in relation to the restriction of one user on one site. The project is based on a thin client solution. The system used is CITRIX and the browser client is Internet Explorer. The applications are run on Windows 2000. There are two servers at the moment, one at the British Library at Boston Spa and the other at the Bodleian Library. All the applications used as part of the trial are CD-ROMs and not online products.

Applications to be run on this system needed to be designed with Windows 2000 in mind. It would be best if there was no encrypted coding tied to CD-ROM products to allow for their easy uploading onto the server. However, where such encryption exists then there were issues of how this could be circumvented (obviously with the publishers' permission). The system copes with making a small number of applications available across a large number of users over many sites. The handling of online applications by the system would be an issue of storage. The publisher representatives on JCVD found a recent demonstration to be very useful. Key management and administrative concerns were to do with how many applications could be successfully loaded on to each server, and what forms, and levels, of access would be possible and be acceptable. More work is in progress on encryption and scaling of the system upwards.

## Metadata

The metadata created by publishers is based on their own organizational needs and is not yet standardized between publishers. (Publishers often have to abide by legal requirements, e.g. anti-trust legislation, so full collaboration on common standards is not yet assured.) Publishers have worked with CEDARS (CURL Exemplars in Digital Archives), a project set up in March 1998; its broad objective is to explore digital preservation issues. These range through acquiring digi-

tal objects, their long-term retention, sufficient description, and eventual access or are involved in other digital archiving projects with other bodies. This project has been completed and further work – to consider a system for the provision of metadata and software which publishers could attach to deposit items – is required: the British Library is working with Book Industry Communication (BIC, set up and sponsored by the Publishers Association, the Booksellers Association, the Library Association and the British Library to develop and promote standards for electronic commerce and communication in the book and serials industry) to identify appropriate software.

## Cost Impact Study

The other requirement placed upon the legal deposit libraries and the publishers by the Secretary of State, namely to prepare a 'regulatory impact assessment' of the costs and benefits of the statutory deposit of non-print publications before the drafting of the proposed legislation is also in hand. In May 2002, the Joint Committee on Voluntary Deposit awarded a contract to Electronic Publishing Services Ltd to provide the means and information for assessing the costs and other quantifiable impacts on business and to the legal deposit libraries of the extension of legal deposit to non-print publications. This involves gathering information on the costs and other quantifiable impacts of the extension of legal deposit to non-print publications affecting both publishers and legal deposit libraries and developing an underlying model for calculating and illustrating these costs and quantifiable impacts which can be used against variable assumptions as to the types of material to be deposited, and over time as the types, amount and value of material published changes. The timing

was opportune as the Department of Culture, Media and Sport, the British Library's sponsoring agency in government, had given early indication that legislation is back on the agenda.

## Proposed Legislation

The proposed vehicle for primary legislation is what is called a Handout Bill, which is, in effect, a Government-sponsored private member's bill. This would be generic legislation, with application to particular information formats by Order in Council. The assumption is that legislation would be applicable to all formats considered in the original JCVD brief, plus online commercial sources and non-commercial websites. This Handout Bill process is suited to situations where two circumstances apply:

(i)    the measure is not deemed controversial (which reinforces the need to maintain and to demonstrate a working consensus between libraries and publishers regarding the application of legislation); and

(ii)   the impact of the measure on the industry concerned should be low, the definition of low being less than £20 million per annum (which reinforces the need for JCVD to keep the impact on publishers below that level).

The first stage in the process was passed successfully in June when the Cabinet's Legislation Policy Sub-Committee approved the proposal as suitable for a Handout Bill. The report commissioned by JCVD is on schedule for completion at the end of August 2002, timed to contribute to the revised Regulatory Impact Assessment. The legal deposit libraries will continue to work with the publisher trade bodies to ensure that the national heritage is acquired and preserved

for future use – much in the same way as Bodley had planned nearly 400 years ago.

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# Building Bridges: LIASA and leadership development in South Africa

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## Introduction

The purpose of this paper is to:

- introduce LIASA and its role in the South African library and information services sector



- describe the status of Continuing Professional Development (CPD) for the LIS sector in South Africa
- provide a progress report and review of a partnership programme initiative between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign
- explore the way forward for LIASA to forge bridges for Continuing Professional Development in the library and information services sector of South Africa.

In my paper, 'bridges' have been chosen as the central theme since they symbolize structures that, like a Library Association, bring together a variety of components which facilitate progress between two points. Like bridges, Continuing Professional Development can be found in different shapes, sizes and levels – from those that have stood the test whilst others are forgotten in the annals of time. Some structures are impressive whilst others remain functional and just do the job. It is my belief that, irrespective of the level of the need and the infrastructure required to deliver the content, a central body such as the Library Association has an integral role and responsibility in the design and maintenance of a CPD model which incorporates a range of programmes that are appropriate to the needs of its members.

The term Continuing Professional Education is an overarching term for the means by which professions keep their practice current and relevant. In 'licensed' professions such as law, engineering and the health sciences it is mandatory. Haycock (2001, p1) indicates that Continuing Professional Education focuses on *"learning to know"* which suggests more knowledge than skills and application of knowledge. The same author suggests that Continuing Professional Development is not only learning to know, but also reflection, problem solving and *"learning to do"*. For the purposes of this paper, the term Continuing Professional Development is preferred as it my hope that projects coordinated under the umbrella of LIASA will incorporate elements of both 'learning to know' and 'learning to do'.

## Setting the Context

The Library and Information Association of South Africa (LIASA) was established in 1997 to unite and represent all the institutions and persons engaged in library and information services in South Africa. Its vision is to unite, develop and empower all people in the library and information services sector (LIS) into an organization that provides dynamic leadership in transforming, developing and sustaining library and information services for all the people in South

Africa. Whilst not a statutory body, LIASA is recognized by government as a professional non-profit organization and has, since its inception, played a major role in the LIS sector. This includes advocacy and lobbying of government at local, provincial and national level for improved services, representation on government committees and authoritative input on library policy and legislation. It was instrumental in establishing a National Council for Library and Information Services which was promulgated by Act no. 6 of 2001.

LIASA has established ten branches in the nine provinces of South Africa as well as nine specialist interest groups that meet both the professional and working needs of members. LIASA can be described as a 'broad based' association and is inclusive of all types of libraries, represents all regions and is able to reach librarians in all parts of South Africa through its extensive infrastructure. Currently, the membership is 2,000 members nationally and has the potential to grow to 5,000 over the next three years. Revenue received from individual, institutional and international members is used for the development of the branches, interest groups, communication and marketing and approved projects/programmes of the Association.

LIASA is in the dynamic process of developing its profile, both nationally and internationally. The Association is a respected and valued member of a number of international forums including COMLA, SCECSAL and IFLA where LIASA is the national representative association with IFLA membership. A number of LIASA members hold high office in these organizations. In June 2000, the Carnegie Corporation of New York approved a grant of USD 249,000 to LIASA for a three year period to assist with the management of the Association, expansion of its activities, a membership drive and programme development. LIASA has a full-time Executive Director, Professional Officer with part-time Secretary and Administrative Assistants. Govern-

ance rests with the Executive Committee and Representative Council.

This infrastructure and recognized profile of LIASA has enabled the Association to play a major 'brokering' role in attracting grants to the South African LIS sector for the purpose of providing improved services to the community as well as training and development programmes in partnership with overseas institutions. This brings me to the focus of my paper and that is the South African Library Leadership Project which is the product of a partnership programme between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign. It is a three year funded Continuing Professional Development programme intended to deliver leadership and management training to South African LIS professionals and to establish LIASA as a continuing education facility for LIS in South Africa.

## The Status of Continuing Professional Development for Library and Information Services South Africa

In South Africa, a number of colleagues have devoted much of their professional activities to Continuing Professional Education and are recognized authorities in the field. In particular, Clare Walker of the University of the Witwatersrand has researched and presented two eloquent papers on the current status and the complex issue of certification in the field of Continuing Professional Education in South Africa (Walker 2001 and 2002). These two articles are highly recommended for anyone wanting to understand the complexities of the past, current and future status of CPE as well as the challenges faced by LIASA where there is high expectation for the Association to design, develop, coordinate and maintain a CPD function in South Africa.

For the purposes of this audience, a summary is provided of the main

points of Walker's articles in which she outlines the CPE status and identifies some critical issues that challenge progress:

- South Africa's destructive policies of apartheid have meant that many South African library and information workers have been divided and disadvantaged by access to qualifications as well as by the quality of general and professional education (Walker 2001, p. 230)
- It cannot be assumed that in designing and delivering that CPE that library and information service workers share a common professional background or that they have a baseline of similar four year graduate studies programmes. As a result for many of our library and information service workers, their foundations in LIS and ICT skills are often inadequate or learnt on the job (Walker 2001, p. 230)
- South Africa has not yet developed a nationally or regionally coordinated infrastructure for CPE for library and information services in South Africa. The traditional providers of CPE for library and information services remain the professional associations and interest groups as well as library and information science departments, recently joined by academic library consortia. On offer are seminars, workshops, general and specialist conferences on local, regional or national level (Walker 2001, p. 230–232)
- In the absence of a coordinated infrastructure and CPD strategy, (Walker 2002, p. 4) identifies a number of shortcomings in terms of quality assurance and evaluation:

  – generally, only attendance certificates (rather than accredited certification) are issued to participants
  – course providers are not explicitly accredited – members of academic departments are deemed accredited but practitioners giving courses, e.g. library staff and private independent operators, are not

accredited or have certification

– CPE courses are not accredited because no mechanism in SAQA currently exists

– no quality assurance of CPD courses exists which leaves participants at the mercy of the system which is perceived as lucrative with operators emerging at a rapid rate and offering course content that is neither evaluated nor accredited.

- The National Skills Authority is a statutory body established in terms of the Skills Development Act no. 97 of 1998 which requires employer organizations to have strategic CPE plans in place i.e. education, training and development within the workplace. The Skills Levy Act no. 9 of 1999 requires the payment of a levy by each employer organization, as a payroll percentage. This has led to expectations of CPE in the workplace to result in recognition and career advancement. Frequent failure to provide CPE programmes in the workplace due to inadequate resources or policies underscores the urgency to address CPE needs in South Africa (Walker 2001, p. 230).
- The South African Qualifications Authority/National Qualifications Framework (SAQA/NQF) national legislation requires that all qualifications formally attained in South Africa at school, college, university, adult education institute or any other training environment should be registered within the framework. It proposes a framework of recognition on a national basis for all formal education and training (Walker 2001, p. 232)
- Within the framework, a unit standard is the smallest unit that can be credited to a learner. These standards are the building blocks for qualifications and for the national outcomes-based education and training system that the NQF supports. The focus of SAQA, however, is on qualifications and not unit standards in themselves since it is qualifications that will promote the eco-

nomic and structural mobility desired by the SAQA/NQF (Walker 2002, p. 6).

- It stands to reason that the nature of CPE means that the short courses appropriate to professional practice would be designed with accredited 'unit standards' which would enable them to be recognized and integrated by employer organizations for reward, placement and advancement. Certification would be based on a national level of quality assurance (Walker 2002, p. 232).
- Within the framework for formal education and training qualifications, accreditation for courses is only possible if integrated as credit-bearing modules or part-modules, into existing formal library and information science qualifications – this is not applicable for short CPE courses (Walker 2002, p. 2)
- Similarly, within the SAQA/NQF framework for formal education and training qualifications, there is no national accreditation, assessment and certification system to give individuals and employers recognition for the completed CPE courses and programmes (Walker 2002, p. 2).

## Progress Report and Review of the South African Library Leadership Project (SALLP)

A key Continuing Professional Development Programme currently being coordinated and implemented by LIASA in partnership with the Mortenson Center is the South African Library Leadership Project (SALLP) which is being managed in five stages:

Stage 1: coordinated by the partnership

- needs identification
- proposal and funding under the guidance of LIASA
- documentation and publicity materials
- promotion and marketing
- candidate selection.

Stage 2: under the guidance of LIASA

- orientation and training in South Africa
- pre-departure project.

Stage 3: under the guidance of the Mortenson Center and LIASA

- six week training at the Mortenson Center.

Stage 4: under the guidance of LIASA and beginning immediately upon return

- participate in the National LIASA Conference
- deliver a series of workshops in South Africa
- submit an article to a professional journal
- participate in a LIASA committee activity.

Stage 5: under the guidance of LIASA

- completion of required activities
- awards ceremony.

As way of background, stages 1–3 of the project covering the successful implementation achieved during the period January 2001 to August 2002 are reviewed.

## Stage 1: Planning, Proposal, Project Structure and Governance, Promotion and Marketing and Selection of Candidates

The first stage of the project initiated in January 2001 has spanned a wide range of activities during the first eighteen months.

### Identification of the Need for Leadership Development in South Africa

Briefly, as background. The Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign was established in 1991 as an international centre for CPE for librarians

and international specialists. The Center operates two programmes:

- The Partnership Program designed to assist other countries in developing self-sustaining centres for CPE.
- The Continuing Education Program offering the opportunity for librarians from partner countries to spend time at the University of Illinois. This programme can be modified to meet the unique needs of any specific group.

Following discussions with the Andrew W. Mellon Foundation about a professional development project for librarians in South Africa, the Director and Assistant Director of the Mortenson Center initiated a visit to South Africa through a provincial consortium called the Gauteng and Environs Library Consortium (GAELIC) where further discussions were arranged with the library constituencies and LIASA.

Sixteen libraries were visited in the Gauteng and Free State Provinces to gain insights into the library profession in South Africa. The Mortenson Center staff reported in their findings that after years of apartheid and isolation, rural and historically disadvantaged areas were challenged by severe staff cuts, budget restrictions and little support for professional development activities. During the visits to institutions, a range of areas for CPD programmes were identified (SALLP Proposal 2000, p. 3–4):

- leadership training and mentoring disadvantaged staff into leadership positions
- practical library management and the role of teams in libraries
- library practice in specialized areas e.g. archives, records management, school librarianship, children's librarianship
- information literacy and Adult Education Training Programmes (ABET)
- training trainers including writing manuals and presentation skills
- training public librarians
- resource sharing and collection management and development.

A number of factors contributed to the final decision to propose a leadership development programme:

- Leadership is a critical success factor for the association, evident in the vision statement in which the Association commits to providing dynamic leadership in transforming, developing and sustaining library and information services for all the people in South Africa.
- Whilst several areas for training were identified during the visits, one aspect mentioned most often and vociferously was the need for well trained library leaders and managers, with an especially critical need in Historically Disadvantaged Institutions. As a result, it was proposed that for South Africans to establish a high level of excellence and best international practice would be to work with colleagues from other countries who actively engage in developing well trained and skilled staff (SALLP proposal 2000, p. 4).
- Furthermore, it was evident that there is a need for continuing education for librarians in South Africa. Whilst there are some institutions offering continuing education, it tends to be sporadic, costly, specialized and at distant locations with little coordination or assessment of the needs of different librarians (SALLP proposal 2000, p. 4).
- Many of the existing CPD programmes focus on ICT. In South Africa with its historical legacy of poor education, it was felt that the initial programme should incorporate a broader background in order for the individual to develop and practice effectively. Recognizing that leadership extends beyond the impact of ICT, it was agreed that the initial focus and energies should be channelled into leadership development for the library and information service sector.

**Project Proposal**

The result of the visits and discussions was The South African Library Leadership Project (SALLP),

initiated by the Mortenson Center and GAELIC. It is now a partnership project between LIASA and the Mortenson Center. The Andrew W. Mellon Foundation awarded a grant of USD 250,000 in December 2000 to the Mortenson Center for a three year period, January 2001 to December 2003 in support of the project.

The purpose of the project is to train a total of eighteen library professionals between 2002 and 2003. This training will take place both in South Africa, under the guidance of LIASA, and in the United States at the Mortenson Center. The project is managed and administered within the LIASA National Office on behalf of its partners. The first group of nine SALLP participants has just returned from their training programme in the United States which took place from 24 June to 2 August 2002.

*Goals, objectives and outcomes of the leadership programme for the individual and profession*

Initially, the proposal stated that the goals of the project were to:

- implement a leadership programme for promising future managers from academic and public libraries in South Africa; and
- planning for a continuing education entity in LIASA.

During the initial stages of setting up the project and meetings of the governance structures, the goals and objectives were refined and it was agreed that:

- the primary and distinct goal of the SALLP is to develop leadership qualities in current and future managers of academic, public/community and national library services
- the objectives of the development programme are to:
  - develop leadership qualities
  - refine communication and advocacy skills
  - highlight best practices in the management of library services

– learn about change management and organizational structures.

Throughout the project, the participants will develop their IT skills as a tool in the LIS field and enhance their training and presentation skills.

The expected outcomes from the project for the LIS profession in South Africa are: (SALLP proposal 2000, p. 6)

- a cadre of well trained library leaders
- increased networking and resource sharing among libraries
- greater participation in professional associations
- establish a continuing education function for the country within LIASA which has communication capability and credibility.

The expected outcomes from the project for the LIS individual are: (SALLP proposal 2000, p. 6)

- development of leadership qualities
- improved understanding of the South African LIS context
- improved understanding of basic management principles and techniques
- skills in library management
- improved understanding of service delivery
- understanding the role of libraries in a democratic society
- insights into how ICT is changing libraries
- grant writing and fund raising skills.

### Structure of Project

The leadership development programme consists of two phases over a three year period – each phase comprises five stages of professional development for each group of nine individuals.

### Project Governance

The governance of the project comprises the following:

- A Governing Committee of fifteen members representing key LIS constituencies within the framework of the SALLP. The role of this committee is to implement the SALLP and make policy decisions.
- A Management Group, comprising six Governing Committee members, is responsible for the day-to-day executive decisions of the SALLP. It initiated the SALLP Project and finalized the Governing Committee membership.
- A Selection Committee, comprising the Management Group and a representative of the Governing Committee, is tasked with the short-listing, interviewing and final selection of the candidates in the project.
- A Project Coordinator, appointed in June 2001 on a three year contract, handles the day-to-day operations and administration of the project in consultation with the LIASA Executive Director and SALLP Project Director. The Project Coordinator is the Secretary for the Governing and Management Committees which meet regularly.

### SALLP launch at the 2001 LIASA National Conference

A logo was designed for the SALLP project and used on the application form, a brochure and attractive bookmark. The SALLP was officially launched at a plenary session of the LIASA National Conference in September 2001 which was attended by 500 delegates. The presentation included a slide show about the Mortenson Center and the Project.

A meeting with Directors of National, Public, Provincial and Academic Library Services was also held during the conference. This was an opportunity to create buy-in and support for the project by means of discussion and providing clarity regarding the impact and ramifications of involvement within the project by their staff members from these structures.

### Target Groups in Two Phases

In order to ensure that that the primary goal of the project is fulfilled, namely to develop leadership qualities in current and future LIS managers, it was imperative that the eligibility criteria for each of the two phases of leadership development were clearly defined.

In Phase 1 – selection and participation in the leadership development programme required that participants are:

- South African citizens
- employed in a management position in an academic, public/community and national library service
- academically qualified professional library and information workers.

In Phase 2, starting in September 2002, the focus for selection and participation will shift from senior managers to participants employed in a middle management position in an academic, public/community and national library service.

### Application and Selection Process

Selection for Phases 1 and 2 is based on an open, merit-based process in which each candidate is evaluated in terms of the following criteria:

- has shown strong leadership potential and skills in the workplace, the profession or community – evidence should be documented and substantiated in the application
- has an articulated vision of how participation in the SALLP may contribute more widely to the development of libraries in South Africa
- demonstrates commitment to the profession e.g. participation in professional association activities
- has knowledge of the field of study and interest to engage effectively in, and derive benefit from, the academic as well as practice oriented content of the six week training programme

- demonstrates clarity of thought and presentation.

## Application Forms

The application forms were distributed between September and October 2001. Besides supplying standard information such as bio-data, education and employment experience, the applicants were required to write a motivation statement of 500 words explaining how participation in the programme would help the person to achieve their own professional goals, benefit the workplace and contribute to the development of libraries in South Africa. The form required the line manager to complete a confidential evaluation of the applicant and to sign a commitment to support the participant in promoting the knowledge/skills acquired during the programme. In addition, candidates were required to obtain three letters of recommendation from colleagues, line managers and other professionals familiar with the applicant's work.

## Shortlisting Process

The Project attracted 41 applications and eighteen eligible candidates were short-listed based on the following eligibility criteria:

- South African citizenship
- presently in a senior management position
- tertiary LIS qualification
- age between 30–50
- communication skills – spoken and written
- membership – professional association
- commitment to Project
- motivation statement
- references
- evaluation from line manager.

## Interviews and Selection Process

The interview process for the eighteen applicants proved rigorous and took place over two days in January 2002. Each selection committee member formulated a question to be asked of each candidate for comparative purposes. Each candidate went through a 45-minute interview process as follows:

- a 30-minute question and answer session
- a 7-minute presentation, using three transparencies, to articulate their vision for the development of libraries in South Africa and their involvement
- a 3-minute impromptu talk on an aspect of leadership "Those who think that they are leaders, and do not have any followers, are merely taking a walk".

Nine candidates were selected and informed – the group comprises six public librarians and three academic librarians from across six provinces. They were required to accept in writing and obtain a letter of endorsement from the employer organization in support of the project and candidate's leave of absence.

# Stage 2: Orientation and Pre-Departure Training

This stage focused on the readiness of the nine candidates for the leadership development programme. The first step was a 2-day Orientation Programme for the selected SALLP candidates held in Pretoria in March 2002. This was an excellent opportunity for the candidates to meet with each other, the SALLP Governing Committee and representatives of the Mortenson Center. The purpose of the Orientation Programme was to brief candidates on trends, developments, challenges and issues facing the LIS sector in South Africa. On the first day the topics covered included:

- the role of the library association
- LIS policy issues and legislation in South Africa
- copyright and libraries: current status in South Africa
- library cooperation in South Africa with focus on consortia and

the new Higher Education Restructuring Plan
- provincial and municipal restructuring – the impact on the provision of library/community library services
- LIS education in South Africa – trends and new developments
- issues facing the profession globally and the impact of ICT.

A workshop on 'What is leadership and how does a leadership style impact the team role' was also presented and which explored how personal leadership style and qualities shape the role that one plays within a team.

On Day Two, the candidates were given an overview of the Mortenson Center and the schedule of the 6-week programme. An introduction to the pre-departure project was presented in the form of a workshop called 'Leaders are listeners'. The project requires that the candidates conduct a series of interviews with staff, users and stakeholders regarding services and facilities and to write a report which would be relevant to their training programme. The purpose of the pre-departure project is to give the manager participants an opportunity to reconnect with users and staff at a level that would contribute to change.

A series of individual meetings were held with each candidate and which served as an opportunity to identify specific key areas for development.

At the end of the orientation, both candidates and management teams recognized the enormity of the Project as well the level of commitment to the outcomes for themselves, their organizations, the profession and LIASA.

A key factor in a project that has huge demands in terms of time, commitment and resources is to achieve a level of buy-in from the employer organization. Letters detailing developments in and progress of the project were sent to the line managers with the intention that they could be forwarded to the relevant authorities.

## Stage 3: Training in the USA

The first group of nine SALLP participants has just returned from their training programme in the United States, which took place from 24 June to 2 August 2002. The transfer of learning took the form of a 6-week training programme at the Mortenson Center and included seminars, tours, videos, discussions and practical exercises. The emphasis was on teambuilding and projects. A mentoring programme was also be instituted where library leaders were identified and shadowed by candidates. Candidates were also required to prepare presentations for delivery in the United States and visits to neighbouring centres and cities were included in the programme:

Week 1: Leadership Institute

Goal: To learn more about the characteristics of effective leadership in libraries

Seminars: Leadership styles
Leadership surveys
Characteristics of leaders in the world
Team building and communication styles
Management skills for effective leadership
Policies – their place and importance in libraries
Being an advocate for your library

Week 2: Best practices in library management

Goal: To understand the current trends in library management

Seminars: Administration
Technical services
Collection development
Consortia
User services
Facility planning
IT
Preservation and conservation

Budgeting and finances
Library development and promotion
Training of future leaders: library school approaches

Week 3: Change management and organizational structures

Goal: To refine and develop management skills

Seminars: Analysing your organization's management structure
Strategic planning
Development of good policies
Running effective meetings
Motivating library staff

Week 4: Communication and advocacy skills

Goal: To develop excellent and effective communication strategies

Seminars: Telling the library's story
Dealing with the media
Preparing effective promotional material
ALA advocacy programme
Fund raising strategies
Communicating with users

Week 5: Providing excellent service to users

Goal: To learn more about strategies for providing exceptional service to users

Seminars: Using new technologies to provide better service to users
Serving diverse user populations
Assessing your service to your users
Providing optimum access to your collections and library facility
Developing an inviting physical setting
Developing a comprehensive staff development plan

Library instruction for users – making them more self reliant

Week 6: Internship in the Queens Borough Public Library System

Goal: To observe first hand the day-to-day management of a library system

Seminars: Participate in the two day training that all new employees receive.

Each participant was placed in one of the 63 libraries in the Queens-New York system to observe and participate in the management of the library.

Throughout the 6-week training programme each participant submitted interim progress reports to LIASA National Office, branches and employers. Photos and the reports are available on the LIASA web site at www.liasa.org.za.

## Stage 4: Post Training Programme and Evaluation

The Project follow-up will comprise the evaluation of Phase 1 and site visits by the Project Coordinator, including meetings with line managers and heads of institutions. They are kept informed of the process and developments within the project on a regular basis. Formal communiqués will be sent to the relevant authorities in each candidate's constituency. The candidates will attend the LIASA National Conference to address interest groups, assist in the launch of Phase 2 of the project at the conference, conduct a report back to the membership at the plenary session and present a workshop at the conference. A Participant Portfolio on the Governing Committee is to be created when the Committee meets in September 2002. In addition, each candidate is required to write a journal article for publication, arrange branch workshops and engage as trainers for the LIASA CE component.

| Importance factor | Candidates | Governing Committee |
|---|---|---|
| Why did you apply to be part of the SALLP | Leadership/management skills<br>Knowledge<br>Information | Involvement<br>Leadership/management skills<br>Resources |
| Why did you decide to become a librarian | Opportunities<br>Knowledge<br>Development<br>* leadership/management was least important factor | Knowledge<br>Opportunity<br>Contribution |
| Why did you decide you join LIASA | Development<br>Knowledge<br>Information<br><br>* Leadership/management was least important factor | Recognition/standing<br>Contribution<br>Involvement<br><br>* Development was rated low importance |
| List the benefits derived from phase 1 (application process, interview, orientation programme and pre-departure period) | Information<br>Knowledge<br>Networking | Development<br>Networking<br>Leadership |
| What do you see as shortcomings of Phase 1 of the SALLP | Time | Time<br>Selection criteria<br>Selection process |
| If you could change Phase 1 how would you do this to make it an ideal programme for Phase 1 | Time | Satisfied |

*Table 1: Factors of importance in the pre-departure phase for the candidates and Governing Committee.*

## Evaluation and Assessment of Phase 1

The SALLP has a budget to formally evaluate and review the key stages of the development programme in both Phases 1 and 2. The evaluation for Phase 1 has been initiated and a contract awarded to an outside company specializing in perception measurement. The evaluation will assess three key stages of the programme:

- Pre-departure stage questionnaire
  - Candidates
  - Governing Committee

- Post training stage questionnaire
  - Candidates

- On completion of the leadership development programme
  - Candidates
  - Governing Committee

It is possible to provide feedback on the evaluation assessment for the pre-departure stage of the library leadership development programme. I have provided a summary of some of the more interesting aspects that have surfaced in the feedback from the candidates and the Governing Committee and which should assist the future planning of Phase 2 due to be launched in September.

Table 1 summarizes the factors that the candidates and Governing Committee members considered to be the most important in response to a series of questions about participation in and the perceivable benefit of the library leadership programme. It is encouraging that the candidates express a strong need for development, knowledge, information and networking. It is interesting that when they chose careers as librarians and joined the library association the importance of leadership and management skills was the least important factor.

As would be expected, the Governing Committee members display characteristics of a settled management group who view it as important to be involved and make a contribution but identify a different set of benefits that the candidates are expected to derive from the project. This discrepancy will need to be looked at more closely in Phase 2 to ensure consensus between the candidates and the Governing Committee in terms of expected benefits. Both groups perceived time allowance as a shortcoming of this stage of the project and which needs to be revisited.

In Table 2, the candidates and Governing Committee rate the performance of the leadership development programme according to a set of criteria. A selection of the criteria and performance evaluation is shown in the table. Overall, the programme has performed well except in the area of the orientation session which will have to be revisited when planning Phase 2 of the project

In Table 3, the candidates and Governing Committee members indicate a high level of satisfaction with the performance of LIASA in the administration and management of different aspects of the programme in the pre-departure stage.

| Performance criteria | Candidates | Governing Committee |
|---|---|---|
| Rules of eligibility | Very good | Good |
| Selection process | Good | Good |
| Interview by selection committee | Good | Good |
| Orientation programme | Acceptable | Marginal |
| Orientation methods used | Acceptable | Not quite acceptable |
| Coordination of programme to date | Excellent | Very good |
| Three phase programme concept | Very good | Very good |
| Helping candidates to achieve professional goals | Good | Good |
| Being of benefit in the work of the candidates | Very good | Good |
| Contributing to development of libraries in SA | Very good | Very good |

*Table 2: Performance rating of leadership development programme in the pre-departure stage.*

| Performance criteria | Candidates | Governing Committee |
|---|---|---|
| Advertising of SALLP programme | Good | Good |
| Provision of information re Programme | Very good | Good |
| Handling of applications | Good | Very good |
| Handling of applicants | Excellent | Very good |
| Coordination and efficiency | Excellent | Very good |
| Communication with applicants | Excellent | Good |
| Professionalism | Very good | Excellent |
| Communication with Governing Committee through Phase 1 | | Very good |

*Table 3: Performance rating of LIASA's role in the leadership development programme.*

The evaluation process will continue with the return of the candidates when their perceptions of the 6-week training programme, its performance and the perceived benefit derived from participation will be assessed.

- participation in the Orientation Programme for the Phase 2 group of candidates.

## Stage 5: Completion of CPD Programme

At this time, the portfolio of activities required to complete the CPD programme has been identified. This will comprise:

- completion of the requisite projects in stage 4
- a full report submitted to LIASA by each candidate
- a reunion dinner

## Conclusion – LIASA and Building Bridges

In conclusion, it can be stated that the leadership programme is a success to date and LIASA and its partner, the Mortenson Center can be proud of the South Africa's library leadership programme. LIASA, as a library association, has performed the role of a successful bridge builder for this Continuing Professional Development Project. LIASA has built up experience in international project management for the SALLP – it has been a significant learning experi-

ence for the Association. The South African Library Leadership Project marks LIASA's formal entry into building bridges between a defined set of needs and professional development set in the context of a partnership and structured Continuing Professional Development programme. Table 4, based on criteria identified by Haycock (2001, p. 7), provides evidence based practice of the success of the CPD as a leadership development project.

So now it is time for LIASA to move onto building impressive bridge structures – the Association needs to assume the mantle for CPD for the LIS sector in South Africa. There are a number of reasons for this:

- Traditionally, library associations in other countries have embraced the task of professional development. LIASA represents librarians throughout South Africa and is well positioned to take on this role. With experience of the SALLP project and facilitating other grants, LIASA is poised to take the leadership role in continuing education for librarians in South Africa. There is also a high expectation that LIASA will assume this role and responsibility on behalf of the country.
- The second goal of the South African Library Leadership Project requires the LIASA management to establish a continuing education function within the Association.
- In the section of this paper that outlined the status of the South African legislative context, it is clear that a number of opportunities exist for LIASA to take up the slack in the CPD arena and establish itself both as a coordinator and evaluator of CPD programmes (Walker 2001, p. 232).

LIASA is currently giving attention to a CPD strategy for the Association and wider LIS sector. Continuing Professional Education and Development has been identified as a key business area of the Association and recently, a strategic ob-

| Area of impact | Yes/No | How was impact achieved |
|---|---|---|
| Improved library service | Y | Six week training course content – Comprehensive and demanding |
| Improved professional performance | Y | Portfolio of activities in post training stage Commitment required at time of application |
| Increased credibility and visibility for the library profession | Y | International partner and funding for three year period Widely publicized and conference launch |
| Expanded support from the library administrators for CPD activities | Y | Meeting with Directors of LIS at 2001 conference Letters of support from line managers and authorities Follow up meetings in post training stage Commitment required at time of application |
| Expanded awareness in the profession of the importance of CPD | Y | Much interest expressed in Phase 2 by LIS community Goal 2 of SALLP project requires setting up of CPD function Strategic objective of LIASA 2002-2004 LIASA Committee for CE and in-service training Expectation from LIS community for LIASA to assume coordinator role |
| Recognition of the shared responsibility for CPD between library professionals and their employers | Y | Opportunities created by SAQA/NQF process for LIASA to provide coordinated CPD for the LIS community Skills Development and Skills Levy Acts requires employer organizations to identify, recognize and integrate CPD in the workplace |

*Table 4: Assessment of impact achieved by LIASA in SALLP project.*

jective was formulated to take the initiative forward. The LIASA business plan makes provision to provide a framework for a CPD function in LIASA and to implement the initial programmes. It is my hope that, this time next year, we shall be able to report on the establishment of this much needed and awaited service to the librarians and information workers of South Africa.

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# DANIDA Grantees' Impressions of the IFLA Conference in Glasgow

***Nafissatou Bakhoum, Charles Batambuze, Chin Loy Jyoon, Mac-Anthony Cobblah, Li Jingxia, Sylvia Ogola***

Librarians from developing countries who received DANIDA Travel Grants to attend the IFLA Conference in Glasgow are required to submit reports on their experiences to the IFLA Advancement of Librarianship (ALP) office. Some extracts from the reports of five grantees are presented below.

## Nafissatou Bakhoum

*Librarian at Institut Fondamental d'Afrique Noire – Cheikh Anta Diop, Dakar, Senegal.*

The theme of the Conference: 'Libraries for life: democracy, diversity and delivery' is a relevant one, because it emphasizes the strategic contribution of libraries in society. It is a very up-to-date theme, specially within the African context where libraries are vital for the struggle against illiteracy and the promotion of social development.

My whole impression of the Conference is a good one.

I am wondering whether attending IFLA Conference would be such an exciting experience without the exhibition and library visits. The exhibition gives the opportunity to discover concretely many organizations dealing with librarianship, to collect a great amount of information, and eventually to build partnership with some of them in which we take interest. I also found library visits very important, for they permit exchange of experience and the discovery of library systems and architecture completely different from ours.

It has been a fruitful experience for me and I will do my best to make my association profit from it.

## Charles Batambuze

*Librarian, Uganda Public Libraries Board, Kampala, Uganda; Secretary General, Uganda Library Association; Member of IFLA/FAIFE Committee.*

As a first-timer, I was thoroughly overwhelmed by what I saw, heard and took part in. It was a conference that brought to my attention a world experience, understanding and appreciation of my profession. I am right now proud to belong to the LIS profession. It was also my first time to be in the company of a very large number of librarians from the world over, that for once I thought the world's libraries were closed for one week! The experience of sharing business contacts with colleagues from different places was interesting. I still talk to some of them via email.

My first difficulty at the conference was the so many interesting parallel sessions. I was spoilt for choice most of the time, as I would have desired to be everywhere. All the same I was happy to interface with the greatest – people whom I have for a long time been associating with books because I read their books or about them. I thought some of the papers were very educative – the kind that broke new ground or experiences. The only problem was that for some of the sessions such as the Africa Section Business Meetings, the meeting room was too small. Up to now I can still see the disappointment on our faces as we tried to strain to hear what was being said, because we could not all fit in the room. In some of the meeting rooms we missed the services of the interpreters whereas the conference was multilingual.

I am however grateful that for the first time I was able to meet face to face with people whom I had been dealing for a long time. I am a member of IFLA/FAIFE [Freedom of Access to Information and Freedom of Expression] and was glad to renew my acquaintances with people I had met before and glad to meet new ones. I was refreshed by all the open sessions that FAIFE organized. I believe I am now a better campaigner for Freedom of Expression because I have a better understanding and grasp of the global situation.

I think that the exhibition was great. I was able to visit most of the stands. I got a lot of resources from CILIP [Chartered Institute of Library and Information Professionals] and ALA [American Library Association] stands that should help our work of advocacy in Uganda. I also got some useful contacts – people willing to answer my questions. The children's model library was particularly great. I visited it to gain some ideas on how I could improve the children's activities in Uganda. Our Children's Reading Tents have now incorporated some of the new ideas learnt.

Attending my first IFLA Conference changed my perspective from a narrow view to a world perspective. I am thankful to DANIDA for sponsoring young professionals to attend the conference. I am however sad that DANIDA has opted out. CILIP and ALP could together find a way of identifying new partners who would grant more young people a chance to attend the conference wherever possible.

**Chin Loy Jyoon**

*Librarian, National Library of Malaysia, Kuala Lumpur, Malaysia; Treasurer, Librarians Association of Malaysia.*

The subjects covered by the conference were very diverse, global and catered for every sector of the library profession. In fact, there were so many papers and workshops that were very relevant and useful to me, my organization and country that I had a hard time choosing the sessions to attend as most of them were held concurrently.

However, as most of the workshops which I would very much like to attend were held concurrently with the library visits, that is on the 22 August, 2002, I had to forgo attending the workshops in order to go for the library visits. I suggest that workshops should not be held concurrently with library visits in future IFLA conferences, as both activities are equally important and interesting.



*DANIDA Grantees at their reception in Glasgow* (Photo courtesy of Birgitta Sandell).

The exhibition gave me an insight on the latest library products and services available in the market. I was fascinated by the new products exhibited at the exhibition and I managed to collect some brochures and sample products to show to my colleagues in Malaysia. However I feel that there should also be printed books/magazines at the exhibition as not all countries especially the developing countries can subscribe to on-line databases or have Internet access.

It would be interesting for ALP/CILIP to set up an alumni for past DANIDA Travel Grant/CILIP Bursary Grant recipients so that we could continue to have networking among the recipients and share our experiences on librarianship in our respective countries.

The DANIDA Travel Grant has given me an opportunity to meet librarians and professionals in related fields from all over the world. I have improved my networking by exchanging and sharing ideas on global issues relating to library information.

**Mac-Anthony Cobblah**

*Assistant Librarian, the Institute for Scientific and Technological Information, Council for Scientific and Industrial Research, Accra, Ghana; Coordinator of IFLA/DANIDA sponsored ILL/DD project in Ghana.*

The programme content was very useful and beneficial to my professional development. I gained a lot of from the conference.

One of the programmes that I enjoyed most was the exhibitions, it gave me the opportunity to see at first hand some of the products that support modern information management. I interacted with a number of exhibitors and established good contacts with them.

I am very confident in saying that I can never be the same again in terms of my professional development. My participation in the conference and subsequent inservice training at the Edinburgh University Library and library visits in London has really provided me with new knowledge and skills and of course exposed me internationally. I can now contribute a great deal to the development of my institute and librarianship in general in Ghana. I will make sure I share my rich experiences with colleagues.

IFLA conference which is the largest gathering of information pro-

fessionals in the world is really an opportunity to make friends and established long lasting useful contacts. I make sure I exploited this opportunity to the maximum. I now have friends across all the continents.

Participation in IFLA conference or programmes should not be a one time activity, it has to be a continuous activity to enable one get the full benefits of the programmes.

ALP should as a matter of urgency look for funding to continue sponsoring young librarians from developing countries to participate in future IFLA conferences and programmes.

Sponsored participants should be supported financially by ALP/IFLA to organize training programmes/seminars that would enable them share their experiences with their colleagues back home.

### Li Jingxia

*Senior Librarian and Assistant Director, Wuhan Library, Wuhan, China.*

I never went out of my country before, had no chance to communicate with the colleagues of the other countries and have no access to compare the difference between the China and other countries' libraries with my own eyes. ... It was great to see so many librarians from all over the world and to see what kind of projects there are around. Very energizing! It left a memorable impression on me and gave me great help in my job career. I shall never forget it.

I will try my best to strengthen the communication among China's public libraries and other country's libraries. I like to do something to build our librarian's home – IFLA, the sweet home of worldwide librarians.

After I came to my country, I have given several reports to introduce

the IFLA in my city and have written a paper on my city's newspaper. More and more people get to know about IFLA. Hubei provincial library which is another public library in my city will join IFLA this year. Next month, the China Society for Library Science will hold the young scholar forum and invite me to give a speech to introduce IFLA. I will tell my experience and encourage more and more China's young librarians to attend IFLA's conference, pay attention to it and support it. Now I am setting to translate the IFLA/UNESCO *School Library Guidelines* into Chinese with other two persons. We want more and more China's librarians to know more about the developments in the world.

During the conference, I got many new ideas from the colleagues and make many friends from various countries. So when I meet some difficulties, I can exchange the ideas, discuss some problems and consult with other countries' librarians. Also I can know more about the developments in the world.

I hope that more and more librarians from the developing countries can get more and more opportunities to attend the conference and get opportunity to study in the developed libraries. It will give a great help to them and promote the library's development in the developing countries.

### Sylvia Ogola

*Senior Assistant Librarian, Maseno University, Kenya.*

The conference was well organized, the registration process was very effectively handled and so were the other information points. From the information provided, it was very easy to get around and find one's way to the right place. I was very impressed with the fact that I could communicate with my family every day using the email facilities provided. As a first timer, I found the introduction for newcomers to be

very important because everything was so overwhelming.

The receptions were all very interesting and instead of making one tired after a long day, they helped me to unwind and get ready for the following day. I enjoyed the entertainment provided during the conference but I really had fun at the Scottish dance – I had to leave because my legs gave way but I would have stayed on till the end.

I had the opportunity of meeting and interacting with professionals from all over the world and learning from them how they operate. I made several contacts that I intend to make use of especially related to library automation and the openings available in PhD programmes. I was very pleased to interact with those who had attended IFLA before and they gave me guidance in getting the most of the conference.

I now have the chance to inform my colleagues what they miss out on by not attending the conference. Many do not have an idea what IFLA is all about, and I'm glad I can give them my experience of the event.

I have now learnt that it is possible to attend IFLA or other seminars and conferences if only one is in touch with what is advertised on the Internet. I had never heard of IFLANET before this and I can now widen my horizons from the various contacts I made.

It is good to experience events outside one's environment to know what one is ignorant of. I learnt a lot from the sessions especially those relating to academic libraries – performance measurement, management and marketing.

I was impressed with the library visit because it gave me a chance to see what other libraries are doing that we can also copy.

I am glad I got the chance to experience IFLA.

As a first timer, I was overwhelmed with the whole experience. There

was so much to see and do and so little time to do it. If possible, there should be a help desk to guide first timers so that they make the most of the conference. If it were possible, each first timer would have a guide or mentor to whom they can turn to for any help.

It would be good to know that we can still keep in touch with CILIP and ALP. We should be kept informed of what is going on that can be of interest to us. We in turn should keep in touch by informing CILIP and ALP on any new events in our areas that might be of interest to others.

# The Impact of Medical Informatics on Librarianship

**Prudence W. Dalrymple**

Prudence W. Dalrymple is Dean and Associate Professor, Graduate School of Library and Information Science at Dominican University, River Forest, Illinois. She contributed the chapter 'The Application of Systematic Research' to volume 8 of *Current Practice in Health Sciences Librarianship,* published by the Medical Library Association. She chaired the Research Task Force that produced MLA's Research Policy statement. She has published numerous articles in other relevant areas and recently completed a four-year term on the Biomedical Library Review Committee at the National Library of Medicine. She has practiced professionally in both hospital and academic libraries and directed the American Library Association's Office for Accreditation from 1992–1997.

## Introduction

Throughout the world libraries and librarians are in the midst of a great transformation driven by technology but with consequences that



reach far beyond it. The theme of this year's 75th anniversary IFLA conference reflects librarianship's fundamental values – democracy, diversity and delivery of information to society. One of the unexpected consequences of the digital revolution is that both the means and the desire to control information delivery is no longer the exclusive domain of libraries and librarians. As 'information' has become an attractive and highly prized commodity, new disciplines have emerged and new occupational groups now perform work once thought the exclusive domain of librarians. While their work seems similar, these new information workers may not share the same values. If librarians are to retain their place in society, and continue to advocate for these core values, they must examine and understand the cognate disciplines whose knowledge and functions resemble – and even challenge – their own. By more clearly articulating the role and value of libraries and librarians, librarianship can embrace new opportunities and adapt to the continued challenges of technological, economic and political change.

One arena in which these challenges and changes are fully engaged is medicine and health. Health care delivery is a national and global priority and one in which both information and technology are essential. Although health care delivery systems vary widely among nations, the need for timely, accurate information is universal. Where resources are scarce, self-care and public health are increasingly important since information must be made available to the individual patient and citizen, not just the health worker. To accomplish this goal – creating and maintaining an efficient information network capable of serving clinicians, researcher, patients and the public – a highly skilled workforce is necessary. To accomplish this goal while retaining librarianship's core values requires expanded attention to education.

The thesis of this paper is that the growth of the field of medical informatics, while seemingly a potential threat to medical librarianship, is in fact an opportunity for librarianship to both extend its reach and also to further define its unique characteristics in contrast to those of medical informatics. Furthermore, because medical librarianship represents a sector of librarianship itself, the relationship between medical informatics and medical librarianship provides an example of the influence of a cognate field on the profession of librarianship that may extend across the profession. This paper will define both medical informatics and librarianship, their areas of overlap and their claims to professionalism. The 'informationist' – a new health professional which was recently proposed in one of the leading US medical journals – will illustrate one model of collaboration between the two fields. The paper will conclude by suggesting new educational pathways.

## Definitions and History

### Librarianship (Library and Information Studies)

Throughout the world, libraries and librarians perform functions on behalf of society. These functions are to acquire, preserve, organize, analyze, and provide subsidized access to the accumulated data, information and knowledge generated by its citizens. While all library professionals perform these functions, this paper focuses on a specific sector – health sciences. Because librarians are familiar with the historical development of the profession as well as its knowledge, skills, values and practices, only a brief definition of the field is necessary. This is taken to define the field of library and information studies as concerned with

> … recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination and management. (American Library Association, 1992).

Librarians perform these services on behalf of society, either individually or in the aggregate, and they perform them regardless of their particular physical location or venue. While it is possible to practice librarianship outside of a library using 'virtual information,' the function that libraries perform on behalf of society primarily involves physical artifacts or their digital representations that have been created to be disseminated to other individuals or groups.

### Medical Informatics

Medical informatics as a discipline has strong European origins. Indeed the term 'informatics' appears in French as 'informatique' and was relatively unknown in English until recently. The appearance of medical informatics is associated by some with the 1959 publication in *Science* of an article by Ledly and Lusted on reasoning foundations of medical diagnosis (Giuse and Miller, 1995). This focus on medical diagnosis and decision-making continued and evolved, along with computer, information and library science. Many may recall that during the last quarter of the 20th century, a common metaphor for the computer was the human brain. Conversely, the brain as computer figured prominently in the literature of cognitive science – the science of knowing. An early application of cognitive science to medicine was computer aided diagnosis using expert systems such as INTERNIST – although such experimental systems have not turned out to be as useful as initially hoped. Similarly, expert systems technology was also a research front in LIS for a time, but in neither field was it ultimately fruitful.

Medical informatics initially consisted of computer and information technology focused on medical problems. By the 1980s, however, a more integrated view of medical computing emerged, prompting Marsden Blois to write enthusiastically about the role of the computer in medicine. He saw computing as a 'novel research tool' whose possibilities 'can hardly be exaggerated.' Blois envisioned computers that would help not only to manage information, but also understand its nature and support decision-making in clinic and laboratory (Blois, 1986). He also foresaw the developments of the past decade in which the digital revolution and managed care have made information management a major activity of the health care professional.

By 1990, Greenes and Shortliffe were calling for medical informatics to be an institutional priority. In their article in *JAMA*, they define medical informatics as

> … the field that concerns itself with the cognitive, information processing, and communication tasks of medical practice, education, and research, including the information science and the technology to support these tasks. An intrinsically interdisciplinary field, medical informatics has a highly applied focus, but also addresses a number of fundamental research problems as well as planning and policy issues … (Greenes and Shortliffe, 1990).

This definition accurately reflects the literature, the practice and the function of medical informatics. It acknowledges that the computer can extend, but not replace, the human ability to manage and analyze information. Rather than thinking of the brain as a computer, medical informatics today recognizes the distinction between the computer's ability and human ability.

### Knowledge and Skills

Once a field of study has been defined, what are the knowledge and skills required to work in this field? In a profession, knowledge and skills build upon scientific, historical and scholarly principles that are harnessed for a social or public good. In comparing librarianship's skills with those required for medical informatics specialists (recognizing that for each field today, the acquisition of basic information technology skills is a given), librarianship concerns itself with process and structure across generic subject areas, whereas medical informatics focuses on specific domain knowledge.

Librarianship skills consist of generic knowledge necessary for individuals and groups to participate in the acquisition, exchange, and organization of knowledge. These skills enable librarians to anticipate future information needs so that appropriate information resources can be acquired and preserved for future use. Medical informatics skills consist of applied and theoretical knowledge necessary to adapt generic information science to the biomedical domain. These skills enable medical informaticists to focus on specific teaching, re-

search and health care agendas; they must be able to draw upon a deep understanding of biomedical information systems (Frisse, 1994).

This tension – between the need for knowledge of information as information and the need for specific domain knowledge – has long been debated among library educators and administrators. Marcia Bates in her paper 'The Invisible Substrate of Information Science' argues that the primary characteristic of library and information science is the ability to think about information resource in terms of the features that matter to its organization and retrieval, rather than mastering its content. In order to work in information – or perhaps in informatics – it is necessary to become an expert in information use and management. A subjection specialist WITHOUT information education and training simply cannot work in the information field (Bates, 1999). According to this argument, the field of medical informatics must combine full information education with subject specialization. The competent medical informaticist must be cross-trained in biomedicine – 'domain knowledge' – as well as in information science. Presumably, the train runs in both directions and the health librarian must be cross-trained in biomedicine as well as in information science. If such is the case, is there a difference between these two pathways, and if so, which of these pathways is the more desirable? While it can certainly be argued that training in medical informatics is a viable pathway, the issue of professional values and professional jurisdiction must be answered.

### The Effect of Being a Profession

While those attending IFLA most likely have little doubt that librarianship is a profession, the elements that constitute professionalism may not be clear. Continued study while applying knowledge and skills to perform a public service characterize a profession. Librarians have long embraced public service as a cornerstone of the profession. Medi-

cal informatics, however, is in the process of determining whether there is a profession of medical informatics or whether medical informatics is a discipline of its own or a sub-discipline of another field, most likely, medicine. As the protracted investigations of Bill Gates and Microsoft illustrate, many disciplines within computer science are neither public nor oriented toward service. Some have argued, however, that medical informatics does indeed constitute a profession because it looks at the user's needs in all their complexity (Giuse and Miller, 1995) – and such an argument, to the extent that it is valid, certainly brings medical informatics much closer to librarianship.

Andrew Abbott in his book *The System of Professions* argues that the chief characteristic of professional work is education in an abstract, academic knowledge base that provides the context in which to learn procedures. Academic knowledge is abstract, not process-oriented, while practical/professional knowledge focuses on procedures. Academic knowledge legitimizes a profession's claims that its expert work effectively addresses the problems it has defined. Expert work is done in the context of expert knowledge, and it is expertise that enables a profession to lay claim to the control of specific functions in a society (Abbott, 1988). Another way to say this is that one must study X (expert knowledge) in order to become qualified to do Y (expert professional work). Within this framework, medical librarianship's claim to its traditional domain could be threatened by medical informatics' emergence and continued progress toward professionalism.

As medical informatics has moved beyond focusing solely on technology to embrace a deep understanding of biomedical information systems, the distinctions between medical librarianship and medical informatics have blurred. This has even been described as a disruption in the balance among the health professions. The expert knowledge and practice of health information

librarians has always been the management of print-based, published literature using bibliographic systems. For most of the 20th century, medical librarians focused on meeting the information needs of the health professional, not the patient or consumer. The expert knowledge and practice of medical informaticists has been primarily medicine, rather than information. Furthermore, recent trends in medical informatics have extended beyond knowledge-based information (the literature) to patient data as exemplified in the electronic health record. Their interest in both these areas is limited to the extent that it supports good clinical practice. However, both systems have been affected by external trends, placing them on a collision course with one another. The medical librarian now deals with electronic literature, as well as a multiplicity of digital 'information' which is not published in the traditional sense. Medical libraries – and the electronic systems that extend their reach – now focus on patients and consumers, in addition to health professionals. While medical informatics has become more user focused, its legitimate claim to authority in health care faces challenges from the external environment (Bradley, 1996).

### Evidence-Based Medicine (EBM) and Medical Information

As part of a 1999 American Medical Informatics Association (AMIA) conference, participants described the current environment for health care, particularly as it affects information. They identified these trends:

- integrated health delivery systems need standards for data sharing
- converging technologies mean larger and faster databases but with smaller, faster and cheaper hardware
- empowered patients and consumers have more access to information
- higher education requires technology-assisted learning, distance

education and lifelong learning. (Staggers, et al., 2000)

The impact of evidence-based medicine (EBM) on public health and the empowerment of consumers and patients is increasingly apparent. Evidence-based medicine requires critical appraisal of the medical literature and the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based medicine means integrating individual clinical expertise with the best available clinical evidence from systematic research (Sackett, 1996). It de-emphasizes intuition and anecdotal experience and stresses the examination of evidence from clinical research along with applying formal rules of evidence for systematically evaluating the clinical literature. A group of physicians in Great Britain is credited with the initiation of this approach and the results of their systematic reviews of the medical literature are compiled in the Cochrane Collection. The movement has spread rapidly to North America and is now being discussed in the popular press. A recent article in the *New York Times Magazine* stated that 'patients, working with their physicians and armed with medical data, are better equipped to make decisions that work for them than [traditional doctors] because they understand their own expectations better than their physicians can. Authority is devolved from expertise to the data and thus, ultimately, to the patient' (Patterson, May 5, 2002). This shift in authority, with the simultaneous increase in consumer access to health information, places information clearly at the center of health care. Add to that the growing need for agreement on an acceptable electronic health record, and the importance of information to health care has never been more critical.

Clearly, the practice of EBM involves literature search and appraisal skills that are part of the core knowledge of librarians. What librarians have thus far lacked is the domain knowledge that comes nat-

urally to the medical informaticist. The medical informatics practitioner seeks to bring computational power to this process, not only in the search, retrieval and appraisal of the literature, but also the communication of the results of the appraisal to the bedside or office. The medical informatics specialist may or may not have the commitment to public health that librarians have. Furthermore, the medical informatics specialist likely performs this task to meet his or her teams' specific interest. The librarian is expected to be able to perform these tasks on behalf of others.

The social impact of information, combined with the delicate policy and ethical issues surrounding patient confidentiality and security of health records, make it essential that those who are working in the health information field have the information skills, the domain knowledge and the ethics and values that characterize a profession. In fact, ethics and policy decisions have come to replace technological expertise as the most important characteristics of both medical informatics and librarianship. While technology – particularly web technology – has made it possible to seamlessly integrate clinical data and knowledge-based information to support informed decisions, there are policy and organizational decisions that must be made. Recently Betsy Humphreys, Associate Director of the National Library of Medicine stated,

> When this goal [of data and knowledge-supported decision-making] first gained currency, the assumption was that health care professionals were the decision-makers. Clinicians remain a primary target for integrated 'just-in-time' information services, but these services are also needed by public health professionals and, in an era in which individuals are assuming more responsibly for their health, by patients and the well public. (Humphreys, 2000)

While great progress has been made in the technical and organi-

zational requirements, conceptual decisions, such as designing and implementing standards for the sharing and transfer of data, as well as the public policy decisions are enormous barriers that must be overcome.

## A New Model: the Informationist

In order for these barriers to be overcome the joining of medical informatics and librarianship is a necessity. A recent article appearing in the US journal *Annals of Internal Medicine* has proposed a new information professional, the informationist (Davidoff and Florance, 2000). Such an individual would bridge the gap between clinicians and patients and would be most closely modeled after clinical librarians, a practice developed in the 1970s. Informationists must understand both information science and clinical work. They must be experts in the practice of retrieving, synthesizing, and presenting medical information and in the skills of functioning as part of a clinical care team – skills that are usually acquired through an internship. These are skills which could evolve from the core knowledge of librarianship. In addition, the informationist model draws from medical informatics in that it requires the cultural adaptation of internship through which to gain the 'deep understanding' of biomedical information systems. Furthermore, the model of the informationist draws upon medical informatics in its commitment to the development of a research agenda and to the design, evaluation and improvement of information systems. These tasks are not unknown to librarians, but generally speaking librarianship has seen itself primarily as a service profession, one whose research base is quite small and whose technical expertise relatively constrained.

### Educational Pathways

Educating professionals so that they are capable of assuming the role of informationist is essential if the

informationist model is to survive beyond the proposal and discussion stage. The education of both groups – clinicians and librarians – has been the focus of several conferences over the past few years. Throughout the decade of the 1990s, educating health professionals, including librarians, has been the focus of a number of review panels and conferences in Great Britain (Palmer, 2000). These were paralleled in the United States. In the early 1990s as part of its Long Range Plan, the National Library of Medicine convened a planning panel on the education and training of health sciences librarians. In 1999, the American Medical Informatics Association devoted its spring conference to informatics education (Staggers, 1999). And in April 2002, the Medical Library Association, with funding from the National Library of Medicine (NLM), held a two-day conference on the informationist, during which educational strategies were discussed.

Currently, there is no single pathway for preparing informationists. In a recent article, Harsh, a medical informatics professional, stated

> Library science and medical informatics have developed as intersecting fields with similar interests but significant divergences in scope and activity …. We now have an opportunity for the two fields to work together. (Hersh, 2002)

Detlefsen, a library educator specializing in health sciences librarianship, identified the various pathways for such collaboration to occur. The traditional preparation in North America for entry into librarianship is the master's degree accredited by the American Library Association. This is usually a generalist degree, with limited opportunities for specialization in health sciences librarianship, except where this can be accomplished through collaboration with a local medical center. A second pathway is training programs in universities either with or without schools of library and information science; these

universities can apply for training grants from outside agencies, usually the National Library of Medicine. Short, intensive courses such as those sponsored by the NLM at Woods Hole Marine Biological Laboratory, can be taken by both librarians and clinicians. Similarly, continuing education courses sponsored by professional associations can provided intensive training to both groups. The benefit of the NLM programs, however, is the exchange that takes place among participants of differing educational and professional backgrounds. An emerging model is distance education, in which educational providers make courses available through distance technology. Hersh describes one such program in a recent report (Hersh, et al., 2001).

The influence of medical informatics on librarianship, then, is the melding of these two fields into the informationist model. There is one additional issue – the ethics and values of a profession or practice. Medical informatics specialists perceive themselves as primarily trained in medicine – medical professionals with an overlay of information skills that are enhanced by technological fluency. Librarians concern themselves with knowledge about information *qua* information, its representation, structure and behavior. The librarian does not generally acquire domain knowledge as part of professional preparation. The informationist model provides a new opportunity for librarians and medical informatics to join together. Neither has an unequivocal claim to this territory and both possess unique contributions to make. The medical informatics specialist has the domain knowledge; the librarian excels in the information skills. The librarian has a long history of advocating for information democracy, for empowering the individual through access to information, and for ensuring that high quality information is delivered to the user, whether that user is patient, consumer or health professional. The medical informationist challenges librarians to further articulate these skills and to acquire the domain knowledge

and cultural facility so as not to lose claim to this professional territory.

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# Ageing and Verbal Creativity – creative writing for the elderly in the library

*Oddgeir Synnes*

Oddgeir Synnes has a master's degree in literature, and a bachelor's in pedagogy and history from the University of Bergen, Norway. Since 1999 he has worked as director of Prosjekt Eldrepedagogikk (Education and Ageing) at the Hordaland County Library, Bergen. He is currently working on a book together with Ragna Aadlandsvik and Odd Saetre based on experiences from the writing courses described in this article. He is also trying to get funding for a PhD on ageing and verbal creativity. He has published several papers and given a number of lectures about ageing and verbal creativity in Norway and Denmark. He is Norway's representative in NOPAN (Network on Pedagogics and Ageing in the Nordic countries), which is now preparing the 3rd Nordic Conference on Pedagogics and Ageing which will take place in Bergen from 3–5 April 2003.

Over the last few years I have been leader of a project that has arranged creative writing courses for elderly people in Bergen and Hordaland



County, initiated by the Hordaland County Library. Several of these courses have taken place in various public libraries, to enhance the library as an attractive meeting place for the elderly. We have held seven such courses for 'ordinary' pensioners living at home, while two have been given at nursing homes and one at a clinic for elderly people suffering dementia. This lecture will focus on the seven courses that took place in public libraries.

When we started this project in the autumn of 1998, our basic pedagogical idea was that old people possess much experience, valuable knowledge and creative abilities that are allowed to emerge in a far too small degree in our society. Our task as educationists is precisely to see and discover the potentials in all human beings. We were inspired by, among others, the work of American poet and Professor of literature, Kenneth Koch. In New York in the 1970s, Koch initiated courses in poetic writing in a nursing home for older people. These were people with no previous experience in writing poetry. Would-be authorities were sceptical, especially staff at the institution. But the results from his work were astounding. Koch showed that there are no dull and uninteresting people. Everyone is a universe of experience and capability, and many harbour undiscovered qualities. They are books never leafed through. One of 'our' participants wrote about this:

> You live in our neighbourhood
> You wander in our streets
> but nobody sees you.
> You go about so quietly
> doing your own thing.
> Your coat is grey
> not the latest model.
> You are a 'grey mouse'
>
> Well, are you really?
> Perhaps you have colourful memories
> and sparkling expectations inside.
> Perhaps you are a picture book
> in a worn grey cover
> that no-one bothered to open.

## Just Why Creativity?

In a city like Bergen there is much on offer for older people: Meetings, lectures, parties, outings and trips. And nursing homes have activity rooms. All this is valuable, very valuable indeed. But what about old people and their creative abilities – when *they* are the *producers* and not the recipients, consumers of what others have thought for them? Do we give due respect to their spiritual welfare, their mental capacity and their creativity?

We are convinced that in toiling with words strange and wonderful things happen. The words live on, establishing contact despite age, generation or culture. Even at the first meetings we can see how words bring us closer together. Taking our starting point in memory, we write texts based on experiences from childhood, and

immediately texts appear, producing both smiles, laughter and tears in the listeners. At our first meeting in Bergen they seemed both very sceptical and a bit nervous. So we asked them to close their eyes, think back and write a few sentences about what they saw. And suddenly we were presented with pictures of 'snowclad hills one sunny Sunday on an island some 85 years ago.' An older woman began her text like this: "My mother died when I was five." And within five minutes we already have established a strong contact. Reading the texts for the first time, we normally read them out loud, anonymously, and comment on their positive traits (details, a good picture, a metaphor etc.). We often experience their enthusiasm, and they often say afterwards: "That was my text!" And even though many of them are sceptical at the beginning, we experience that those who do show up to the first meeting, stay.

What, then, has this got to do with creativity? Are not these examples simply exercises of memory already gathered and catalogued enough in Norway? No, I will say, creativity is central to bring forth those memories, and for these memories to take hold of us. Why was I never taken the same way by the stories my grandmother told as I am by the stories from the writing courses? A good narrator can make a common story good, while even the best story can be told badly. This has to do with creativity, and it has to do with poetic language. For the second course in Bergen, one of the participants, Jenny, wrote a short story for the task 'That Day'. She started off telling about herself and her two sons of three and five years of age sitting in front of the radio one morning listening to a children's programme, and how they unfolded the world map afterwards and let the small toy boats follow dad's travel route at sea. Towards the end of the text it says:

> The wind had calmed down, the fjord lay dark and quiet, it was peaceful – spring was here. We had no running water, so I

headed for the well to fetch a bucket of water. Then I heard slow, hesitant steps on the path, I saw the shadow of a man appearing. I was scared stiff I put the bucket down, and wondered who was there. I was not moving, the man came closer. "Do not be afraid, I am the priest, " he said calmly. He had arrived on the passenger boat across the fjord, it was late, but he had waited to make sure the children had fallen asleep. I was paralysed, could not move. The priest held my arm and led me inside. We sat down, and in a calm voice he told me that Kaare, my husband, had died early that morning – an accident on board.

> It was difficult to understand that this had anything to do with me and my small children. We had lost our dad.

> That day – my life was changed.

Through the text we are presented with a touching glimpse of a strong life story. I do not think it would have appeared in the same way if we had simply asked Jenny to tell us of her life. But Jenny was given a concrete task called 'That Day', and she sat down and wrote of the day she lost her husband. In focussing on this particular day it appears before us. We are *with* Jenny as she receives the message of her husband's death in the words "Don't be afraid, it's the priest." Through poetic language we get to know Jenny's emotions in just that moment. We experience the idyllic opening, becoming an enormous contrast to what will come. And we experience small textual pointers, such as the double meaning of the description of nature.

This goes to show how poetic language communicates differently from rational language. Language and thinking are intimately interwoven. Utilizing everyday language in order to tell things of importance can often appear intimidating, whereas poetic language opens up other possibilities of mediating.

The American educationalist Elliot Eisner claim that we have become alienated through rational language: "as the use of language becomes more abstract, the power of language to alienate people from their feelings increases". And Louis Arnoud Reid writes of poetic language opening up for deeper insight: "In poetry the ability to use words, the greatest of all single human powers, can open up new perspectives of imagination and conception, new understanding of love, youth, age, mortality." Through the creative texts and through the poetic language, the stories become something more than just tales.

Indeed, typical of all the writing groups is that very personal memories are touched upon by poetic language. The participants produce texts, expressions they otherwise would not have if were they just sitting about reminiscing. Everyday language would quickly make that too personal or intimidating. An instance of this is given by the writing course we started last autumn in Bergen. The participants seemed sceptical about presenting their stories. But as early as the next meeting texts were produced yielding strong glimpses of events that had been important for the participants. Through tasks like 'That Day' and 'To Come Back' we achieved concentrated texts mediating the writer's emotional life through poetic language. And we experienced how the texts lead to a qualitatively special unity in the groups, both participant to participant as well as between teacher and participant. The following text was in reply to the task 'That Day' at one of the Bergen writing courses:

> Wednesday October the fourth
> Nineteen forty four
> My father went to work at seven
> I left home at half past eight
> My mother and my sister Turid
> were alone.

> The planes came five past nine
> Fifteen minutes later
> Everything was calm

> One hundred and fifty bombers,
> Allied heroes had spread

One thousand four hundred and thirty two
Evil seeds over Laksevaag,
The fruit being death and chaos.
They were laid in the same grave
The carpenter had made the coffin
Broad, because my mother was pregnant
And Turid was seven years and five months.

It is difficult to live death.

In his article 'Creative Challenges and the Construction of Meaningful Life Narratives', Mark Luborsky demonstrates that elderly people have a need to rearrange their lives through meaningful narrative categories. It is important for them to arrange their own experiences and lives in a story, a narrative acceptable for, and meaningful to, themselves. And this implies creativity. The writing courses seem to strengthen this constructing when we experience the participants' need to share their stories, stories often previously untold.

One participant in Bergen had been a nurse during the war. At one of the meetings they were supposed to tell a story about an object. So this pensioned nurse presented us with an old ampoule of penicillin and started to tell about Terese – fourteen years of age – who was ill with pneumonia, and that they had no penicillin. How she was the sunbeam of the hospital. At last they succeeded to get penicillin from the sky – airborne from an English drop, but it proved too late, she died shortly after. The doctor had then given this nurse the small ampoule and said to her: "You shall keep this until you grow old, and then tell of Terese." And so almost 60 years later we sat there feeling this ampoule that had arrived too late. And this nurse had more stories to tell from the war. Towards the end of the war she sat by the death-bed of an English pilot. A few days before he died, he gave her a poem he had just written, 'A Nurse's Hands'. And so this modest woman pulls out an old, faded note, in clear handwriting, dated September 4th 1945. She

had never shown it to anyone outside her close family. Here's a short excerpt:

Your hands will tell the story plain and true
of all you are and know and feel and do;
Your hands the servants of the mind, are used
In countless tasks and cannot be excused –
A nurse's hands, tho' unadorned by rings
are hands of beauty, trained for noble things.

This poem is a good example of how poetic language works. We would not have been fascinated or moved by it in the same way if he had written a note simply thanking her for her care. But the poem elevates the content, and it becomes a text we can read again and again, and it will always have something new to tell us.

## Creativity as Present Time and Therapy

But the writing courses are not only creative use of memory, even though memories are important. The idea that old people primarily should tell of the old days, does something to the perspective; to quote one of the participants, "I know several who write reminiscences, but to me that's drab stuff. That's nothing but what (already) *has* happened!" Creativity, on the other hand, is a centripetal force taking its starting point in a creative 'now', but in the process pulling past and future closer. Hope, dreams and strong emotions do not vanish by the fact that one has reached a certain age.

In the course of the writing courses we notice that the participants proceed to writing texts from an everyday starting point, and what they are concerned about here and now, not just the past. Asbjørn, another of the participants in Bergen, became seriously ill and had to be hospitalized. But rather than lying awake at night worrying over his condition, he wrote a text about

the sounds in the hospital at night-time. And he was granted leave by the doctor to show up at the writing course when he told him how important this was for him. And in the middle of serious illness we experience humour breaking through as Asbjørn arrived, hospital wrist-band and all, to read his text out loud. According to Asbjørn the writing course has helped him enormously through heavy times, something he wrote about in several poems.

Initially, there is no therapeutic aim to the courses, but we can see how the strong stories break through, without our request. We have several examples of how much the writing courses mean to the participants. An older lady in the writing course at Askøy said that because of the writing course, she noticed none of her usual winter depression. And a course participant at the Red Cross Nursing Home said that the writing course had kept her from the grave. In the courses, tears flow and laughter is plenty. Life is play and life is dream, and life is harsh reality.

## Research on Ageing and Creativity

In the US, research on ageing and creativity has gradually grown into a large field. In her article 'Ageing, Writing, and Creativity' Carolyn Adams-Price seeks to investigate the characteristics of creative writing among regular old people. These fit with our own results. First, in that old people are more direct than younger ones; the texts demonstrate a wish to communicate directly, which we have seen both in the texts presented here and the other texts from the courses. Another observed characteristic also supported by the courses, is that elderly people's texts often stress positive aspects of life – harmony, synthesis, wisdom. While younger people's creativity is often characterized by originality, we find less of that in older writers. But the texts of older people contain more of what Adams-Price terms empathic resonance. It pro-

duces empathy and sympathy in regular people, but is not as popular among literary critics. In the light of these qualities, originality is hardly a reasonable criterion of creative quality as normally established.

About the linguistic expressive side, the same article says that older people have a rather simple language, a direct, straightforward style with short sentences. But the vocabulary may well be rich. There are often powerful words one cannot find in younger writers, graphic words from nature, and old words about to grow extinct.

## The Method

And the pedagogical method? Simple, yet efficient. For pedagogic truths, the same holds as for other things in life: what is great and essential is – essentially – simple. We go for the positive side of things. We start from what people actually manage and do not focus on that which is not as good. 'Do not kill a song-bird,' sums up our philosophy. Still, we do give advice, for this is about learning. The atmosphere and group climate are very important for the participants' daring to step forth and lay themselves open through their texts.

Though we are mutually inspired by each other's texts, we stress the value of everyone's keeping their unique voices. One of the participants always writes very short texts where each word carries great significance, while one paints texts in broad strokes of the brush, the way she does when painting a picture. Another writes marvellous portrayals in dialect, yet others bubble over with joyful play. We strive to play and experiment. Norwegian philosopher Arne Naess once said: "Much more play when over 70!"; we agree unequivocally. The power and willingness to create, to challenge yourself on areas where you never before have been, is a central element in these courses. As Swedish poet Gösta Agren has put it: "If you do not change, you become another" (my translation).

Often we find that the texts of the elderly carry wisdom, wisdom encountering daily life and experiences with nature. One lady writes:

Grey is not my colour
but I am fond of stone
grey roadside guard stones
innumerable shades of colours
grey.

Another one talks about the yellow dot in the pansy: "Have you seen the yellow dot?" A participant at Askøy writes: "I do not climb the highest point, I rather seek the deepest water." Expressions offering food for thought – maybe carriers of wisdom. Do I take time out to see all the nuances of grey in the rock? It makes life a little easier, is the small dot in the pansy a reminder? For what do we use our short lives? To climb high or seek the deep wells? We experience that the texts often are about seeing the great in the small.

## Creativity and the Future

In addition to writing texts of past and present, the participants produce both texts looking forward and which are joyful of the future, as well as texts filled with wonder, philosophizing over a future they will no longer be a part of:

The day will come
when I no longer exist.
Who will then think my thoughts
suffer my pain
or rejoice my happiness?

Who will then look with my eyes
the clouds drifting cross the sky
the fountains diamond drops in the sun?

Who will then hear with my ears
the wind whispering in the leaves
the robin singing in the forest
or the child's exciting tale?

Who will then put my footprints
in the newly fallen snow?

And Mette from the first course in Bergen said on a humorous note:

"I intend to postpone my funeral, after all I cannot miss the writing course!" And listen to this short poem from the same lady, inspired by the great Japanese haiku-tradition:

The autumn leaves
Shivering in despair
Afraid to lose the thread of life.

This was just a brief insight into the experiences we have gathered from the writing courses held in libraries in Hordaland County. As you have seen in these texts, we have experienced clearly increased abilities in the participants when it comes to writing and expressing their thoughts and feelings, together with a lot of other positive aspects. From the libraries' point of view, we have seen an increasing interest in libraries and their services. A lot of the participants had never before written literary texts, and most of them did not read much. But after the courses we have seen a lot of the participants returning to the libraries to find literature and authors that we have used as models or as inspiration during the courses, and several say that they now have found a new interest in reading, not just for reading's sake, but to look at the language, how professional authors use their language. And many have started reading modem poetry, a genre they never before would have dreamed of having an interest in.

Finally, I would like to quote a text that surfaced in the course at Osterøy. It is written by an older man who had never written anything other than case documents for local authorities. His text shows much of what I have touched upon here: Empathic resonance, harmony, visions of the future. Hearing him read it was a strong experience. He was obviously quite moved, and towards the end he had to stop for a while in order to be able to finish:

You and me are walking parts of the same road, ahead of us the roads separate, there I bend off. You move on. In my thoughts you are walking on grass wet from the dew, barefoot, singing and sensing how life is breaking

through in you, and with oceans of time ahead of you. I am entering an autumn landscape, crackling yellow leaves under my feet, but my steps are slower than yours. My goal is not so far ahead. I don't need much speed to get there in time. But it feels good to walk on autumn leaves. Oh, this blessed autumn sun, it is not so high in the sky anymore, but it still sparkles on me. And the road? It is still unknown – and exciting.

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# Ensuring Interoperability among Subject Vocabularies and Knowledge Organization Schemes: a methodological analysis

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## Introduction

In the open environment of the Internet and the Web, information resources are heterogeneous and have been indexed with different vocabularies and organized according to different schemes. How to achieve the best retrieval results in cross-domain searching has presented a particular challenge to the information profession. In information retrieval, users typically are not, nor should they need to be, aware of the behind-the-scenes mechanisms for matching their query terms to the vocabularies employed by various systems. The ideal approach would be to provide a 'one-stop' seamless searching instead of requiring the user to search individual databases or collections separately. To enable such an approach, it is important to render the different knowledge organization systems, such as controlled vocabularies and classification schemes, interoperable within a single search apparatus.

## Review of Projects and Examples of Interoperable Vocabularies

Before we begin examining their methods, let us review briefly a number of recent efforts in achieving interoperability between and among different subject vocabularies (including both controlled and uncontrolled vocabularies) and knowledge organization systems. These include efforts at establishing interoperability among vocabularies in the same language or in different languages, among different classification schemes, and between controlled vocabularies and classification schemes. These efforts have led to the mapping and integration of existing knowledge organization systems, or the creation of new ones, for information sharing in a

networked environment. The projects have varied in both the targets for mapping and the methods used in achieving their aims. The projects we discuss, organized by similarity of task, are the following:

**Among Controlled Vocabularies in the Same Language**

1. Between *Library of Congress subject headings* (LCSH) and *Medical subject headings* (MeSH) – Northwestern University (Olson, 2001).
2. Among different controlled vocabularies – H.W. Wilson Company (Kuhr, 2001).
3. Among different German thesauri that are used to index mathematics and physics as well as social science literature – CARMEN (Content Analysis, Retrieval, Metadata: Effective Networking) (CARMEN WP12, 2000).

**Among Multiple Subject Vocabularies in Different Languages and Classification Systems**

4. Among thesauri, classification systems, coding systems, and lists of controlled terms in biomedical fields – UMLS (Unified Medical Language System) Metathesaurus (National Library of Medicine, 2001).
5. Among distributed services employing different indexing vocabularies used by various communities such as archives, the further and higher education sectors, libraries, museums, the National Grid for Learning, and the Resource Discovery Network, etc. – HILT (High-Level Thesaurus Project). (HILT, 2000; Nicholson, Wake and Currier, 2001a).
6. Among the 'entry vocabularies' used by systems (e.g., indexes to *BIOSIS Concept Codes, INSPEC Thesaurus, US Patent and Trademark Office Patent Classification, etc.)* in order to map them to 'query vocabularies' entered in a search. – University of California Berkeley DARPA Unfamiliar Meta-

data Project (Buckland et al., 1999).
7. Among local class schemes to a common scheme (DDC (*Dewey Decimal Classification*) – Renardus project (Koch, Neuroth, and Day, 2001).
8. Among four controlled vocabularies and schemes: *Polish Thematic Classification* (PTC), descriptors based on the *Thesaurus of Common Topics* (TCT), *Universal Decimal Classification* (UDC), and *Subject-Heading Language* (SHL) of the National Library in Warsaw – Polish Project (Scibor and Tomasik-Beck, 1994).
9. Among controlled vocabularies used by four national libraries' catalogs in three languages: English, French, and German – MACS (Multilingual Access to Subjects) (Freyre and Naudi, 2001).
10. Among vocabularies for a multilingual database about the French heritage – Merimée (See statistics reported in Doerr, 2001).

**Between a Controlled Vocabulary and a Universal Classification System**

11. Between LCSH and LCC (Library of Congress Classification) – Classification Plus (a CD-ROM product) and Classification Web (a web-based interface under development), Library of Congress.
12. Between LCSH and DDC (Vizine-Goetz, 1996).
13. Between UDC and GFSH (General Finish Subject headings) (Himanka and Vesa, 1992).

**Between Classification Systems**

14. Between MSC (the American Mathematical Society (AMS) Mathematics Subject Classification) and Schedule 510 in DDC – State University of New York in Albany, New York. (Iyer and Giguere, 1995).
15. Between SAB (Klassifikationssystem för svenska bibliotek) and DDC – Swedish Royal Library (IFLA, 2001:34).

**New System for Different Languages**

The HEREIN Project (The European information network on cultural heritage policies) produced an interlingua, a thesaurus consisting of terms derived from reports on cultural heritage policies in Europe. It was created with no direct reference to the terms or to the structure of any pre-existing thesaurus. – The HEREIN Project (http://www.european-heritage.net/en/index. html, click Thesaurus).

## Methods Used for Achieving and Improving Interoperability

The concern for vocabulary compatibility is not new. Long before the advent of the electronic age, library and information professionals had explored and employed various methods to reduce conflict between different vocabularies that were used in the same system. Earlier methods relied almost completely on intellectual efforts. As advanced computerized process methods for achieving or improving interoperability emerged, computer technology began to be used to fully benefit from the networked environment. The following section lists both conventional and new methods that have become widely accepted.

1. Derivation/Modeling – A specialized or simpler vocabulary is developed with an existing, more comprehensive vocabulary as a starting point or model.
2. Translation/Adaptation – A controlled vocabulary is developed which consists of terms translated from one in a different language with or without modification.
3. Mapping (intellectual) – A mapping system is developed which consists basically of establishing equivalents between terms in different controlled vocabularies or between verbal terms and classification numbers. Such mapping generally requires a great deal of intellectual effort.
4. Mapping (computer-aided) – A mapping system is developed

which relies partly or heavily on computer technology.

5. Linking – A list is developed of terms that linked with other terms that are not conceptual equivalents but are closely related linguistically. Such links have been found to enhance retrieval results.

6. Switching – A switching language or scheme is developed which serves as an intermediary for moving among equivalent terms in different vocabularies.

## Methods Used in the Link Storage and Management

Once the mapping is established, a device is needed for storing and maintaining the links to manage the large number of indexing terms and their complex relationships that result. For this purpose, several options have been explored and used:

1. Authority records – Special fields in authority formats may be used to store the links.

2. Concordances – The elaboration of concordances requires the discerning of one master vocabulary/scheme and of one or more target vocabularies/schemes.

3. Semantic network – A semantic network, also called a semantic web, consists of an organized structure serving as the 'spine' or backbone. Each unit in the network represents a concept around which a cluster of equivalent terms from different vocabularies is identified and stored.

## Discussion

A number of common issues have emerged in our analysis of the methods used in the many projects discussed above.

### General Issues in Mapping

*Mapping multilingual vocabularies*

At the heart of multilingual subject vocabulary is mapping or es-

tablishing equivalence. One-to-one relationships between terms in different vocabularies and different languages are ideal matches, but are often elusive. Different linguistic expressions for the same concept, different degrees of specificity, and polysemous terms are some of the difficulties facing those attempting to map vocabularies and those creating multilingual or multi-disciplinary vocabularies. The complex requirements and processes of matching terms that are often imprecise have an impact on the following aspects of vocabulary mapping (Koch, Neuroth, and Day, 2001): browsing structure, display, depth, non-topical classes, and the trade-off between consistency, accuracy and usability. Various levels of mapping/linking can coexist in the same project, such as those identified by the MACS project: terminological level (subject heading), semantic level (authority record), and syntactic level (application) (Freyre and Naudi, 2001).

*Integrating the views of different cultures*

Under the assumption that all languages are equal in a concordance, there exists a question of whether the views of a particular culture that are expressed through a controlled vocabulary or a classification can be appropriately transferred to those in a different culture in the process of mapping. Hudon (1997) noticed the following problems associated with multilingual systems:

1. that of stretching a language to make it fit a foreign conceptual structure to the point where it becomes barely recognizable to its own speakers;

2. that of transferring a whole conceptual structure from one culture to another whether it is appropriate or not; and

3. that of translating literally terms from the source language into meaningless expressions in the target language, etc.

She summarizes the issues involved as: management issues, linguistic/semantic issues, and technology-related issues.

*Mapping systems with different structures*

There are basic differences in the terms of the macro-structures of controlled vocabularies and classification systems. Thesauri constructed by following ISO 2788 and other national standards ensure that the structure and 'grammar' of such a vocabulary stay consistent or compatible. The construction of subject headings and classification schemes, on the other hand, has been guided by existing patterns or examples. Chances are, if there are ten different universal systems, there will be ten different guidelines. As a result, knowledge organization systems differ from one another in their structure, semantic, lexical, and notation or entry features (Iyer and Giguere, 1995). For example, they may cover different subject domains, or with different scope and coverage; they may have semantic differences that are caused by variations in conceptual structuring; their levels of specificity and the use of terminology may vary; and the syntactic features, such as the word order of terms and the choice of reserved heading use, may be different.

These incompatibilities have presented problems for any mapping effort from the beginning. For example, establishing concordance or translation between a thesaurus and a classification or among various systems sometimes becomes impossible or extremely challenging. This is especially true when the target system has a higher level of specificity than the source system or other systems.

### Methodological Options

For projects aiming at establishing interoperability between or among selected knowledge organization systems in order to meet user's new requirements in the networked environment, one major decision that needs to be made is the choice of an appropriate method. The first complex question to be answered is: to integrate, map, or create a new system? The options are similar to those suggested by Riesthuis

(2001) with regard to different approaches to creating multilingual thesauri:

1. translation

2. merging

3. creating from scratch.

Within each of these approaches are multiple possibilities, as suggested by the HILT researchers in a two-dimensional grid. (Nicholson, Wake and Currier, 2001b).

These researchers propose three basic options:

- using or creating a single scheme (LCSH, UNESCO, DDC-based, UDC-based, entirely new)
- mapping existing schemes (LCSH, UNESCO, DDC-based, UDC-based)
- mapping existing schemes in the short term, leading to a single scheme in the long term.

Based on the options listed above, additional considerations can be applied:

- additional thesaurus structure
- new subject specific micro-thesauri
- mapping among existing domain specific micro-thesauri
- multilingual capability
- community control
- machine-assisted methods
- AI-assisted methods
- user training
- flexible facilities to aid users
- user mind maps
- consistency in term application ensured via training and monitoring
- trained librarians to help the user optimize retrieval.

The choice of the basic approach plus any combinations of the considerations may bring various end products and require different amount of time and resources. Any method and combinations with other processes may have pros and cons. It is necessary to conduct a comprehensive research and to identify potential problems when a particular method is employed.

## Conclusion

1. What have we learned from the projects?
2. What issues are still outstanding?
3. What is needed, in terms of intellectual and technical approaches, to move the field forward?

From the examples introduced in this paper, we can summarize the following trends that form the mainstream:

1. The need for interoperability among knowledge organization systems is an unavoidable issue and process in today's networked environment.
2. Various methods have been used in achieving interoperability among knowledge organization systems. It may or may not be that a switching system will be needed. It may or may not be that building a concordance between or among the involved vocabularies may be the ideal situation. Or, equally possible, it may be that interoperability may be more effectively achieved through the subject authority records of various online systems.
3. While mapping vocabularies is still a largely intellectual effort, computer technology has been applied to assist in managing large files of subject data and in managing links. Higher levels of computerized mapping systems have also been subject to experimentation or tests. Both human mapping and computer-aided mapping will co-exist for a period of time to come.
4. Numerous projects for cross-language and cross-structure mapping have been initiated. These projects have identified and experimented with a variety of methods. It is safe to predict that there will be many more multilingual products and services, and many of them will involve multiple structured systems such as thesaurus, classification, subject headings, and index terms assigned to database records.

The need for reconciling different subject vocabularies in the networked environment is indisputable. Results from recent efforts in achieving interoperability among vocabularies of different sorts and in different languages are encouraging. The question remains: Have we fully exploited technological capabilities in our efforts to improve subject access to the myriads of resources now available in the networked environment?

### Acknowledgement

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# Perceptions of the Quality of the IFLA Conference in Glasgow

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## Introduction

Since 1997 the Department of Library and Information Management of the Royal School of Library and Information Science in Denmark has made formal evaluations of the annual IFLA conferences on behalf of IFLA. This has given a unique opportunity to compare some of the variables on a longitudinal basis. The evaluations have been conducted through a combination of interviews and questionnaires. The evaluation reports have been mainly descriptive, presenting summaries of rather large numbers of variables. This paper deals only with the 2002 conference in Glasgow. It is based on the formal evaluation report (Pors, 2002), but goes a step further in analysing the data from the questionnaires. The paper follows the same structure as the paper that analysed the Boston conference. There is a presentation of the same tables. Comparison between the conference in Boston in 2001 and the Glasgow conference is possible (Pors, 2002 a).

The response rate was – as usual – a bit disappointing. In total only 416 questionnaires were returned. Not all 416 answered all the questions. It means that the number of respondents in the different tables varies. In comparison to the official number of delegates, 4,200, this means that the response rate was around 10 percent. This is not a disaster, but it points to the fact that the conclusions must be taken with a certain degree of caution.

A lot of the questions in the questionnaire had to be answered on a 5-point scale. Only the extremes of the scale were named; they were 'Excellent' and 'Poor'. 'Excellent' was marked with a value of 5 and 'Poor' with a value of 1. This means that 3 represented a middle value.

In total the questionnaire consisted of more than 50 questions. It was a large questionnaire, and in this paper I will analyse not the individual variables (specific questions) but the dimensions or composite variables in relation to demographic background variables. An example of a dimension is the following: In the questionnaire there were five questions concerning the respondents' overall impressions of the conference. I have formed a new composite variable that calculates the mean of every respondent's overall impression. In the questionnaire there were eight questions concerning presentations in different settings. I have also here calculated a composite variable. Of course, you get a kind of data loss by forming composite variables. Anyway, a composite variable is a good way to summarize comprehensive data material.

We have quite a lot of information about the individual respondents. They were asked about their gender, nationality, professional occupation, number of attendances at IFLA conferences and function in relation to IFLA. By function we asked people if they were respondents only, IFLA – officials, members of sections and round tables. These variables form the backbone of the analysis of the perceptions of the quality of the conference in relation to the different composite variables.

All the results have been through various statistical tests like the chi-square and ANOVA.

## Gender, Occupation and Age

We will start by looking at the gender and professional occupation or function of the delegates.

In Table 1 we see a cross-tabulation between gender and professional function. Females constitute a majority of the sample. There are some interesting features if we look at the professional occupations of the delegates. Seventy-six percent came from the library sector as either librarians or library directors. The proportion of library educators was 7 percent. The numbers from private companies and of students were very low. It is remarkable that the proportion of educators has dropped from 11 percent to 7 percent.

We will now look at the age of the delegates; 375 delegates answered the question about age and gender at the same time. Age is an important background factor in relation to an annual conference. Especially the proportion of younger delegates indicates how well the conference is attracting people to build future conferences on. The Glasgow conference scored very well in relation to age; 25 percent of the respondents were younger than 41 years. The comparable figure in Boston was 20 percent. The proportion of older delegates more than 61 years dropped from 9 percent to 6 percent.

The average age of an IFLA participant is about 48 calculated as a simple mean of the raw data. We see that there is no difference in the respondents' age in relation to gender. This average age is the lowest in the last 7 years.

In relation to the age structure, it is interesting to look at the possible future recruitment of new IFLA members. An indicator of possible recruitment could be the proportion of first-timers. One has to in-

| Occupation | Male | Female | Total |
|---|---|---|---|
| Librarian | 47 | 58 | 54 |
| Library Director | 27 | 20 | 22 |
| Educator | 7 | 7 | 7 |
| Library Association | 5 | 5 | 5 |
| Private Company | 3 | 1 | 2 |
| Student | 1 | 1 | 1 |
| Other | 11 | 9 | 10 |
| Total % | 100 | 100 | 100 |
| Total | 122 | 275 | 397 |

*Table 1: Professional function and gender. (%)*

| Age | Male | Female | Total |
|---|---|---|---|
| – 40 | 32 | 22 | 25 |
| 41–50 | 31 | 35 | 34 |
| 51–60 | 29 | 37 | 34 |
| 61+ | 8 | 5 | 6 |
| Total % | 100 | 100 | 100 |
| Total | 118 | 257 | 375 |

*Table 2: Gender and age.*

| Nationality | 0 | 1–5 | 6–10 | 11+ | Number |
|---|---|---|---|---|---|
| Africa | 11 | 10 | 5 | | 33 |
| Asia | 6 | 5 | 5 | 3 | 20 |
| East Europe | 3 | 6 | 7 | | 16 |
| Middle East | 3 | 2 | | 3 | 9 |
| Scandinavia | 5 | 20 | 14 | 7 | 46 |
| South America | 1 | 3 | | | 5 |
| UK | 47 | 19 | 7 | 10 | 103 |
| USA | 12 | 15 | 33 | 37 | 65 |
| West Europe | 12 | 21 | 29 | 40 | 73 |
| Total | 100 | 100 | 100 | 100 | |
| Number | 147 | 151 | 42 | 30 | 370 |

*Table 3: Nationality and attendance at IFLA Conferences. (%)*

terpret these figures with great caution, because quite a lot of the first-timers will be participants from the hosting country – in this case, the United Kingdom. The perception of the first-timers is of major interest because a positive experience is a prerequisite to join later conferences.

We will first look at the number of first-timers and participation rate. We will cross-tabulate this with the nationality of the participants. The nationality is summarized in relation to regions and continents based on the following principles: Africa includes delegates from all African countries, including South Africa; Asia includes countries like China, Singapore, Japan, India and so on; The United Kingdom includes Australia and New Zealand;

East Europe includes Russia, the Baltic States and the former Eastern bloc countries; the Middle East includes countries like Iran, Israel, Lebanon and Iraq; South America includes Mexico; the United States includes Canada; Western Europe includes countries like Netherlands, Germany, France and Spain. The Scandinavian countries are separated from Europe because they normally have large delegations. This table is not directly comparable with the one in the paper analysing the Boston Conference (Pors, 2002a), because the direction of the percentages differs.

Table 3 demonstrates how IFLA conferences have been and still are dominated by the United States, Scandinavia, the United Kingdom and, to a lesser degree Western

| Nationality | Mean | N |
|---|---|---|
| Africa | 4.13 | 39 |
| Asia | 4.14 | 21 |
| East Europe | 4.44 | 17 |
| Middle East | 4.05 | 9 |
| Scandinavia | 3.90 | 49 |
| South America | 4.17 | 9 |
| UK | 4.02 | 107 |
| USA | 4.12 | 66 |
| West Europe | 3.79 | 81 |
| Total | 4.01 | 398 |

*Table 4: Overall evaluation of the Conference (composite variable) in relation to nationality.*

| Nationality | Mean | N |
|---|---|---|
| Africa | 4.03 | 37 |
| Asia | 4.04 | 21 |
| East Europe | 4.05 | 17 |
| Middle East | 4.03 | 10 |
| Scandinavia | 3.78 | 48 |
| South America | 4.21 | 9 |
| UK | 4.01 | 101 |
| USA | 3.98 | 63 |
| West Europe | 3.64 | 80 |
| Total | 3.91 | 386 |

*Table 5: Evaluation of the presentations (composite variable) in relation to nationality.*

Europe. Forty percent of the participants were first-timers. The proportion of first-timers from the United Kingdom was very high. It is also of interest that the number of first-timers from the countries in Africa is very high. African delegates constituted 11 percent of the first-timers.

Those delegates who had participated in more than eleven conferences were nearly all from the USA and Europe.

## Perception of the Conference as a Whole

We will now look at the overall conference evaluation. We use a composite variable that consists of two variables, one about the conference as a whole and the other about the sessions. The composite variable is analysed in relation to some of the background variables.

First of all, there is no difference in perception according to either gender or age.

Table 4 shows the perception in relation to nationality and the result

is statistically significant. It simply means that there are differences in evaluation according to nationality.

The overall evaluation is not quite as good as the similar evaluation of the Boston Conference. The difference is marginal and it appears that a similar feature continues to appear; this is a very good evaluation from delegates from Africa, Asia, East Europe and South America, whereas delegates from Scandinavia and West Europe tend, just like the situation in Boston, to evaluate a bit more negatively. The analysis also shows that professional function influenced the evaluation. Library directors evaluated the conference a bit lower than librarians.

The composite variable does not include the cultural events and the service facilities. They could be part of it, but they are analysed in detail later.

The next question is concerned with the different presentations at the conference. Again we are using a composite variable that includes evaluations of plenary sessions, poster sessions, workshops and discussion groups. Again there is no

statistical significant difference according to gender or age. The same goes for number of conference participations.

Table 5 shows the evaluations in relation to nationality and an ANOVA–test demonstrates a statistical significance between evaluation and nationality.

What we have seen here is that nationality seems to be a decisive factor in quality measures. It is important to bear in mind that the picture changes from year to year. It is true that nationality plays a role in the evaluation praxis, but delegates from the same region evaluate differently from year to year. It is probably the exact composition of delegates from regions and countries with regard to age and number of conference attended that influences the evaluation pattern.

## The Service Level at the Conference

The service level was measured in relation to the registration desk, information desk, tour desk, directional signs, food service, airport arrival and the volunteers. It was with considerable interest that this analysis was conducted. It was possible to compare with the evaluation of the Jerusalem conference in 2001 (Pors, 2001a). The one outstanding phenomenon in the evaluation of the service level in Jerusalem in 2000 was the evaluation of the food services. It was evident that the delegates found that they were missing in quality. A very high correlation between the evaluation of the context of a conference and the content was also found.

We have again processed an ANOVA-test between the dependent variable and the background variables. Again there are no differences in evaluation according to gender, age and professional function or occupation, but there are marked differences in relation to number of conferences attended [Table 6] and again to nationality [Table 7].

| | Perception of Service Level | |
|---|---|---|
| **Number of IFLA Conferences** | **Mean** | **N** |
| 0 | 4.10 | 148 |
| 1 – 5 | 3.98 | 156 |
| 6 – 10 | 4.01 | 42 |
| 11 – | 4.05 | 30 |
| Total | 4.04 | 376 |

*Table 6: Perception of service level (composite variable) and number of IFLA Conferences.*

| Nationality | Mean | N |
|---|---|---|
| Africa | 4.13 | 39 |
| Asia | 4.16 | 21 |
| East Europe | 4.41 | 17 |
| Middle East | 4.29 | 10 |
| Scandinavia | 3.98 | 49 |
| South America | 4.27 | 9 |
| UK | 3.97 | 107 |
| USA | 4.19 | 67 |
| West Europe | 3.92 | 81 |
| Total | 4.06 | 400 |

*Table 7: Perception of service level (composite variable) and nationality. (%)*

| Evaluation | Location | Conference Centre | Quality of Hotels |
|---|---|---|---|
| Poor | 2 | 2 | 5 |
| Fair | 1 | 3 | 6 |
| Average | 12 | 13 | 22 |
| Good | 27 | 32 | 38 |
| Excellent | 58 | 50 | 29 |
| Total % | 100 | 100 | 100 |
| Total | 405 | 396 | 371 |

*Table 8: Evaluation of location, conference centre and hotel accommodation. (%)*

It is evident that the criteria first-timers use in relation to the context of a conference differ very much from more seasoned participants' criteria. They simply do not have a comparative scale to measure their expectations against. The important fact here is that the evaluations from all participants were extremely positive. The variability is less than the one we saw in Boston. In Boston, the service level was evaluated a bit higher – especially by the first-timers.

In relation to nationality we see the same pattern as before. The delegates from the UK, Scandinavia and Western Europe perceived the service level as the lowest. Again it must be emphasized that the overall evaluations were positive. This result is partly due to the lower proportion of first-timers from these regions.

The service level at the conference was evaluated highly. The only nationality that evaluated the Glasgow conference higher than Boston was the participants from East Europe. Again, we see that there are no differences in perception in relation to background variables like gender, age and professional function but only to nationality and number of conferences attended.

## Location and Accommodation

A very important aspect of a conference is probably the location or the city, the facilities at the conference centre and the standard of the hotels. The last variable is important because people stay more than one week for an IFLA conference.

This is a very interesting table. Comparing it to the evaluation of the IFLA conference in Jerusalem in 2000 is interesting. It was evident that quite a lot of attendees considered Jerusalem a dubious choice as a venue for the conference. Only 60 percent found Jerusalem a good or excellent choice. The score for the conference centre and the satisfaction with the accommodation was also rather low.

In Boston, we saw a very different picture, as 95 percent found that Boston was a good or excellent choice, and the levels of satisfaction with the conference centre and the accommodation were very high.

The satisfaction with Glasgow as location and the conference centre was high as can be seen from Table 8; 85 percent found the location good or excellent and 82 percent found the Conference Centre good or excellent. The satisfaction with the hotels was more moderate. Only 67 percent found the accommodation good or excellent.

In some of the earlier reports it was stated that there was a relationship between the judgement of these variables and the perception of the quality of the conference. If it is true it is the same as saying that people tend to judge the various aspects of a conference as a whole, or that the variables interact. (Egholm et al. 1998; Pors, 2001a)

This relationship is easily documented in the following. I have chosen to run a series of correlation analyses on the variables concerned with the overall impression of the conference and the three variables concerned with the city, the conference centre and the hotel accommodation. There is a strong positive correlation among the variables. It simply means that people that judge the location as poor also have a very strong tendency to judge the conference as poorer than the delegates that evaluate their accommodation as good or excellent.

What we see here is simply that variables interact and that different dimensions of a conference influence each other when people express satisfaction. The result is not surprising, but it shows clearly that the evaluation of a professional conference can be heavily influenced by factors that have nothing to do with the content of the conference. In this respect conference participation can be seen as a service transaction. Content and context interact in the judgement of the delegates. When people participate in a conference as long as the IFLA conference it is to a certain degree perceived as a whole package.

This relationship will be demonstrated in the next table that indicates how satisfaction with accommodation correlates with measures of quality in relation to the overall impression of the conference.

It is evident that there is a very close relationship between the two variables. It is also evident that the

|                          | Overall impression of the conference | |
|--------------------------|------|-----|
| **Quality of accommodation** | **Mean** | **N** |
| Poor      | 3.98 | 20  |
| Fair      | 3.98 | 22  |
| Average   | 3.75 | 81  |
| Good      | 4.00 | 140 |
| Excellent | 4.30 | 103 |
| Total     | 4.03 | 366 |

*Table 9: The relationship between evaluation of accommodation and overall impression of the Conference.*

|                          | Perception of Cultural Events and Visits | |
|--------------------------|------|-----|
| **Number of IFLA Conferences** | **Mean** | **N** |
| 0      | 4.15 | 101 |
| 1 – 5  | 4.10 | 93  |
| 6 – 10 | 3.96 | 26  |
| 11 –   | 3.37 | 11  |
| Total  | 4.07 | 231 |

*Table 10: Evaluation of cultural events and library visits in relation to number of conferences.*

|                                              | **Mean** | **N** |
|----------------------------------------------|------|-----|
| Service level – Registration                 | 4.60 | 404 |
| Service level – Tour desk                    | 4.41 | 261 |
| Service level – Information desk             | 4.38 | 356 |
| Location                                     | 4.37 | 405 |
| Confirmation and registration                | 4.34 | 398 |
| Conference centre                            | 4.24 | 396 |
| Quality of presentation – Plenary            | 4.18 | 340 |
| Overall impression – Conference              | 4.17 | 406 |
| Library visits                               | 4.09 | 261 |
| Exhibition stands                            | 4.03 | 398 |
| Cultural and social events                   | 4.01 | 368 |
| Quality of presentation – Workshops          | 3.99 | 273 |
| Overall impression – Service facilities      | 3.95 | 387 |
| Quality of presentation – Open sessions and sections | 3.86 | 312 |
| Quality of presentation – Poster sessions    | 3.68 | 261 |

*Table 11: Evaluation of selected individual services at the Glasgow Conference. Means.*

relationship is not linear. If we look at the people judging the accommodation average or better there appears a strong relationship to the evaluation of the conference as a whole.

## Cultural and Social Events and Library Visits

The next composite variable consists of variables concerning the social and cultural events including library visits. The perception of the cultural and social events shows the same pattern as we have seen in the former analyses. It shows a very high degree of satisfaction with the different aspects of the cultural events.

There is no doubt that the social and cultural events are a very important part of a conference like the IFLA conference. It is also evi-dent that the cultural element is important. Some delegates commented that they want more of these kinds of cultural elements in future conferences.

If we look at the evaluation in relation to the background factors we note again that age and gender do not influence the result but the number of conferences attended, and nationality, do. Nationality shows the same trend as emphasized in some of the earlier tables.

Table 10 shows the evaluation of events and library visits in relation to the number of IFLA conferences one has participated in.

The first-timers gave a very positive evaluation of the cultural events and the library visits. The evaluation of this aspect of the conference decreases as the participation rate in IFLA conferences increases.

## Conclusion

Overall we see a conference that has been evaluated very well. Actually, the Glasgow conference turns out to be one of the best-evaluated IFLA conferences.

In this paper we have also looked more closely at some relationships between factors and some interesting phenomena have emerged.

First of all the analysis has demonstrated the close interrelationship between content and context in delegates' judgements and perceptions of a conference. One could argue that it would be beneficial in future evaluation to use a more clear-cut measurement instrument like SERVQUAL, which is very efficient in measuring the relationships and possible gaps between expectations and experiences.

There is another factor that influences the evaluation. This is the evaluation by the different nationalities. In this evaluation we see different patterns of grading according to nationality. It also emerges from this analysis that the number

of IFLA conferences the individual delegate has participated in influence his or her judgement.

This factor is very important if one wants to compare evaluations. It is evident from the analysis that a simple comparison of the degree of satisfaction can be a dubious measure. It is the whole composition of the delegates in relation to nationality, number of conferences attended and the context of the conference that influences the average perception and evaluation of a particular conference.

There is a remarkable difference in the evaluations according to nationality. Simply the number of conferences the delegates have participated in cannot explain this difference. Another factor that influences the overall evaluation of a conference is the proportion of delegates from the host country because this influences the number of first-timers.

This article has analysed the satisfaction rate of the Glasgow conference with the construction of composite variables. The conference was evaluated in a very positive manner and it would be appropriate to end this article with a table that shows the evaluation of a selected number of the individual variables.

The impressive fact is that most of the items obtained an average of more than 4 on a 5-point scale. It is also worth mentioning and emphasizing that the Glasgow conference scored very well on the service aspects of the conference. The professional dimensions, primarily organized by the sections, still have some room for improvement.

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