



JOURNAL

Official Journal of the International Federation of Library Associations and Institutions
Volume 35 (2009) No. 3, pp. 209–291. ISSN 0340–0352 SAGE Publications

CONTENTS

Editorial: Reading, Information Literacy and Professional Development	
Stephen Parker	211
Letters to the Editor: Nunavut and the Inuit Peoples	
Stephen Salaff	213
The President's Page	
Claudia Lux, President of IFLA, 2007–2009	214
Reading Sources and Reading Spaces in Honduras	
Denice Adkins	215
Information Literacy and Scholarly Investigation: a British perspective	
Andrew K. Shenton	226
Our Space: professional development for new graduates and professionals in Australia	
Fiona Bradley, Alyson Dalby and Andrew Spencer	232
Open Access Repositories in Computer Science and Information Technology: an evaluation	
Mohammad Hanief Bhat	243
The Library Services to People with Special Needs Section of IFLA: an historical overview	
Nancy Panella	258
REPORTS	
Indian Library Association International Conference 2008: a report	
N. K. Swain and Satish Kumar	272
NEWS (with separate Table of Contents)	274
INTERNATIONAL CALENDAR	283
SOMMAIRES 285 — ZUSAMMENFASSUNGEN 286 — RESÚMENES 288 — Рефераты статей 289	285
Notes for Contributors	291

Visit <http://ifl.sagepub.com>

Free access to tables of contents and abstracts. Site-wide access to the full text for members of subscribing institutions.

IFLA Journal

Official Journal of the International Federation of Library Associations and Institutions
ISSN 0340-0352 [print] 1745-2651 [online]

Published 4 times a year in March, June, October and December

Editor: Stephen Parker, Apt. 1C, Edifício Rosa dos Ventos, Rua Rosa Parracho 27,
Cascais 2750-778, Portugal. E-mail: zest@sapo.pt

Editorial Committee

David Miller (*Chair*),

Levin Library, Curry College, Milton, MA, USA. E-mail: dmiller@post03.curry.edu

Sanjay Kumar Bihani,

Ministry of External Affairs, New Delhi, India. E-mail: alio@mea.gov.in

Filiberto Felipe Martinez-Arellano,

University Center for Library Science Research, National Autonomous University of Mexico. E-mail: felipe@cuib.unam.mx

Ellen Ndeshi Namhila,

University of Namibia, Windhoek, Namibia. E-mail: enamhila@unam.na

Ann Okerson (*Governing Board Liaison*),

Yale University Library, Sterling Memorial Library, New Haven, CT, USA. E-mail: ann.okerson@yale.edu

Omnia M. Sadek,

Library & Information Science Dept, College of Arts & Social Science, Sultan Quaboos University, Muscat - Oman.
E-mail: Omnia@squ.edu.om

Réjean Savard,

École de bibliothéconomie et des sciences de l'information, Université de Montréal, Montréal, Canada.
E-mail: Rejean.Savard@umontreal.ca

Ludmila Tikhonova,

Russian State Library, Moscow, Russian Federation. E-mail: Itikh@rsl.ru

Christobal Pasadas Ureña,

Universidad de Granada Biblioteca, Facultad de Psicología, Granada, Spain. E-mail: cpasadas@ugr.es

Christine Wellems,

Buergerschaftskanzlei, Parlamentarische Informationsdienste, Hamburg, Germany. E-mail: christine.wellems@bk.hamburg.de

Wu Jianzhong,

Shanghai Library, Shanghai, China. E-mail: jzwu@libnet.sh.cn

Stephen Parker (Portugal) (*Editor, ex officio*)

E-mail: zest@sapo.pt

Publisher

SAGE, Los Angeles, London, New Delhi, Singapore and Washington DC.

Copyright © 2009 International Federation of Library Associations and Institutions. UK: Apart from fair dealing for the purposes of research or private study, or criticism or review, and only as permitted under the Copyright, Designs and Patents Acts 1988, this publication may only be reproduced, stored or transmitted, in any form or by any means, with the prior permission in writing of the Publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency (www.cla.co.uk/). US: Authorization to photocopy journal material may be obtained directly from SAGE Publications or through a licence from the Copyright Clearance Center, Inc. (www.copyright.com/). Inquiries concerning reproduction outside those terms should be sent to the Publishers at the address below.

Annual subscription (4 issues, 2009) Free to IFLA members. Non-members: full rate (includes electronic version) £202/\$374. Prices include postage. Full rate subscriptions include the right for members of the subscribing institution to access the electronic content of the journal at no extra charge from SAGE. The content can be accessed online through a number of electronic journal intermediaries, who may charge for access. Free e-mail alerts of contents listings are also available. For full details visit the SAGE website: www.sagepublications.com

Student discounts, single issue rates and advertising details are available from SAGE, 1 Oliver's Yard, 55 City Road, London EC1Y 1SP, UK. Tel: +44 (0) 20 7324 8500; fax +44 (0) 20 7324 8600; e-mail: subscriptions@sagepub.co.uk; website: www.sagepublications.com. In North America from SAGE Publications, 2455 Teller Road, Thousand Oaks, CA 91359, USA. Periodicals postage paid at Rahway, NJ. Postmaster: Send address corrections to IFLA Journal, c/o Mercury Airfreight International Ltd, 365 Blair Road, Avenel, NJ 07001, USA.

The *IFLA Journal* is abstracted/indexed in Library and Information Science Abstracts, Multicultural Education Abstracts, PAIS International and Sociological Abstracts, Scopus.

Typeset by Star Compugraphics Private Limited, Delhi, India

Printed in Great Britain on acid-free paper by CPI Antony Rowe, Chippenham, UK

EDITORIAL

Reading, Information Literacy and Professional Development

Stephen Parker

We begin this issue of IFLA Journal with a personal view of 'Reading Sources and Reading Spaces in Honduras', by Denice Adkins, an associate professor of library and information science at the University of Missouri School of Information Science and Learning Technologies. Based on her observations during a visit to Honduras as a Fulbright Scholar in 2008, the paper presents an observer's study of reading in Honduras, focusing particularly on the availability of reading materials and spaces dedicated to reading and literacy practices. The environments studied included bookstores, libraries, schools, and Internet cafés, as well as streets and shops. Reading books was observed to be relatively uncommon and primarily done in an educational context, but other reading materials, including newspapers, magazines, and text messages, were far more commonly used and far better integrated into Honduran society. The author suggests that libraries could play an important supporting role in Honduras' efforts to establish universal literacy.

Information literacy is the subject of the next paper, by Andrew K. Shenton, a former Lecturer in the School of Computing, Engineering and Information Sciences of Northumbria University in the United Kingdom. In 'Information Literacy and Scholarly Investigation: a British perspective', the author notes that, while the term 'information literacy', is well established in library and information science, it is less familiar to practitioners in other disciplines, and has yet to gain any significant coverage in education, despite the fact that teaching the basic principles associated with information literacy can help learners undertaking various forms of scholarly work. The paper considers the links between information literacy, scientific inquiry and the generic research process, and concludes by advocating that education in schools would benefit from concentrating on the axioms that underpin all three areas. Nevertheless, activities which may lead to the acquisition of information literacy

are frequently undermined in schools by attitudes and practices which give priority to other concerns.

We move to Australia for the next paper, 'Our Space: Professional development for new graduates and professionals in Australia' by Fiona Bradley, a London-based consultant, Alyson Dalby, a Knowledge and Research Specialist with the Institute of Chartered Accountants in Australia, and Andrew Spencer, Collection Preparation Coordinator at Macquarie University Library. Their paper explores the changing work environment in libraries and information management and the impact on new professionals and new graduates, who need their own support networks and targeted professional development to navigate job and sector changes and gain transferable skills. The paper describes a targeted professional event, the New Librarians' Symposium, which is held in Australia biennially and which could be considered a model of targeted professional development for other professional associations and groups.

The next paper brings a complete change of topic and focus. In 'Open Access Repositories in Computer Science and Information Technology: an evaluation' Mohammad Hanief Bhat, Senior Librarian at the Islamia College of Science and Commerce in Srinagar, India, presents the results of an evaluation of nine Open Access Repositories in the field of Computer Science and IT. The findings revealed that most of the repositories are maintained by 1–2 faculty members on a part-time basis. The paper identifies the most popular software platform in use and the policies followed by the repositories in relation to the selection of content and submission of documents, withdrawal of content by the authors and voluntary faculty deposit. The repositories make backups for short term preservation of the content, but have not yet adopted strategies for long term preservation. Most of the repositories have provision for feedback from users, while a few repositories provide access statistics. The paper concludes with

recommendations for the establishment and management of OA repositories.

The final paper in this issue, 'The Library Services to People with Special Needs Section of IFLA: An historical overview', is by Nancy Panella, director of the Bolling Memorial Medical Library at St. Luke's-Roosevelt Hospital Center in New York City and an active member of the Standing Committee of IFLA's Library Services to People With Special Needs Section. The paper traces the evolution of the Section from its beginnings as the Sub-Committee on Hospital Libraries in 1931 to the present day, when the section promotes library resources and services for a broad range of people with special needs.

This issue also includes a brief report on the Indian Library Association International Conference 2008, by N. K. Swain and Satish Kumar.

By the time this issue is published, after the World Library and Information Congress 2009 in Milan, preparations will be well under way for the World Library and Information Congress 2010 – now to be held in Göteborg, Sweden, instead of Brisbane, Australia as previously announced. For more on this, please see the President's Page and 'Future IFLA Conferences and Meetings' in the News section of this issue.

LETTERS TO THE EDITOR

Nunavut and the Inuit Peoples

Stephen Salaff

I welcome your attention to librarianship with First Peoples (editorial: 'A Selection from Quebec,' March 2009)

As a Toronto-based writer and student of indigenous peoples and cultures, I believe that your concerns could be enhanced through closer attention to accepted language. Your editorial affirmed: "Nunavut is the homeland of the Inuit peoples ..." I feel that the definite article is too strong here, since Nunavut is one homeland, not "the" homeland of Inuit peoples. In fact, Inuit Tapiriit Kanatami www.itk.ca (Inuit are United in Canada) explains that Nunavut is one of four distinct 'Inuit Communities' in Canada. (along with Inuvialuit, Nunavik and Nunatsiavut). In contemporary constitutional discourse, these four 'communities' represent Inuit 'land claims.'

Nunavut's 1999 achievement of territorial status, roughly equivalent to a Canadian 'province,' marks

a stage in ITK's quest for Inuit betterment. However, issues of indigenous poverty and deprivation, disease, environmental protection, education, and indeed library development in the Canadian north demand Ottawa's attention within and outside Nunavut.

Yvonne Earle, Nunavut's legislative librarian, aptly wrote (page 44): "Nunavut, which means 'our land,' existed as the hope and dream of many Inuit who negotiated through the 1970s and 1980s with the Canadian government for the Nunavut land claims agreement."

Sincerely yours,

Stephen Salaff, PhD

10 June 2009

'Native Communities Refuse Nuclear Waste'. *Sevenoaks Magazine*, Vancouver, Canada, 27 October 2005. www.sevenoaksmag.com

The President's Page

Claudia Lux, IFLA President 2007–2009

Dear Colleagues,

Is change an option? For librarians it is easy to say yes, as libraries have changed a lot during the last decades and are still changing. But to change an IFLA congress from one city to another a year before it is due to happening, this is a very big change for our association. Therefore the first word this time must be words of thanks to the Swedish Library Association and all librarians from Göteborg, who were so kind to come in at short notice with an alternative location for the World Library and Information Congress 2010. [See 'Future IFLA Conferences and Meetings' in the News section of this issue – *Ed.*]

Yes, the financial and economic crisis has arrived. It has arrived in the heart of IFLA; the congress was in great danger. The financial and economic crises has developed to the extent that we had to change the location of the World Library and Information Congress 2010 from Brisbane to Göteborg. Our Australian colleagues tried very hard, but the times were harder and there was no possibility to have WLIC 2010 in Brisbane as was planned. We thank them for all their efforts and for warning us in time, so that the move was still possible. A lack of sponsorship, restrictions on travels and no better outlook for the future were the reasons to cancel Brisbane. It was not easy for the Governing Board of IFLA to make this decision. But the gracious help from our Swedish colleagues is a great sign of support in times of economic downturn. So IFLA will stay stable, when the storm blows around the world.

Nevertheless, the format of our congress will have to be analysed for development in the future. This process has started already by colleagues from the Governing Board; they will come up with new ideas and change will happen, too.

The economic crises has losers and winners. We have heard some bad news from libraries, cutting budgets. But also good news is coming in, as libraries are used more in times of crisis. Great activities by libraries to train people to look for work using the Internet at the library, to give



Claudia Lux, IFLA President 2007–2009

computer courses, to help to find new training possibilities, etc. And there is a great example from my own library – we will get money for investment in our old buildings from the economy support program of the German Federal Government. The aim is to improve low energy use. And another investment the Mayor of Berlin wants to make to support the economy: a big new library building for the Central and Regional Library of Berlin. From this perspective, I could hope that the financial crises last as long as the mayor follows this idea. But nevertheless, if this dream comes true, you will find examples of good and bad in times of crises. Let's collect the good opportunities and spread them out to libraries all over the world!

Dear colleagues, this is my last President's Page in IFLA Journal. I hope you enjoyed reading it as much as I enjoyed writing it for you. My term as IFLA President ends in August at the World Library and Information Congress 2009 in Milan. It was a wonderful and exciting time for me and the highlight of my professional career. Thank you all for your wonderful work for IFLA and for putting libraries on the agenda.

Claudia Lux

Reading Sources and Reading Spaces in Honduras

Denice Adkins



Denice Adkins is an associate professor of library and information science at the University of Missouri School of Information Science and Learning Technologies. Before completing her doctoral degree, Denice worked in public and academic libraries in the United States. She currently teaches courses and does research in the areas of public librarianship, children's services, and services to the Latino population of the United States. In 2008, she was selected as a Fulbright Scholar and traveled to Honduras to work in the Universidad Pedagógica Nacional Francisco Morazán to help develop library science education in Honduras. Denice may be contacted at: SISLT, University of Missouri, 303 Townsend Hall, Columbia, MO 65211, USA. Phone: +1 573-884-9804. Fax: +1 573-884-4944. E-mail: adkinsde@missouri.edu

Abstract

Though literacy is often presented as a universal and monolithic achievement, it is in fact context-dependent, and largely dependent upon the kinds of texts available in a particular community. This paper presents an observer's study of reading in Honduras, focusing particularly on the availability of reading materials and spaces dedicated to reading and literacy practices. Environments studied included bookstores, libraries, schools, and Internet cafés, as well as streets and shops. Reading books was observed to be relatively uncommon and primarily done in an educational context. Other reading materials, including newspapers, magazines, and text messages, were far more commonly used and far better integrated into the Honduran society. My observations suggest that libraries could play an important supporting role in Honduras' efforts to establish universal literacy.

Keywords: Honduras; reading; literacy; libraries

Introduction

Access to books and reading material is crucial to developing literacy. Reading researcher Stephen D. Krashen writes, "when books are readily available, when the print environment is enriched, more reading is done" (2004, p. 57). Evidence suggests this is true in international settings as well. Warwick B. Elley suggests that increased access to books increases first- and second-language literacy rates in developing countries as well (2000).

National literacy rates are highly correlated with levels of development, and there is "strong association between the extent of human development (specifically economic, education, and health) within a developing country and reading achievement levels as measured by literacy rate" (Greaney 1996: 27). However, literacy cannot be proven to be responsible for development. Social historian Harvey J. Graff refers to this as the "literacy myth," the idea that reading in itself leads to the betterment of individuals and society, and that the correlation of literacy and progress is an artifact of social inequality (Graff 1979). Educational scholar Brian V. Street contrasts an "autonomous" model of literacy that is associated with development to an "ideological" model "inextricably linked to cultural and power structures in a given society" (1995: 29, 161). David Barton and Mary Hamilton (1998) used ethnographic methods to identify "vernacular literacies," those literacy practices that are not promoted and enforced by schools, but that are used by individuals and communities for their own ends.

If literacy cannot be understood outside of a cultural context, then people's uses of literacy are necessarily bound to their ability to access literacy materials (books and other print-based materials) and their cultural understanding of that access (whether 'anyone' can access materials or if they are reserved for the use of a select few). As providers of materials and cultural institutions, Honduran

libraries can contribute to the development of literacy within an appropriate cultural context. This paper takes an ethnographic look at literacy in the Honduran context, specifically examining the availability of reading materials and reading spaces in Honduras.

The Honduran Context

Honduras is the largest country in Central America, and is administratively divided into eighteen *departamentos* (departments). The capital city, Tegucigalpa, is in a hilly area and enjoys a mild climate year-round. The industrial capital city, San Pedro Sula, is located in a geographic basin, with a hot and sticky climate. Nonetheless, several US manufacturers have their *maquilas*, or factories, here. Service industries are another major component of the Honduran economy, and tourism is rising in importance. Outside urban areas, farming and agriculture are the main sources of employment. Multinational corporations such as Dole Fruits grow many of their products in Honduras. Another major source of income for Honduras is the remittances sent back home by Hondurans working abroad in the United States or other countries. In 2007, remittances totaled USD 2.6 billion (Central Intelligence Agency 2009), though this number will certainly be reduced by the economic crisis of 2008–2009.

Most Honduran cities and towns are arranged in a traditional style, with the town being centered around a *parque central* (central park), with a cathedral on one side and city hall on the other. The area often houses shops, restaurants, offices, or street markets. On evenings and weekends, the *parque central* fills with people to create a vibrant public space which hosts a variety of transactions. The picture I paint here is an idealized one which overlooks struggles for access to space. In Tegucigalpa, government officials and market vendors struggled for access to downtown space. Vendors wanted to put up stalls and sell their goods, while the government was trying to maintain open and communal space, which was often used to celebrate national heritage events or community celebrations.

One of the largest issues facing Honduras is poverty. Hondurans' average annual per capita income is USD 1,700 (World Bank 2009e). There is a sharp divide between rich and poor Hondurans, though, which would suggest that most people's

incomes are much lower than this. Only three days after I left Honduras, one of the newspapers revealed that the number of Hondurans living in poverty had increased to 73.4 percent of the population (*La Prensa* 2008). Despite high rates of unemployment, most of the Hondurans I spoke to held down at least two jobs, even the university students. This poverty manifested itself also in the condition of public schools and hospitals.

Article 171 of the Honduran constitution makes the state responsible for primary education (Georgetown 2005). Education is free and compulsory from ages 7–14, with 6 years of primary school and up to 5 years of secondary school, though most students leave school after 9th grade. In Honduras, 10th and 11th grades are college preparatory, and provide students with a *bachillero* degree. The standard 4-year undergraduate degree is the *bachillerato*, with the *licenciatura* (license) added for professional degree work.

The educational system in Honduras varies widely in rural and urban areas. Rural and urban students attend primary school at comparable rates, but rural students leave education at much higher rates after about age 13 (World Bank 2009b). In my observations, rural schools tended to be less well-funded than urban schools, with older buildings and materials. The World Bank says that roughly 60 percent of Hondurans over 15 have completed primary school, and another 30 percent have completed secondary school (World Bank 2009a). Increases in literacy and education statistics and my own observations indicate that the younger generation of Hondurans is much better educated than their parents and grandparents, though they may have lost skills and family tradition in the acquisition of that education.

The Honduran constitution declares that the eradication of illiteracy is the primary task of the State, and that Honduran citizens have a duty to cooperate with the government in achieving that aim (Georgetown 2005). Per the 2009 *CIA World Factbook*, Honduras has an 80 percent literacy rate (Central Intelligence Agency 2009). If consistent literacy measures were used to evaluate both periods, a much grimmer picture existed only 15 years ago, with more than 40 percent illiteracy (Merrill 1995), while the World Bank reports 88 percent literacy rates for youth (aged 15–24) in 2001 (World Bank 2009d). However, countries and international agencies often use

different approaches to measuring literacy, including completion of a certain grade level, testing, or self-assessment (Greaney 1996: 6), which may encourage us to take this measure with a grain of salt. Brian Street (1995: 17) further notes that literacy statistics are used as “counters in a political game over resources: if campaigners can inflate the figures then the public will be shocked and funds will be forthcoming from embarrassed governments.”

Method

I spent 8 months of 2008 in Honduras as a Fulbright Scholar. During that time, I observed literacy behaviors and literacy products, observed schools, interviewed university students about their use of library resources and books, and engaged in numerous discussions with Honduran librarians, booksellers, and shopkeepers about literacy. The Fulbright award was based on work with the university in establishing a program of library science education, therefore I had numerous opportunities to meet with librarians and ask people about whether or how they read.

Extended observations took place in my ‘home’ city of Tegucigalpa (the capital city), and multiple trips to San Pedro Sula (the industrial capital). Additionally, I made several one-time trips to smaller cities, rural areas, and tourist attractions. Facilities I observed included bookstores, newsstands, shopping malls, public squares, high-street shopping neighborhoods, markets, restaurants and cafes, Internet cybercafés, tourist attractions, universities, bus stops, pharmacies, libraries, and museums. I kept an extensive journal of these observations.

Ten formal interviews took place with students at the university. I solicited students for interviews using posters placed in the central university plaza, and paid students a token amount (HNL 50.00, approximately USD 2.50) for their time. Informal conversations happened at bookstores and other shops, with taxi drivers, at librarians’ meetings, and a variety of other locations. Because of the length of my stay in Honduras, I did not keep a record of every conversation, though I did make notes from those conversations that were particularly meaningful and those conversations I began with the explicit intention of learning more about reading.

Standpoint and Limitations

While I was in Honduras, I was almost completely immersed in middle-class culture. Because I was situated at a university in the capital city, I had the opportunity to see many people involved in literacy-related activities. There are probably many different types of activities to observe in either higher-class political cultures or lower-class working and farming classes. Additionally, the vast majority of my observations and interviews took place in urban areas. Visits to rural areas hinted at different uses for literacy, but I can only conjecture about the differences in literacy use between rural and urban areas.

My experiences in Honduras were framed through my American experience. Obviously, it was easy for me to see differences between American and Honduran cultural experience, and it was also easy to note actions that would be called ‘literacy’ in the US. It is eminently possible that I missed some of the subtleties of Honduran literacy use.

I was obviously, visibly, not Honduran, so it is possible that my informants skewed their discussions to what they thought would be more acceptable to a foreigner’s ear. Additionally, Spanish is my second language, and there is always the possibility that I misunderstood or did not fully interpret what my informants were saying to me. The observations I report below are my own, limited by my abilities and perceptions. While my Honduran colleagues have very generously provided their time and knowledge to assist me with this project, they may well have different opinions and interpretations than I do.

The Status of Reading

In a country like Honduras, ideas of reading seem to be influenced at least somewhat by the norms of the United States and other developed countries. Much has been written in the United States and the United Kingdom about the perceptions of reading. It tends to be held up as a ‘good’ thing, and reports connect reading with the betterment of society. The situation in Honduras is remarkably similar. Most of the people I spoke to had positive attitudes toward reading. They also seemed almost universally to lament that Hondurans did not read “as much as they should.” Many times I was told that Honduras did not have a ‘reading culture.’ The university students

generally associated reading with education, and referred to the good information that was available in books.

The activity of reading seemed not to count as ‘reading’ per se, unless the material being read was a book. Several people I spoke to said they did not read, but then went on to say that they read newspapers and magazines, and used the Internet to visit websites. Taxis and coffee shops often had newspapers available for customers to read. Internet cafés were omnipresent and frequently crowded. Services were advertised via text messages sent to cell phones, and I saw several university students text-messaging their friends when they weren’t already speaking on the phone to them.

Given that older Hondurans had less access to schooling and fewer formal opportunities to read books, official literacy practices such as book reading are respected, but viewed as alien to the common culture. More common are ‘home literacies’ such as reading newspapers and discussing that news with peers. It remains to be seen whether this trend is maintained with the increased education levels of younger Hondurans.

Reading Materials

While in Honduras, I found a variety of reading materials in a variety of places. Below I have articulated some of the main categories of materials I found.

Books

Books published in Spain, Mexico, Argentina, and other Latin American countries presented a very polished appearance, with glossy covers, heavy paper, multicolor illustrations, and a generally clear typeface. I saw several children’s picture books that would not have looked out of place in a US public library. Additionally, bookstores and the bookmobile made available a Spanish-language series of graded readers, published by Ediciones S|M in Spain and printed in countries throughout Latin America.

The books that are published in Honduras typically focus on Honduran or regional history, folklore, politics, or social issues. Works for children or teens were not common, and those works

that I could find were often lesson books designed for students to use at home or books that were overtly educational in nature. These titles are less uniform in their physical appearance than the books coming from larger countries, and call to mind American librarians’ early complaints that books purchased from Latin America did not adhere to “normal selection criteria” (Dyer and Robertson-Kozan 1983: 29). Honduran presses provided books that were sturdy enough for individual use, but the binding was not strong enough to hold up to heavy use, and the paper used was not the heavy, glossy paper used by larger publishers.

I found books in many of the places one would expect to find books: libraries of course had book stocks, as did school classrooms, bookstores, school supply stores, churches, and to a lesser extent, grocery and discount stores. The kinds of books available at the grocery store were oriented toward adults, including self-help, religion, and gift books. At the discount stores, children’s books were more common. Among the books available were many fairy and folk tales which had fallen out of copyright, such as *Cenicenta* (Cinderella) and *Blanca Nieves* (Snow White). These were available in paperback, with color illustrations on low-quality paper, generally bound with nothing more than a staple and a cardstock cover. These books were strong favorites among younger children. At one discount store I visited, there were literally hundreds of these books available. Another type of book, in markedly lesser supply, was the lesson book. These books had color covers, with black-and-white lessons and worksheets inside. They were locally published and covered a variety of elementary (1st through 9th) grade levels, on subjects including math, Spanish grammar, orthography, history, and science.

Bookstores were divided into two notable types. Popular bookstores were generally located in malls and shopping centers, whereas education-oriented bookstores were auspiciously located on Avenida Cervantes in Tegucigalpa’s city center, near the Biblioteca Nacional de Honduras (the national library, abbreviated BINAH). The education-oriented bookstores were crowded with books, many of them local Honduran publications, and almost all of them oriented toward readers at a post-secondary level. Books were generally shelved spine-out, on shelves often ranging from floor to ceiling, arranged on and under tables, and anywhere space was available. While these

bookstores were privately owned, their clientele were students and faculty from local universities. This was reflected in their bookstock: philosophy, the development of the Spanish language, studies of the indigenous peoples of Mesoamerica, political histories of Central America, drama and folklore, including translations of Shakespeare, Nietzsche, Marx, and others.

Popular bookstores, on the other hand, used more open space and decorative display to sell their books. Books were often shelved face-out, and popular or attractive books were displayed at eye-level to attract the buyer's attention. These books were obviously more popular in orientation, featuring religion, self-help, cooking, history, and finely-illustrated coffee table books. Popular bookstores also had specific children's sections featuring picture books, informational books, and readers, as well as 'noise-making' books and posted warnings to parents to control their children in the store. Additionally, these popular bookstores sold novels – mystery, horror, suspense, and classic literature from international authors. Many of the works were translations, mostly from English but also from French and German. Popular bookstores also featured small English-language sections, mostly composed of popular paperback genre novels.

Magazines

Popular bookstores had a large number of magazines available. However, I also came across another store, called *La Casa de la Revista* or 'House of the Magazine,' which sold magazines and periodicals exclusively. The typical selection of magazines included several focusing on home, crafts, parenting, exercise, health, and cooking, along with a larger number focused on popular celebrities, television shows, movies, and the music industry. Several of the magazines available were Spanish translations of English-language magazines such as *National Geographic*, *Cosmopolitan*, or *People*. Some magazines were imported from other Spanish-speaking countries, including a magazine from Spain called *Historia*, which focused almost entirely on European history. I found it fascinating, though perhaps not entirely relevant to a Central American population. In testament either to its popularity or a short-sighted decision of store management, it was sold at my local supermarket along with several other magazines.

Newspapers

While the magazines I saw came from outside Honduras, the newspapers came exclusively from Honduras, and those newspapers have strong readership. One student told me, "I buy newspapers every day, if I can afford them." In contrast to books and magazines, newspapers were far more accessible and far more affordable. Traditional newsstands could be found on many street corners, and newspapers were available for sale at the local *pulperias* (convenience stores) as well. The city center near the *parque central* (central park/plaza area) and the government offices was filled with newsstands, and those stands sold not only newspapers but comic books too, along with candy and bottles of water.

There were four major daily papers, *La Prensa*, *El Tiempo*, *El Herald*, and *La Tribuna*. Each of these papers reported the major news of the day, but each had its own particular focus. *La Prensa* and *El Tiempo* were published in San Pedro Sula, while *El Herald* and *La Tribuna* were published in Tegucigalpa, so they tended to publish crime and feature stories relevant to the local population. However, political news was a strong feature of all papers. During my stay, I noticed that *La Prensa* tended to be less favorable and *El Herald* more favorable to the Honduran president in power at that time. *La Tribuna* tended to report more of the news from Tegucigalpa than did *El Herald*, which seemed more focused on national news. Additional news magazine formats were devoted to religion or sports, with a considerable emphasis on soccer.

Reading Spaces

Culture constrains both what kinds of materials are available for reading and the places where those materials can be read. One can read almost any type of material in private, but in public there are certain materials that are not read, and certain places where reading is deliberately discouraged or made more difficult because of environmental factors. Susan B. Neuman and Donna Celano (2001) made an ecological study of four US neighborhoods, looking at children's access to print and reading. They speculated that "regular, routine, and habitual uses of reading in public might support the view that reading is important." When they asked people where might be a good place to read, their informants

recommended “laundromats, bookstores, pizza parlors, bus stops, diners, coffee shops, and fast-food restaurants” (p. 14). However, they found that in some of these places, reading was made difficult due to uncomfortable or nonexistent seating, inappropriate lighting, lack of reading materials, and hostility to loiterers (p. 19). Similar situations were evident in Honduras.

Academic Spaces

Honduras has two major public universities, the Autonomous University of Honduras (Universidad Autónoma Nacional de Honduras, abbreviated UNAH) and the National Pedagogical University (Universidad Pedagógica Nacional Francisco Morazán, or UPNFM), and these two universities each have multiple campuses in major Honduran cities. In addition, there are many private universities, including the Central American Technological University (Universidad Tecnológica Centroamericana, or UNITEC) and the Panamerican Agricultural School (Escuela Agrícola Panamericana, referred to colloquially as ‘Zamorano’). Of the campuses I visited, all had libraries and most had spaces that could be appropriated for reading.

The library at UNAH had recently moved to be under the division of Technological Development in the University’s organizational hierarchy. The library made a computer lab available, along with information posted about how to use search engines, and areas of campus surrounding the library had wireless Internet accessibility. Students congregated in this area, most socializing but some reading books and others bent over their computers. This area seemed more conducive to group work and expansive exchanges of information. The UNAH library stood in contrast to this area, with signage indicating that the library was a zone of silence and discipline, with group conversation, yelling, games, and smoking forbidden. Most of the sections of the library had closed stacks, so browsing and book selection was limited. Nevertheless, the library’s tables and chairs were full of students who were bent over books and notebooks.

The campus of my host university, the UPNFM, was quite a bit smaller than UNAH, and few outside spaces had been claimed for reading purposes. Classroom environments were fairly sterile, and not often used for reading outside

of class. However, university librarian Nítida Carranza had recently decided to convert the library to open stacks. Tables in the first floor reference area, located conveniently close to the air conditioning unit, were occupied almost constantly during school hours. The second floor browsing collection was unfortunately not air conditioned, but had a row of seats positioned in front of a wide bank of windows, which often attracted students.

Reading at School

Unsurprisingly, my exploration of Honduran schools revealed that a great deal of reading goes on in the school environment. A project initiated by my host university and the Rotary Club provided bookmobile service to impoverished urban schools to provide students with leisure reading. The bookmobile visited five to six schools on a rotating basis, for visits of 3 to 4 hours each. The bookmobile driver was a university library employee, but the bookmobile staffers were undergraduate students trained as Reading Promoters. They used reading techniques such as drawing, writing, and dramatization to encourage students to read. After conducting a formal reading lesson, the Reading Promoters helped children choose books to read from the bookmobile, and children had up to an hour to read those books if they wanted to. Due to economic restraints, it was not possible to let the children check out the books.

I visited a few schools with the Reading Promoters, and was able to observe classrooms and libraries at the schools. In general, public schools were poorly funded, and their libraries and classrooms were equally poorly funded. Classroom spaces were reserved for school-related activities, which included but were not limited to reading. The school libraries I saw had materials available in open shelving, but those materials were often dated. Like academic libraries, school libraries were organized around tables and chairs where students could sit and read. Urban schoolyards were either plain dirt or covered by concrete. One or two children hung at the edges of the schoolyards to read, but in general, these areas were reserved for physical and social activities and somewhat inhospitable for readers.

While public schools were poorly funded, private schools were able to rely on student fees and were able to offer more reading materials, information

technologies, and spaces for reading. The Mayan School had a computer lab, a relatively well-stocked library, and a space for storytelling and programming. As it was somewhat removed from the city center, it had a spacious campus that offered several benches and seats where students could read during lunches and breaks. The Dowal School, an English-Spanish bilingual school in the midst of the city, had less space but modern computer technology and an academic-intensive program. When I visited, many students in the school's courtyard area were reading or having conversations about and around reading. I was unable to tell if this was leisure reading or conversations about assigned reading for school.

Public Libraries

Public libraries in Honduras take a variety of forms. The national library, BINAH, is open to the public, and much of the activity of Honduran public libraries is coordinated through BINAH. Public libraries have been established in all eighteen departments of Honduras. Additionally, the Riecken Foundation has established community libraries throughout Honduras. Museums have reading rooms where patrons can access relevant historical materials, and government agencies and businesses frequently have documentation centers (*centros de documentación*) for public consultation.

Closed stacks are the norm for adult collections. As a result, the public image of most libraries and information agencies is that of the reading room, with tables, chairs, and signs exhorting silence. Patrons gain access to the collections via card catalogs, or occasionally through online catalogs, and library staff work as intermediaries between

the patron and the collection. Despite the lack of direct access to the collection, patrons were often evident at the national library and at museums. A staff member at the Museum of Anthropology and History (Museo de Antropología e Historia) mentioned that secondary school classes attended to use historical resources for their reports.

In addition to the reading rooms of public libraries and museums, *centros de documentación* are attached to many government agencies. These centers were open to the public, but only during traditional business hours, and their collections were limited in scope and attracted few members of the general public. Documentation centers at the Centro de Estudios de la Mujer de Honduras (Center for Honduran Women's Studies) and the Instituto Hondureño de Turismo (Honduran Tourism Institute) were involved in selective dissemination of information projects for reporters and government officials.

Children's Collections

BINAH and some public libraries had opened their children's collections for browsing and worked to create a more child-centered environment. BINAH's children's room had mobiles hanging from the ceiling, colorful shelves, cubbies with stuffed animals, and child-sized desks. Tegucigalpa's public library, the Biblioteca de la Municipalidad, was located in the city hall, a few blocks away from BINAH. The children's room featured colorful painted chairs and tables, decorations on the wall, and a puppet theatre. Shelves with end pieces painted to look like elephants held colorful displays of picture books grouped by reading level. The children's librarian, Sagarrio Montoya, mentioned conducting story



Figure 1. Children lining up for bookmobile.



Figure 2. Courtyard of the National Library of Honduras.

time programs with class groups and working with them on craft projects. However, the downtown location of this library meant that access to this library was limited.

The Riecken Foundation works to establish community-supported public libraries in rural Honduras and Guatemala. Established by American venture capitalist Allen Andersson, who served in the Peace Corps in Honduras, these public libraries have open stacks, comfortable chairs, tables, and computer labs with Internet access. When I visited the Flor del Saber (Flower of Knowledge) library in Flor del Campo, Tegucigalpa, I was struck by how busy it was. Teenagers crowded the computer area, surfing the Web and working on homework. The computer technician was a man in his early 20s, who conducted Internet workshops and supervised the teenagers to make sure they were not accessing pornography or having trouble finding results. The children's area had a lively selection of books, child-sized tables, and toys. Nearby, a reading nook with two armchairs allowed for a small degree of privacy and comfort for young adults. The book collection contained a few thousand works, loosely organized by Universal Decimal Classification, on meter-high shelves. Children were involved in reading and writing at the tables, often seeking the assistance or approval of the librarian. She said the children affectionately called her 'Abuela,' or 'grandmother.'

Community Reading Spaces

Spaces like libraries and schools are often specifically designed to encourage reading. Other spaces are not designed for reading, but are appropriated and used for reading. In Honduras, two spaces in which I particularly noticed reading behaviors were the *parque central* in the center of Tegucigalpa and coffee shops across the country.

The *parque central* became an impromptu reading space for some people. Men dressed in business attire occasionally frequented the *parque central* or downtown restaurants, reading newspapers while they ate or smoked cigarettes. Children with their parents purchased comics from newsstands on several occasions, but I never saw children reading in the *parque central*. It was more common to see people involved in conversations with the proprietors of those newsstands, discussing current events and politics.

Coffee shops also seemed to become impromptu reading spaces. The Espresso Americano chain of coffee shops had a stand of newsletters available that shared jokes and wry observations. With multiple Espresso Americano facilities throughout the country, there was naturally some difference in the various locations I observed. Most locations were not used for reading, though people could often be seen reading newspapers. Another coffee shop located in a shopping mall I frequented had a magazine stand available for customers. I did see a few people reading those magazines, though more were working on laptop computers. Rather than being appropriated by readers, this shop seemed to have been appropriated by businesspeople.

New Literacies in Honduras

With the advent of mobile ICTs such as cell phones, developing countries have in some ways been able to 'leapfrog' over expensive intermediate phases of implementing information technologies. Developing countries did not have access to the previous generation of large, expensive computer technology requiring significant infrastructural support and relying mainly on text-based interfaces. However, the development of affordable mobile and wireless technologies allows developing countries to participate in the global information infrastructure on a similar level as developed countries. Because these technologies are more content-rich, with audio and imagery, the use of these technologies has implications for the act of reading.

Cybercafés

Cybercafés are available all over Honduras. Tegucigalpa and San Pedro Sula had hundreds of such institutions, ranging in size from a handful of computers in a private residence to 50 computers in an air-conditioned shopping mall storefront. I found cybercafés in every small town and rural area I visited. Cybercafés provide communal (yet profit-based) access to infrastructure-heavy technology like personal computers, printers, scanners, and so forth.

The cybercafé I visited most often was in a shopping center across from the university, and predictably, most of its clients came from the university. The clientele was predominantly young and male; however, while women did not predominate, there was nonetheless a significant

number of them every time I visited or walked by the café.

This particular cybercafé had about 30 computers in a labyrinthine arrangement to maximize space. Because of this, I was able to observe some of the user activity that patrons were engaged in, and the results were not terribly surprising. Many of them were using chat and instant messaging packages, watching videos, downloading music, visiting news web sites or social sites such as Hi5. (Hi5 seems to be much more popular in Latin American countries than MySpace or Facebook.) However, besides merely providing access to the Internet, the cybercafé also functioned as a *de facto* computer lab for the university. I saw people composing papers for class, making PowerPoint slide presentations, editing photos and videos. The cybercafé offered a more relaxed environment with a greater variety of software than the university computer labs, but no access to university resources. Even on campus, students did not have complete access to bibliographic databases, which were only available in the library's computer lab.

Cellphones

Cellphones are affordable, portable, and useful, and as such, they have penetrated deeply into Hondurans' lives. In urban and rural areas alike, it seemed like almost everyone had a cellphone. The two major companies, Claro and Tigo, advertised across the country, from billboards and newspaper ads to logos painted on cliff walls. These painted advertisements added to the print environment in rural areas and along the highways, with more elaborate advertisements in urban shopping areas.

There were some 'plans' available where callers would receive a set number of minutes per month in exchange for a flat fee. However, most people whom I asked used the companies' pay-as-you-go programs. Cards with airtime were available for purchase at every *pulperia* (corner store), pharmacy, gas station, grocery store, and so on. Most of these stores had large promotional materials provided by the cell phone companies, which indicated that they did offer cards.

Phone quality ranged from cheap devices that did little more than calling, to very expensive phones. Generally even the most basic phone provided text messaging service. At the time I was

in Honduras, I did not see smart phones (web-enabled cellphones with personal digital assistant features), and to my knowledge, neither of the cellphone providers were offering packages that included Internet access.

Conclusion

Honduras currently ranks 99th out of 134 countries on the World Bank's Knowledge Economy Index (World Bank 2009g). The World Bank estimated that in 2006, there were 320 mobile phone owners out of every thousand people, in sharp contrast to the 20 computers per 1000 people and the 50 Internet users out of every 1000 people (World Bank 2009c). In the words of one of my informants, "Honduras does not have a reading culture." Reading is considered a foreign behavior, and one done exclusively with books. For libraries in Honduras, this might imply that their jobs are larger than merely providing books and spaces to read, but rather, changing a national mindset.

Though Honduras does not have a reading culture, it does have a social culture, a culture of exchange and interaction. Social gathering space is provided through the existence of the *parque central* in almost every town. Commercial enterprises provide access to computers and technologies in the urban areas, and also in some rural areas. These offerings are limited by ability to pay, and are not available to all Hondurans equally. However, they are widely visible. There is a great respect for learning and for the study of national history and development.

Hondurans practice and respect reading, but they do not view themselves as readers and they have a limited supply of books available to them. Much of the difficulty in creating a reading culture can be put down to an economy still in development. Books are extremely expensive. For instance, I paid the equivalent of USD 15.00 for a translated Agatha Christie novel in paperback. Translated into those terms, the average annual per capita income in Honduras is the equivalent of 113 paperback mystery novels. Given the extreme expense of books and the relatively low levels of funding of most Honduran libraries, librarians are justifiably concerned about lending books. Where available, computer technology can be used to overcome this barrier. Many resources are available online for no further cost than the

existing investment in hardware and software. These resources include news from Honduras and abroad, children's reading materials, and historical resources available from Honduran and other Iberoamerican libraries.

Per the Honduran constitution, libraries are heavily invested in maintaining Honduran culture. The Honduran government supports libraries as a means of educating the Honduran population, and also to preserve works by Honduran authors and authors of other nationalities who have made contributions to the Honduran culture. This is an important element, and one that helps Honduran libraries define their missions and purposes. However, this might result in libraries being seen as resources for learned Hondurans only. Instead, Honduran libraries might consider focusing some resources on improving people's material condition, by providing 'Information and Referral' type services. Urban libraries could work to gather community information such as where jobs are available, seeking legal aid, and seeking grants. More rural libraries could provide social gathering spaces where people can talk about common concerns like pollution and water rights. Riecken libraries are already creating this kind of culture, though they are doing it with teenagers rather than adults.

Another possibility for Honduran libraries is working to create a reading culture in Honduras. Libraries can work with schools to develop new readers with new attitudes toward books, as the National Pedagogical University is doing with its Biblioteca Movíl project. When children are exposed to books, they understand book-reading as more than just an information-gathering activity. Libraries can also work with other Honduran agencies to celebrate authors and reading. The national library, perhaps in combination with another agency, could hold reading-oriented celebrations in the *parque central*, thereby making reading a visible public behavior.

Knuth, Perry, and Duces (1996: 175) wrote, "Western library models have developed over time and through adaptive processes in support of gradually industrializing, literate, and eventually information-based societies. Libraries were established on the assumption that a 'reading population' existed." For libraries in developing countries, they suggest that "alternative models to traditional public libraries" would be more effective in bringing literacy to the population

(p. 176). Their alternative models include mobile libraries, rotating collections, village reading corners, and community-based programming. Solutions of this nature may be more effective for Honduran libraries than following a traditional Western library model.

References

- Barton, D. and Hamilton, M. (1998) *Local literacies: reading and writing in one community*. New York: Routledge.
- Central Intelligence Agency. (2009) Honduras. In *The world factbook*. Available: <https://www.cia.gov/library/publications/the-world-factbook/geos/HO.html> (Accessed May 16, 2009).
- Dyer, E. and Robertson-Kozan, C. (1983) Hispanics in the U.S.: implications for library service. *School Library Journal*, 29(8) 27–29.
- Elley, W.B. (2000) The potential of book floods for raising literacy levels. *International Review of Education*, 46(3/4) 233–55.
- Georgetown University Political Database of the Americas. (2005) Honduras: constitución de 1982. Available: <http://pdba.georgetown.edu/Constitutions/Honduras/hond05.html> (Accessed June 1, 2009).
- Graff, H.J. (1979) *The literacy myth*. New York: Academic Press.
- Greaney, V. (1996) Reading in developing countries: problems and issues. In Greaney, V. (ed) *Promoting reading in developing countries*. Newark: International Reading Association. pp. 5–38.
- Knuth, R., Perry, B. and Duces, B. (1996) Libraries and literacy in developing countries. In Greaney, V. (ed) *Promoting reading in developing countries*. Newark: International Reading Association. pp. 174–192.
- Krashen, S.D. (2004) *The power of reading: insights from the research*. 2nd ed. Westport: Libraries Unlimited.
- La Prensa*. (2008, October 2). Pobreza subió a 73.4%. Available: <http://www.laprensahn.com/Pa%C3%ADs/Ediciones/2008/10/03/Noticias/Pobreza-subio-a-73.4> (Accessed June 24, 2009).
- Merrill, T., ed. (1995) *Honduras: a country study*, Washington, DC: Library of Congress. Available: <http://countrystudies.us/honduras/> (Accessed May 16, 2009).
- Neuman, S.B. and Celano, D. (2001) Access to print in low- and middle-income communities: an ecological study of four neighbourhoods. *Reading Research Quarterly*, 36(1) 8–26.
- Street, B.V. (1995) *Social literacies: critical approaches to literacy in development, ethnography, and education*. New York: Longman.
- World Bank. (2009a) Adult (age 15+) education attainment pie charts. *Education policy and data center*. Available: <http://epdc.org/Reports/CountryProfile/CountryProfile.aspx> (accessed June 1, 2009).
- World Bank. (2009b) Age-specific attendance rates. *Education policy and data center*. Available: <http://epdc.org/Reports/CountryProfile/CountryProfile.aspx> (Accessed June 1, 2009).
- World Bank. (2009c) Custom scorecards (KAM 2008). Available: http://info.worldbank.org/etools/kam2/KAM_page3.asp (Accessed June 6, 2009).

- World Bank. (2009d) Education statistics version 5.3. Available: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html> (Accessed May 16, 2009).
- World Bank. (2009e) Honduras country brief. Available: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/HONDURASEXTN/0,,contentMDK:21035522~pagePK:141137~piPK:141127~theSitePK:295071,00.html> (Accessed May 31, 2009).
- World Bank. (2009f) Honduras report. *World development indicators database*. Available: http://ddp-ext.worldbank.org/ext/ddpreports/ViewSharedReport?&CF=&REPORT_ID=9147&REQUEST_TYPE=VIEWADVANCED (Accessed June 1, 2009).
- World Bank. (2009g) Knowledge economy index (KEI) 2008 rankings. Available: http://siteresources.worldbank.org/INTUNIKAM/Resources/KEI2008Highlights_final12052008.pdf (Accessed June 6, 2009).

Information Literacy and Scholarly Investigation: a British perspective

Andrew K. Shenton



Andrew K. Shenton, BA, MSc, PhD, PGCE, is a former Lecturer in Northumbria University's School of Computing, Engineering and Information Sciences. He gained a doctorate in 2002 after a wide-ranging investigation of the information-seeking behaviour of children and young people. He has now had over 80 papers published in Italy, the USA and his native Britain. They have been widely cited in books, periodical articles, conference papers, reports, dissertations and student seminar presentations, as well as forming recommended reading for modules of university courses that have included PhD programmes. He can be contacted by post at 92 Claremont Road, Whitley Bay, Tyne and Wear, NE26 3TU, England, United Kingdom. He can also be e-mailed at ashenton1@hotmail.com.

Abstract

The phrase, 'information literacy', is now well established in library and information science but it is much less familiar to practitioners in other disciplines, even those upon which information literacy impinges. It has yet to gain any significant coverage in education, for example, despite the fact that teaching the basic principles associated with the concept can help learners when undertaking various forms of scholarly work. This paper considers the often overlooked links between information literacy, scientific inquiry and the generic research process, and concludes by advocating that education in schools would benefit from concentrating on the axioms that underpin all three areas. Nonetheless, the author recognizes problems inherent in such a stance. In particular, he notes that activities which may be believed to lead to the acquisition of information literacy are frequently undermined in schools by detrimental attitudes and practices, some of which give priority to other concerns.

Keywords: education; information literacy; schools; young people

Introduction

In recent years information literacy, here understood to be the body of knowledge, skills, competencies and understanding required by an individual to find information effectively and use it appropriately to meet the need that prompted its acquisition, has become established as one of the largest and most important fields within information science. The International Encyclopedia of Information and Library Science (2003) notes that use of the term itself has been prominent since the early 1990s, and the volume of literature pertaining to information literacy is now huge. A search of Library and Information Science Abstracts (LISA) undertaken in early April 2009 retrieved records for some 893 sources published during the period from 2005 onwards and indexed in the LISA database with the words, 'information literacy' as descriptors. Conceptually, information literacy has certainly expanded greatly in scope from its antecedents as 'user education' or 'bibliographic instruction', which emphasized the exploitation of library tools, such as indexes, catalogues and classification schemes, and the use of particular types of sources, to expansive skills sets that are today permeated by a more widely applicable problem-solving perspective. The transferability of the advocated approaches to a diverse range of situations has led to strong associations between information literacy and lifelong learning. Even Williams (2006), one of the most outspoken critics of some of the more radical claims made on behalf of information literacy by its proponents, concedes that it has a role to play in countering a major problem, that of students needing help "navigating the information environment".

Information Literacy Outside Information Science

It is a measure of the growing maturity of the field of information literacy that the literature pertaining to it no longer merely defines the areas embraced by the term and addresses how information literacy may be taught. Much more specialist and complex issues, reflecting a wider perspective, are now receiving attention. In recent years, commentators have, for example, looked to evaluate the contribution that information literacy makes in a particular educational setting (Streatfield and Markless 2008), identified different fields from which information literacy instruction has drawn (Streatfield 2006) and brought to bear critical perspectives from other disciplines in order to understand the nature of information literacy more fully (Whitworth 2006). Despite this apparent progress, information literacy still struggles from both an academic and a practical standpoint to gain a foothold in related fields, notably education, where its implications are particularly obvious. It remains an expression that is unfamiliar to many teachers. Although key elements of information literacy are addressed in the documentation, Smith and Hepworth (2005) recognize that the expression does not appear at all in England's National Curriculum. Furthermore, in recent research, Shenton (2007) discovered that the term was not to be found in any of the 44 Ofsted (Office for Standards in Education, Children's Services and Skills – an British government institution) inspection reports he scrutinized pertaining to first and primary schools in northern England, but the area was at least partly covered in terms of skills involving information retrieval or “independent research”. Comparisons can be drawn between the profile of information literacy in the world at large and that of the related area of information behaviour. Writing about the latter, Fisher and Julien (2009) assert, “hardly anyone outside its narrow membership actually refers to it or seems aware of its existence” (p. 342). The restriction in appreciation of the importance of information literacy to mainly information science contexts is regrettable since many of its most basic components are fundamental to the underlying building blocks for learning. Indeed, Shenton and Beautyman (2009) highlight how several of the skills associated with information literacy also appear in the Cognitive Domain of the classic Taxonomy of Educational Objectives

(Bloom 1956). Specifically, skills such as the application of information, the synthesis of existing material to form a new entity and evaluation are common to both sets of constructs. In addition to similarities in skills, elements of information literacy and other areas of knowledge, notably communication theory, are comparable. Bruce (1997) believes that a key aspect of the “information control” dimension of information literacy is that of the user selecting from the information available that which is most likely to be of value in the future (p. 14). This characteristic is analogous to Weaver's (1971) notion in communication modelling that, since some of the information in a message is “spurious”, in order to extract “the useful information in the received signal we must subtract out this spurious portion” (p. 19).

The primacy of information literacy skills is also evident from the fact that the sequence in which they are applied, as well as the individual skills themselves, is characteristic of other forms of scholarly activity, namely scientific inquiry and the research process more generally. Kelley (2008) asserts that a small number of central patterns, or “axioms” (p. 148), underlie all of mathematics and, clearly, education should give special attention to developing among learners an understanding of these elements. Kelley goes on to widen his argument, declaring that “the most important things to learn” are fundamental laws “with the greatest explanatory power” and “the most useful procedural skills” (pp. 157–58). The ingredients of information literacy may be considered to form one set of such skills.

Information Processes and Scientific Inquiry

Today, information literacy is no longer understood in standalone terms. Webb and Powis (2005), for example, discuss the area from the perspective of learning styles, and Eisenberg, Lowe and Spitzer (2004) make connections in relation to information literacy and visual literacy, media literacy, computer literacy, digital literacy and network literacy. Links between concepts typically associated with scientific inquiry and actions leading to the location and use of information can also be identified in source material but have seldom been subject to detailed or even explicit consideration. One of the behaviours typically incorporated within scientific inquiry is the rigorous observation of phenomena. Berrill

(1961), in fact, goes so far as to assert that scientific procedure essentially involves the persistent testing of hypotheses against observations. Observation also forms an integral feature of one of the best known models of information behaviour. Here, Krikelas (1983) refers to how information may be obtained via observations that may be structured, systematic and organized. Dervin (1983) attaches similar importance to observation in her sense-making model, in which information-seeking and use are central concerns.

With respect to the making of more direct links between the finding of information and scientific method, Harter (1984) explores the ways in which scientific inquiry is analogous to the searching of online databases. Accepting that scientific inquiry in its “cutting edge” sense is centred on enhancing man’s knowledge, whilst an online search is typically motivated by less lofty purposes, Harter nevertheless detects a range of similarities, in particular the relationship between

- how the scientist identifies pertinent variables for testing and how the online searcher isolates concepts/facets impinging on the topic
- how the scientist formulates a hypothesis and how the online searcher links facets conceptually using Boolean operators
- how the scientist generates operational definitions and how the online searcher selects terms from a controlled vocabulary, notes variant word forms, synonyms, etc.
- how the scientist establishes trustworthiness through validity and reliability and how the online searcher ensures that the terms employed represent the desired concepts accurately and produce consistent results
- how the scientist’s work is cyclical in that hypotheses are tested, refined and retested, and how the online searcher’s actions are iterative with regard to the making of refinements if early results are unsatisfactory.

Information literacy and online searching are, of course, by no means synonymous. The scope of the latter is much more limited and, in terms of its emphasis on the user’s direct interaction with information technology, it may properly be considered a subdivision of the “information searching behaviour” defined by Wilson (1999, p. 263). Moreover, in the era in which Harter was writing, online searching was generally the preserve of the information professional, whereas information literacy is today frequently viewed as an

ideal to which everyone should aspire. Indeed, Julien (2007) argues that the inherent skills “are central to ‘literacy’ in general, particularly in the 21st century” (p. 243). Shapiro and Hughes (1996) attach similar importance to information literacy, believing it to be “as essential to the mental framework of the educated information-age citizen as the trivium of basic liberal arts (grammar, logic and rhetoric) was to the educated person in medieval society”. Several of the matters raised by Harter are, however, indicative of broader issues associated with the location and use of information, like the need to develop appropriate search terms and the importance of taking a flexible, reactive approach in the face of problems.

The most direct published comparison between information literacy and scientific inquiry is that made by Julien and Barker (2009), who state unequivocally that “information literacy is embedded in the principles and processes of science” (p. 12). In support of their argument, they offer a table showing, side by side, the individual elements of both in order to facilitate comparison. Seeking to unite scientific method and information literacy in the context of an American high school setting, Julien and Barker go so far as to suggest, “Science classrooms where students follow an inquiry model of learning are an ideal environment in which to develop information literacy” (p. 13).

It must be appreciated, nevertheless, that by no means all scholars accept the fundamental links between scientific inquiry and the pursuit or use of information proposed here. Windschitl (2008), for example, believes that the undertaking of what he calls “background library/internet research” is one of those activities that merely “supports” scientific inquiry (p. 17), and contrasts how the investigation, through source material, of current scientific controversies is quite different from arguing about evidence that pupils themselves have generated with regard to a hypothesis.

Information Literacy and the Generic Research Process

The task of exploring the relationship between information literacy and ‘research’ more generally is complicated by the fact that, in common parlance, the latter term is often applied to any work involving information-seeking and use,

such as project activities in schools, as well as to study which extends mankind's knowledge in a particular discipline. In the context of this article, 'research' is considered to relate to the latter activity only. Notwithstanding the fact that the philosophical underpinnings of different forms of research, especially quantitative and qualitative inquiry respectively, are contrasting, it is possible to list a series of generic actions that apply across different research traditions:

1. formulate a research question
2. identify appropriate aims and objectives
3. review the appropriate literature
4. generate a design
5. collect data
6. analyse data
7. report findings
8. draw conclusions and put the results in a wider context
9. evaluate the outcome and the investigative process itself.

Beyond the fact that the third stage itself demands high levels of information skills if an effective literature review is to be written and in the eighth phase information skills are similarly important if the researcher's findings are to be properly framed in terms of the established knowledge base, the sequence of activities typically associated with information literacy has much in common with the overall set of research processes listed above; both forms of inquiry involve identifying issues for investigation, planning and executing a course of action to elicit material pertinent to the foci, scrutinizing closely what has been collected to gain insight into these matters and, ultimately, reflecting on both the outcome and how the work has been done. In addition, Shenton (2009) has shown how more specific features of research, like triangulation and, in qualitative inquiry, comparisons of the 'sending' context of the investigation and the 'receiving' context with which the report reader is concerned, can be applied equally justifiably in information-seeking situations.

The Frameworks Compared

Inspired by the Julien and Barker (2009) comparison, Table 1 maps the stages typically associated with information literacy, scientific inquiry and the generic research process respectively against one another so that the underlying

similarities in their concepts are readily apparent. In each case, the phases are based on ideas taken from existing source material:

- The information literacy elements shown are taken from two frameworks. The first is the Big Six Skills approach of Eisenberg and Berkowitz (1995), a model that has been described by Herring (1996) as "the one most often cited in the literature relating to information skills" (p. 21) and one that is in especially common use in North America. The second is SCONUL's Seven Pillars Model for Information Literacy (SCONUL Advisory Committee on Information Literacy 1999), which is particularly associated with higher education. Presentation of the elements within two models, side by side, enables the reader to appreciate the extent to which two models of quite different orientations share fundamental concepts. This author is by no means the first to recognize common features across different information literacy models. In the last 10 years alone, similar mapping has been undertaken by such writers as Young (1999) and Eisenberg (2008). When the latter made his own comparison of four frameworks, he, too, concluded, "there are many similarities among them. In fact, there is more agreement than disagreement among the models" (p. 40).
- The sequence shown in the scientific inquiry column reproduces the ideas of Wetzel (2008), who considers scientific inquiry in association with higher-order thinking skills.
- The stages relating to the general research process are based on an introductory work on the subject by Kumar (2005).

Implications for Practice

Teaching should concentrate on promoting the generic skills (or 'axioms') that lie at the heart of all three processes and demonstrate their transferability to different contexts by setting learners tasks that demand their application for different purposes – the location and use of information, scientific investigation and general research. Further practice and familiarity will be gained by learners if they are given different forms of work within these categories. Once the axioms are understood by the learners, they will have a solid base from which they can develop the focused skills associated with more specific kinds of scholarly investigation. Essentially, this stance

Stages of information literacy, according to Eisenberg and Berkowitz (1995)	Stages of information literacy, according to SCONUL's Seven Pillars Model (SCONUL Advisory Committee on Information Literacy, 1999)	Phases of scientific inquiry, according to Wetzel (2008)	Steps associated with the generic research process, adapted from Kumar (2005)
Define task	Recognize information need	Ask question	Formulate research problem
Formulate information-seeking strategies	Distinguish ways of addressing gap Construct strategies for locating	Design investigation	Conceptualize research design Construct instrument for data collection Select sample
Locate and access information	Locate and access Compare and evaluate	Carry out investigation	Collect data
Use information	Organize, apply and communicate	Formulate explanation	Process data
Synthesize work	Synthesize and create	Present findings	Write research report
Evaluate effectiveness and efficiency		Reflect on findings	

Table 1. Components of information literacy, scientific inquiry and the generic research process compared.

extends that of Julien and Barker (2009), who, whilst recognizing the importance of the relationship between information literacy and scientific inquiry, do not deal with the general research dimension. Rather, they note how the promotion of “a better understanding of science inquiry” can enable youngsters to “acquire a more solid conceptual understanding of information literacy” and how “teaching students skills in searching for and evaluating information has the potential to help them better understand the nature of science and scientific knowledge” (p. 16). The principle that Julien and Barker advocate is thus one of mutual reinforcement.

Even in the early years of primary school, basic research projects can be staged with children. Many British schools already carry out ‘traffic censuses’ that involve the counting of vehicles passing a particular point during a certain period. Like much research taking place in school settings, the data in this case are quantitative in nature, perhaps as a result of the fact that numeric data like frequency figures are more easily collected and analysed than the qualitative kind. Even when such basic research is involved, pupils must be

made to realize that the essential processes are not specific to the particular task at hand. Opportunities should be seized to stress the generic basis and common core of activities as seemingly diverse as finding and using information and research involving the collection and analysis of new data.

Unfortunately, as Shenton and Jackson (2008) explain, a range of attitudes and educational practices in schools often inhibit, rather than reinforce, information literacy. Specifically, the authors highlight teachers’ frequently less than respectful attitudes to the library and its contents, an orientation in the school curriculum that is subject-based and educational practices which give prominence to concerns that effectively dilute the ‘process’ experiences offered to students. These include an emphasis on learners’ meeting particular ‘product’ assessment criteria within strict timescales, deliberate reduction in the materials available to the learner, simplification of access to information and setting assignments that assume, first and foremost, the use of paper and electronic information sources. Until the divergence between key features of information literacy and

these longstanding practices is remedied, the task of inculcating the core skills in different contexts is likely to prove problematic.

References

- Berrill, N.J. (1961) *Man's emerging mind: man's progress through time – trees, ice, flood, atoms and the universe*. London: Scientific Book Guild.
- Bloom, B.S. et al. (1956) *Taxonomy of educational objectives: the classification of educational goals – handbook one, cognitive domain*. London: Longmans.
- Bruce, C.S. (1997) The relational approach: a new model for information literacy. *New Review of Information and Library Research*, 3: 1–22.
- Dervin, B. (1985) An overview of sense-making: concepts, methods, and results to date. Paper presented at the International Communication Association Annual Meeting, Dallas, Texas.
- Eisenberg, M.B. (2008) Information literacy: essential skills for the information age. *DESIDOC Journal of Library and Information Technology*, 28 (2): 39–47.
- Eisenberg, M.B. and Berkowitz, R.E. (1995) The six study habits of highly effective students: using the Big Six to link parents, students, and homework. *School Library Journal*, 41 (8): 22–25.
- Eisenberg, M.B., Lowe, C.A. and Spitzer, K.L. (2004) *Information literacy: essential skills for the information age. 2nd ed.* Westport, Connecticut: Libraries Unlimited.
- Fisher, K. and Julien, H. (2009) Information behavior. *Annual Review of Information Science and Technology*, 43: 317–358.
- Harter, S.P. (1984) Scientific inquiry: a model for online searching. *Journal of the American Society for Information Science*, 35 (2): 110–117.
- Herring, J.E. (1996) *Teaching information skills in schools*. London: Library Association.
- International Encyclopedia of Information and Library Science*. (2003) 2nd ed. Ed. by J. Feather and P. Sturges, London: Routledge.
- Julien, H. (2007) Experiencing information literacy affectively. In: *Information and emotion: the emergent affective paradigm in information behavior research and theory* (ed. by D. Nahl and D. Bilal). Medford, New Jersey: Information Today: 243–252.
- Julien, H. and Barker, S. (2009) How high-school students find and evaluate scientific information: a basis for information literacy skills development. *Library and Information Science Research*, 31 (1): 12–17.
- Kelley, P. (2008) *Making minds: what's wrong with education – and what should we do about it?* London: Routledge.
- Krikelas, J. (1983) Information-seeking behavior: patterns and concepts. *Drexel Library Quarterly*, 19 (2): 5–20.
- Kumar, R. (2005) *Research methodology: a step-by-step guide for beginners. 2nd ed.* London: Sage.
- SCONUL Advisory Committee on Information Literacy (1999) Information skills in higher education: a SCONUL position paper. [Online]. Available: http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars2.pdf [Retrieved April 25, 2009].
- Shapiro, J.J. and Hughes, S.K. (1996) Information literacy as a liberal art. *Educom Review*, 31 (2). Available: <http://net.educause.edu/apps/er/review/reviewarticles/31231.html>
- Shenton, A.K. (2007) OFSTED and libraries in first and primary schools: some observations on expectations. *Journal of Librarianship and Information Science*, 39 (2): 99–111.
- Shenton, A.K. (2009) Inferential information-seeking. *Library Review*, 58(5): 353–361.
- Shenton, A.K. and Beautyman, W. (2009) Information literacy: what is it? *Primary Leadership Today*, 15: 32–34.
- Shenton, A.K. and Jackson, M. (2008) Educational practices and information literacy: where's the synergy? *Library and Information Update*, 7 (10): 42–44.
- Smith, M. and Hepworth, M. (2005) Motivating learners to become information-literate. *Library and Information Update*, 4 (1–2): 46–47.
- Streatfield, D. (2006) Looking across the boundaries. *Information Research Watch International*, December: 3–4.
- Streatfield, D. and Markless, S. (2008) Evaluating the impact of information literacy in higher education: progress and prospects. *Libri*, 58 (2): 102–109.
- Weaver, W. (1971) Recent contributions to the mathematical theory of communication. In: C.E. Shannon and W. Weaver. *The mathematical theory of communication*. University of Illinois Press: Urbana, Chicago: 1–28.
- Webb, J. and Powis, C. (2005) Start with the learner. *Library and Information Update*, 4 (1–2): 50–52.
- Wetzel, D.R. (2008) Understanding scientific inquiry. *Scientific Research Methods*. [Online]. Available: http://scientificresearchmethods.suite101.com/article.cfm/scientific_inquiry_what_is_it [Retrieved April 25, 2009].
- Williams, P. (2006) Against information literacy. *Library and Information Update*, 5 (7–8): 20.
- Wilson, T.D. (1999) Models in information behaviour research. *Journal of Documentation*, 55 (3): 249–270.
- Windschitl, M. (2008) What is inquiry? A framework for thinking about authentic scientific practice in the classroom. In: *Science as inquiry in the secondary setting* (ed. by J. Luft, R.L. Bell and J.G Gess-Newsome). Arlington, Virginia: NSTA Press: 1–20.
- Young, T.E. (1999) The big three information literacy models. *Knowledge Quest*, 27 (3): 32–35.

Our Space: professional development for new graduates and professionals in Australia

Fiona Bradley



Abstract

This paper explores the changing work environment in libraries and information management and the impact on new professionals and new graduates. New graduates need to have their own support networks and targeted professional development to successfully navigate job and sector changes and to gain transferable skills. The development and structure of a targeted professional development event, the New Librarians' Symposium, is discussed. This successful event, held in Australia biennially, could be considered a model of targeted professional development for other professional associations and groups.

Keywords: librarians; new professionals; professional development; Australia

Support for New Graduates and Professionals

Alyson Dalby



Australia has one of the strongest support networks for new library and information science (LIS) professionals in the world (Garcia-Febo 2008; Saw and Todd 2007). Much of this is the result of initiatives of the Australian Library and Information Association (ALIA). New graduates have strong representation in the association with an advisory committee to the Board of Directors (New Generation Advisory Committee), a grass-roots activity group (New Graduates Group – national, with representatives from states and major regional areas), and the New Librarians' Symposium, a biennial conference. These successful initiatives began earlier this decade (Blanchard 2003).

Associations in other countries are also expanding their services and support networks for new professionals. These include the New Members Round Table of the American Library Association (ALA), the Canadian Library Association, the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom, and the New Professionals Discussion Group of the International Federation of Library Associations and Institutions (IFLA).

The ALIA New Librarians' Symposium

The New Librarians' Symposium (NLS) is an event aimed at students and those who have been in the LIS profession for up to 10 years (including librarians and library technicians). The purpose of NLS is, "to encourage the participation of new graduates; to start networking processes among new graduates and experienced industry professionals; and an opportunity to exchange ideas and knowledge" (Blanchard 2003).

The event is inclusive of all library workers, though most delegates are professionally-qualified librarians. Those who attend NLS are a

Andrew Spencer



About the Authors: page 242

diverse group including those embarking on their first career, second career, and those who have returned to the profession after career breaks. Ages and interests vary widely, and delegates come from all areas of Australia including major cities and regional areas. There is no typical delegate profile. In addition to these delegates, the event is also attended by senior professionals who participate as speakers or who attend to support the aims of the event.

The total number of attendees is smaller than other Australian library conferences (including ALIA Biennial, Information Online and VALA), but at around 280 delegates it reaches a good number of new graduates. There is significant turnover of delegates between each event as most delegates attend only one NLS.

This paper will focus on the arrangements for the third NLS, which was held in Sydney in December 2006 (NLS2006). Groups who are interested in hosting NLS submit bids for the opportunity to host the event, so it is not always held in the same city. The authors were all members of the NLS2006 organizing committee.

Event Design

NLS is held biennially over two full days on a Friday and Saturday in December. This minimizes the amount of workplace leave delegates may need to take, an important consideration for many in the early stages of their career. NLS has been timed to fall within Australian university holidays allowing those still studying to attend. The academic school year ends in November, and so NLS is well timed for students who complete their course at the end of the year and are transitioning to the workplace.

NLS aims to build networks amongst new professionals, particularly those from regional areas or working in solo and special library environments. Librarians need both learning and networking to continue their development and form communities within the profession, as Lachance (2006, p. 10) notes,

As library and information associations focus on learning and career development, individual practitioners in the profession begin to generate a sense of community through interaction with peers and other

learners. [...] In the modern age, however networking alone is not enough. The context for networking cannot simply be about making connections with people who do the same kinds of work we do. It must occur in the course of changing one's future through learning and practical experience or the connection cannot be sustained for very long.

At NLS, delegates meet professionals from every library department, from assistants to managers, from every sector and from every part of Australia. This is an opportunity to network that many may not usually have time or opportunity for in their workplace.

Social events are provided in the evening for delegates to network with each other. There has been debate over whether the price of social events should be included in the registration fee. Registering to attend them as separate, optional events reduces the registration fee and potentially makes the event more accessible to those on tighter budgets. However, networking is an essential career development activity which many delegates don't realize the value of until they experience it. It has often been said that the real value of conferences is in the hallways (Dixon 1997). For NLS2006, we chose to include the social events in the registration price to encourage high attendance, and the majority of delegates did attend both events (a cocktail party and dinner). Meals were also included in the registration fee, encouraging delegates to stay on-site and network.

Programme and Themes

The NLS programme focuses on issues of interest to new professionals and students. NLS2006 was the first NLS to include two streams in the programme – “Pathways” and “Possibilities”. Pathways included practical topics aimed at very recently graduated new professionals and students such as working in different library sectors, working overseas, and reports on projects undertaken at various organizations. The aim was to give delegates ideas about the career paths they can explore within the profession, and some practical skills and tools to use in the workplace. Topics in the Possibilities stream had a big picture focus, and looked at issues facing the profession as a whole and topics that would be of interest to those who had been in the profession

for a few years. Topics included leadership, management, generational differences between staff, and contributing back to the profession.

Space was made available for 25 papers to be presented by new professionals themselves (although the call for papers was open to all LIS workers), in what we called the peer paper programme. NLS2006 was the first NLS to offer optional peer review to authors. Peer review was popular amongst librarians working in academic libraries, who perceive peer review to give their paper additional backing and an opportunity to be improved (Bradley 2008). A popular resumé review service was also provided, modelled on that developed by the New Members Round Table of ALA.

NLS aims to be a significant professional development event for new graduates. It provides an opportunity for new graduates to take a day or two out of their work schedule to think about their career, goals and values in a non-threatening environment. Surrounded by their peers, delegates are able to gain exposure to ideas, practices and perspectives that are outside their normal frame of reference, but still within their grasp.

The aim of providing professional development that is both practical and “big picture” focused can make selling the value of an event like NLS difficult. While our feedback from delegates is overwhelmingly positive, some delegates have sometimes criticized the career and leadership content of the programme. As organizers of NLS, we are aware that not all delegates have the career goal of becoming a university/state/national librarian, or taking on a leadership role in the profession. However leadership is a topic not taught in the majority of LIS courses, despite being a quality desired by employers (Fisher, Hallam, and Partridge 2005; Mason and Wetherbee 2004). Many professionals are looking for a way to develop these skills, and the number of leadership courses available post-library school is relatively small (Mason and Wetherbee 2004). Does the (supposed) looming retirement of a large proportion of librarians, many of whom hold leadership positions, justify a focus on leadership and career skills at events such as NLS? We believe it does – NLS provides an affordable and accessible starting point for learning about leadership, something that is not always easily available. It is also non-selective, allowing delegates to be exposed to leadership

ideas without having to commit to a specialized leadership course. This focus also reinforces the idea that leadership is important, by exposing new graduates to it early in their career.

Promotion

The promotional techniques used for NLS are similar to those used for most ALIA conferences. These include published publicity material, promotional handouts such as postcards, and inclusion in event listing directories. However delegates usually only attend one or two events before considering themselves to have grown beyond the scope of the NLS, leading to high delegate turnover. NLS delegates are also likely to have a higher awareness of social networking and technology than some other conference audiences. These two factors led us to use more dynamic, inclusive, faster and cheaper methods of promotion. Electronic methods of promotion were adopted including discussions on electronic bulletin boards of library schools, blog posts and competitions that were designed to make the event accessible. For example, we held a competition online asking for suggestions on how to convince your boss to fund your conference attendance, with the hope that the ideas generated by the competition would in turn generate increased delegate numbers. The competition winner themselves received free registration as a prize.

The Creation of a Conference for New Professionals

NLS wasn't the first conference focused on new graduates that ALIA had organized. ALIA Fringe was held at the ALIA Biennial conferences in 1998 and 2000 (ALIA 1998; 2000). The Fringe brought together experienced and newer members of the profession to hear presentations on leadership, career planning, and current issues in the profession (Cumming 2000). They were organized on an ad hoc basis to fill a gap in the conference programme. Yet it was this ad hoc nature of the event that led to its demise – at the time it was difficult to manage the finances and organization of an event organized in this way. In the years since the Fringe, alternative modes of conferencing such as unconferences have created a successful way of providing loosely structured, participatory events (Unconference n.d.).

Despite the end of the Fringe model, the interest in an event for new professionals continued. The first New Librarians' Symposium held in 2002 aimed to speak to new librarians, rather than about them. The organizers of the Symposium observed that while presenters at the ALIA Biennial Conferences were talking about new graduates, the new graduates themselves weren't there to hear – the event was speaking only to the more senior, more experienced librarians. An event accessible and relevant to new graduates was needed. NLS1 was organized differently to larger ALIA conferences – promotion activities utilized electronic methods of communication, rather than the traditional printed conference brochure; and the programme was developed by “tapping speakers on the shoulder”, rather than an open call for papers; and the programme had only one stream. All of the knowledge of organizing and developing the event was created from scratch. Although ALIA provides some guidance, conference committees are largely left to their own devices to establish, organize, budget, and run their event.

NLS1 in Brisbane was organized by ALIA Quorum, a Queensland-based group of ALIA, and was initially expected to only attract delegates from that state. More than 150 delegates from all over Australia ended up attending. Subsequent events have grown the NLS format and it has taken on some traditional conference characteristics. This brings its own challenges that will be discussed later in this paper.

By the time NLS2 was held in Adelaide in 2004, NLS had a strong identity, and attracted 245 delegates. NLS2 built on the organizing procedures and practices developed by NLS1, and created many of their own. Although none of the NLS2006 committee had experience running an event on this scale, we were helped considerably by the templates, tools and processes documented by the NLS2 committee. We built on this again with NLS2006, which meant that by the end of the event we were able to hand the next organizers just as much information, if not more, than what we were provided with by our predecessors. We were also asked by other conference committees for copies of the guidelines we drew up for reviewing and selecting articles including the 2007 Top End Symposium and ALIA Library Technicians Conference 2007. This kind of knowledge sharing is vital to the success of an event run by (often inexperienced) committee volunteers.

An Event by New Professionals, for New Professionals

When NLS2006 was held, the event design was like many other medium-sized conferences. Multiple streams, a professional conference venue and trade exhibition, an open call for papers, sponsorship and marketing were all organized along traditional models. What remained different about NLS were the values and ideas underpinning the event. It was important to us that NLS remained an event created by new professionals, for new professionals – it was an event for our peers, not our juniors.

We were eager to avoid a situation whereby our seniors were telling us what they felt we needed to hear – something we have ample opportunity for in other situations. We believed that new graduates would know what they and their peers wanted to hear. We wanted NLS to essentially be a conference version of an e-list discussion – with debate, ideas, and shared knowledge. We believed that new grads could learn how to run an event at the same time as running the event. Most of us had stories of learning our jobs hands-on, so this was no different. We wanted to show that new graduates can be trusted to organize events. The example of the BOBCATSSS conference in Europe, organized successfully by different groups of students every year, showed that it can be done (BOBCATSSS: A Unique Series of Conferences n.d.).

The members of the NLS2006 organizing committee had a wide range of experience, although all of us considered ourselves new graduates at the time we organized the event. Some had event management experience, some had almost ten years library experience, and some had committee management experience. But rarely did all of those elements combine in the one person, and some of us had none of them at all. Ensuring that there was a mix of expertise on the committee allowed us to develop together, through informal and constant mentoring, and we consulted external figures for advice on particular elements of designing and organizing the event. Most committee members had some involvement with ALIA committees previously, which not only gave them a good understanding of the association but also some experience in working with each other on other groups and projects, despite day jobs being in many different library sectors and locations.

Committee members need strong support from mentors, employers and the sponsoring association to ensure that they have the skills, planning, and problem solving ability required to make the event a success. Committee members gained skills in project management, team work, communication, public speaking, budgeting, and strengthened their networks in the profession. New graduates can take on responsible roles within associations and organize successful events. As with any event, it is inevitable that there will be some changes in committee membership and varying levels of commitment. Support from employers also varied amongst the group. For many, creating an experience that would develop skills and benefit peers was a strong enough motivator to compensate.

When the organizing committee was formed, roles were open to all for the most part. There were people we tapped on the shoulder to be involved, and there were certainly people that we felt were necessary for the committee and we did guide people into some positions. A call for committee members was sent out to ALIA's email lists, though the core group of members (four or five people) was in place by the time NLS was awarded to Sydney for 2006. In the spirit of NLS2006 being a collaborative event, there was a point at which it became more important to have someone assigned to each area rather than being overly concerned with official responsibilities. This did lead to some committee members taking on a larger workload than others. We actively encouraged new graduates to join the committee. In one instance, we had a vacant position with two applicants. One was an experienced librarian and administrator who knew ALIA and its inner workings well. The other was a new graduate that none of us had met before. It was difficult for us to take the risk, but we chose the new graduate. We felt it was important that NLS was as much a learning experience for the committee as for the delegates.

Organizing a conference builds essential transferable skills which can be hard to gain in the workplace in the early career stage, especially project and budget management. These skills are highly valued by employers, especially as new graduates move out of their first positions and aspire to management or project management roles. Leadership potential and managerial skills are amongst the most difficult to fulfil and recruit for (Ingles et al. 2005, p. 58). The outcomes of

being on a conference committee are what you make of them but at the time they can sometimes seem abstract or irrelevant. However, several committee members have gained new positions or opportunities as a result of their involvement with NLS2006, and three committee members presented at the American Library Association's Annual Conference in 2008 about their experiences.

While most of us have retained some level of involvement with ALIA since NLS2006, this was in all cases significantly reduced in the year following the event. We gave a substantial amount of our time and energy to the Association over two years. We became familiar with the inner workings, the roles of different committees, and the overall aims and vision of the association. These new skills and experience have led to committee members being called on for expertise, for example, some were called on for their input into discussions on the future of ALIA conferences.

The Value of NLS and Professional Development

In order to build their own sense of professional value, new professionals need to see their peers being treated with professional respect – presenting at conferences, writing papers, speaking about issues that they can relate to. They need an audience for their ideas. In encouraging professional involvement, we also have a responsibility to provide forums for new ideas and voices.

There is value in new professionals having and running their own professional development. Of course this shouldn't be an exclusive arrangement – new professionals and experienced librarians should interact at each other's targeted events – but if the transmission of ideas only goes one way, from experienced to new, then the industry is unlikely to see the change it needs to keep up with its own users.

Why do librarians, library technicians and students attend conferences? What are the perceived and actual benefits to spending up to a thousand dollars or more to attend an event and taking time off work? Some benefits are more obvious and measurable than others. For authors, the visibility that comes from speaking at an event can help not just with your portfolio post-event,

but during the conference it can break down barriers and give other delegates a reason to approach you. Delegates find conferences to be a good networking and learning opportunity. But other benefits are more abstract, as Jennifer England said about ALA Annual (England 2003, cited in Vega and Connell 2007),

Here there was kinship. This act of attending, listening, and ultimately becoming part of something bigger is the whole reason for the Conference.

However, attending conferences can be difficult for new graduates (England 2003, cited in Vega and Connell 2007). Some may not know any other attendees and find this confronting. NLS can assist in this as most delegates are peers, but the experienced members of the profession who take part also engage with delegates and put them at ease.

Why else do librarians attend conferences? Other reasons to attend conferences include professional rejuvenation, content of the papers, committee meetings, exhibits, opportunity to speak (more important to newer/younger librarians), and user group meetings, in addition to networking. Reasons are many and varied, but the opportunity to connect with peers working in similar areas and networking is consistently highly valued (Vega and Connell 2007).

New graduates need support to find their way in the profession and to navigate early job and sector changes. Professional development, including opportunities to network, can play a role in building a support structure. The first five years are crucial to retention. Nexus surveyed those working in the LIS sector and found that (Hallam 2008),

43.9% of new entrant professionals planned to remain with their current employer for only the next two years. Relatively few (14.5%) considered the possibility of a long relationship with the current employer (i.e. 6 years and beyond). The figure was even higher for those new entrant professionals aged 30 years or under: 53.6% planned to change employer within the next 2 years.

New entrants were defined as those working in the sector for five years or less, the classic new graduate. They are very likely to change jobs,

sectors, and specialities to find a position that suits them. The Nexus survey also found that 68 percent of new graduates aged under 30 had been in their job for less than two years, and 41 percent had been in their job for less than a year (Hallam 2008). These figures are high. How do new graduates develop their skills and networks to effectively make these transitions? How much support are they receiving for professional development?

New graduate events and professional development can provide support not only for the roles that they are moving in and out of, but also a support structure to make those transitions easier. New graduates are likely to shift job roles, but also library sectors and specializations as they find their right fit in the profession (Markgren et al. 2007). This is also a time that many decide to leave the profession. A strong support network that assists this is important.

Increasingly, professional development is becoming an individual concern. It is up to each individual to identify their needs within their current role, and throughout their career. They may have a mixture of employer support and expectations to seek out opportunities for themselves. This is a change from the past, with the current attitude being that, “MLIS programs certainly have a place in preparing students to take on leadership roles, but students themselves must demonstrate a willingness to learn and to lead” (Sheardown and Woroniak 2007).

‘Everything is Different Now’: The Hype and the Reality of Changed Expectations

It has been said that the current crop of new graduates are different from generations at work before because they expect to, and will be asked to:

- have more variety in their career
- rise to senior positions more quickly than their predecessors
- make sideways moves as often as upwards moves
- be able to balance work and life, but at the same time
- have fewer lines between hobbies and work
- have their opinions to be heard, and to have a say in their own work

These expectations do not necessarily align with a new graduate's age or work experience prior to library school. It is debateable how much these expectations deviate from those of the past. As Lunau (2007) commented –

While the library environment is radically different now from the 1960s when I secured my first library job, and from the 1970s when I became a new professional, many of the challenges and opportunities remain the same.

So why then, do new graduates now need targeted professional development events? What has changed?

The library industry is changing. Not everything is changing – we acknowledge that there have always been people who struggled to find work, that the pay has never been outstanding, and that there have been many occasions where the balance between technical and generalist skills has been challenged. A study carried out in Canada (Ingles et al. 2005) identified several ways in which the library industry has changed over the past five years. During this time, there has been a paradoxical increase in demand for both librarians who possess generalist skills and those who can act as specialists in a particular field. This is a change from the historical situation where library staff would remain in the one role for the whole of their careers. There have also been changes in the types of roles undertaken by librarians – mid-career and senior librarians are performing management and leadership roles more often than they were five years ago. This trend is forecast to continue over the next five years. The survey results also indicated that recent library school graduates believed that there should be an increased emphasis on management and leadership skills in the library school curriculum. There may also be a further opportunity for professional development activities targeted at new graduates, as many library professionals believed that there is insufficient training at the organizational level in these skills. The fact that professional librarians have had to change roles has had an impact on other members of the library workforce. Over the past five years there has been an increasing need for paraprofessional staff to carry out duties that were once the domain of professional librarians.

The technology we use to do our job has changed. According to library administrators in Canada,

the introduction of new information technology has been the largest contributor to the changing role of librarians (Ingles et al. 2005). Changes in information technology have led to changed information behaviour and expectations of clients. In the past, helping people find information often meant explaining to them how the classification system worked. What hasn't changed is that people still want us to explain the system to them, but the system itself, increasingly Internet-based, has become vastly more complicated, and we didn't create it.

Our clients have changed. The world they live and work in has changed, so their information needs have changed. Put simply, they want information that is good enough, as quickly as possible – it no longer seems attractive to wait a week for information that is a little bit better than that which is readily available. We need to adapt to their needs. What our clients want from us has changed. Our clients turn to us for different reasons now. Clients can access information wherever they are, so they don't have the idea of "I need to go to the library to find that". The library no longer holds the information, but we do hold the expertise. We are now enablers rather than gatekeepers. Our role in the information market has changed (De Rosa 2005).

The workforce has changed. The Australian library workforce may not be structured to adapt to these changes. Analysing the results of the national population census from 2006, it was found that, "Librarians are markedly older than the average for Australian occupations. 65 percent are 45 or older, compared to 36 percent in the total workforce, 88 percent are 35 or more [58 percent]. Only 12 percent are under 35 [42 percent]." (ALIA 2008) Additionally, librarians have a high proportion of part-time workers, 33 percent of employees are part-time (ALIA 2008). Over the past decade, the number of employees in the sector has remained constant, but the number of Library Technicians has increased, indicating growth at the paraprofessional level, but not the professional level. Will the Australian library workforce have the number of employees it needs, at the right stages of their career, to meet these changing client needs? The skills that the library workforce is required to possess have also changed. Employers are no longer looking for recent graduates who only have knowledge of their academic field – new professionals must also demonstrate their personal

skills, for example, communication skills and interpersonal skills (Goulding et al. 1999).

The speed at which we progress in our career has changed. The demographics of the library profession have changed – in Canada a recent study found that approximately 50 per cent of the profession have been working in libraries for over 16 years (Ingles et al. 2005). This means that, on average, we as a profession are getting older. It also means that, proportionally, we have fewer young people entering the profession. Assuming that the retirement rates won't change significantly, these younger people entering may just get their wish of a faster rise to senior positions. But if all our training is based around a slow progression to management, and new professionals now are entering management roles much sooner, are they being adequately prepared? Do we need access to different types of education and training?

There is a common thread in all the above – it's change itself, at a pace perhaps more rapid than the past. We know from our workplaces that the ability to deal with change is a vital skill. Does our profession have that ability? Do we have the flexibility, confidence and creativity needed to change? Or are we trying to use old methods to solve new problems? The rate of change in our profession has accelerated.

These changes occurred more rapidly mostly in the last ten years. We expect them to be similar for the next ten. However the rapid rate of change in information communication and use suggests that it would not be wise to guess beyond that. This is characteristic of our times. The conclusion we draw from this is that not only are new professionals themselves different from their predecessors, but the environment in which our profession operates is also different from that of twenty years ago. Cook identifies the skills and qualities required to thrive in the current library context far apart from technical ones – dynamism, an action orientation, people skills, risk taking, political smarts, leadership and tolerance for change (Cook 2006, as cited in Lunau 2007).

The Future of the New Librarians' Symposium

With the changes occurring to our profession and the workforce, what is the future of the New Librarians' Symposium? The most recent

New Librarians' Symposium, NLS4, was held in Melbourne in December 2008. This was the first NLS to be run with a professional conference organizer, and to be run with stated expectations from the Association of a budget surplus. These two factors put pressure on the committee, and the outcomes of the event will be closely studied by future organizers.

Over the next six months the future of NLS will be reviewed. This is due to a number of factors:

1. Increased budgetary pressures coming from ALIA
2. Administrative pressures coming from ALIA, including considerations of whether integrating NLS into another existing conference will introduce economies of scale
3. NLS scheduled for 2010 was cancelled due to the IFLA conference which was to have been held in Brisbane that year.

This last factor has the biggest impact. A four year gap between events would have significant impact on the NLS brand, yet this does allow time and flexibility to question whether NLS is still the best way to be reaching new professionals. With a new cohort of new graduates every year entering the profession, the need to support each of them remains, but there may be alternative models of participation more suited to new graduates with diverse needs, limited time and funds. The next six months are the time to be asking ourselves whether NLS has gotten too big, too formal or too structured, and whether more innovative or unconventional forms of professional development should be explored. This will include ideas around the unconference model of participation (Unconference n.d.), using technology and social networking to develop professional skills and networks, and asking whether a large, biennial event is really the best way to reach a group whose immediate concerns are shorter-term career commitments.

The Challenges of Designing Events for New Graduates and New Professionals

It is a major challenge to design an event that caters successfully to the diversity of new librarians and information professionals. Each delegate has different motivations and career goals. It is difficult to include all in the structure of the event without creating a programme that is

completely chaotic, hopping from topic to topic. Alternately, a programme that is too generic will satisfy no one. Can NLS be all things to all new professionals?

A major consideration is the target audience for NLS. Would a tighter definition of new graduate or new professionals make designing and promoting the event easier? NLS is promoted to graduates who have been in the profession for up to 10 years. In most industries, this is a very long time. In the case of librarianship, this is reasonable given the delegate profile – there are few young librarians (under 35), and many take several years to land their first managerial or supervisory position. But this leads to great variation amongst the population, and we have found in practice that new professionals don't consider themselves new graduates any more after 3–4 years. Would a tighter definition around the term, and therefore more focused targeting of new graduate activities and services help? According to the Nexus Survey results (Hallam 2008):

20% of all professional and paraprofessional respondents identified themselves as new graduates, i.e. they had gained their qualifications in LIS in the last five years. This figure was consistent across the national and state cohorts, as well as across sectors.

Other studies provide a profile of three career stages in LIS – recent entrants (five years or less), mid career (6–15 years experience), and senior (16 or more years experience) (Ingles et al. 2005).

In addition to considering when they entered the profession, it is important to remember that new graduates are not always young (Hallam 2008):

The situation of a career change means that 'new entrants' into the profession are not necessarily 'young'. In fact, the neXus survey data revealed that around 40% of new graduates (i.e. those who have qualified in the last 5 years) are making a career change, with a high proportion of respondents being aged over 40 years old.

Putting aside generalizations about generations, individuals have their own expectations for their career trajectory. The motivation of individuals across generations and levels of experience in their career planning may or may not be the same.

These demographics also exclude students, who are a small but important part of the NLS delegate profile. It is not necessarily the case that career motivation will be the same amongst these groups, therefore it is difficult to plan for an event that will appeal to these.

Financial Imperatives and Sustainability

Events and professional development for new graduates and professionals need to be sufficiently different to other events to be attractive and distinctive, but at the same time they must be familiar enough to funding bodies (such as employers and corporate sponsors) to be supported financially.

These events can only be viable with the right combination of sponsors, association backing, employer support and the interest of new graduates and professionals themselves. This is a delicate balance, and a change in any of these factors can impact the future of such an event. There are some alternative models of organizing events evolving, such as unconferences and library camps (for example, *Beyond the Hype 2008: Web 2.0 in Brisbane*), but these tend not to be run on a national scale and attract smaller audiences. Often, the events are underwritten by a library system. Is there some way of rethinking the NLS model?

We found with NLS2006 that there was a range of ways in which delegates were funded. Some self-fund entirely, others receive some support from employers, and 47 percent had all their attendance costs paid by their employer. In Australia, a shared-costs arrangement is more attractive because it can be counted as a deductible work expense at tax time. In other countries however, paying your own way is often dissuaded because such costs cannot be deducted, or negate other benefits. This is the case in the US and the UK. Costs to attend a conference can quickly add up, and this makes it even more imperative for a potential delegate to be able to identify what the benefits of attending will be if they do not have employer support.

There is tension between the twin goals of these events – they should be inclusive to encourage new professionals to become more involved in the association and to pursue further development, however the event cannot lose money.

Conferences are for most associations a major source of income and subsidize other activities. Can events for new professionals achieve this? Should they?

How big a role should financial imperatives play in determining whether an event will go ahead? While not suggesting that events be run at a loss, whether deliberately or by accident, the role of surpluses for a single event should perhaps be weighed against future conference attendance and membership retention. NLS has a very high delegate turnover; there is a very small number of delegates who have attended all that have been held so far. Associations are going through change, not just in our industry but in all industries. Members want more than a magazine from their association – they want status, recognition of qualifications, and other services. They want a responsive organization which is transparent and accountable in its activities. Membership retention is an issue amongst all categories of members, but even greater amongst new graduates who may not have a lot of employer support. They are at high risk for not renewing their membership. It's a cliché, but new members are the future. NLS is one of many ways to support these new members.

Although there are not yet any membership statistics available from associations, we hypothesize that supporting new graduates with professional development events encourages them to join their relevant association, remain members, and contribute to associations in the long term. In turn, these events socialize new graduates into the profession, provide access to leadership and other essential professional development skills, and provide a supportive network to help retention in the profession. In 1998 ALIA commissioned a report which found that (Wakely 1998, as cited in Blanchard 2003),

While the ageing issue was not a major problem at the time, the Association needed to continue to be active in recruiting and encouraging new and young members to maintain the viability of the Association.

We encourage associations to enable the collecting of statistics that can track involvement and participation over the long term to develop a profile of the outcome of investing in new graduate initiatives.

Conclusion

There are many challenges facing new professionals – a changing workforce, changing client needs, and growing expectations as more experienced professionals retire. The New Librarians' Symposium aims to build networks of new professionals in a supportive environment, develop skills and awareness of issues in the profession, and involve them in the association. We hope that this in turn will lead to new ideas and perspectives being disseminated into the wider profession. While the model of targeted new librarian professional development has not yet been demonstrated to be a strong revenue earner for associations there may be other less tangible but no less valuable benefits.

Note

The opinions expressed in this paper are those of the authors, and do not necessarily reflect the views of ALIA or IFLA.

References

- ALIA (1998). Fringe program. *Adelaide 1998: Pathways to Knowledge*. Retrieved October 9 2007, from <http://conferences.alia.org.au/alia1998/fringe.program.html>.
- ALIA (2000) ALIA Fringe: Beyond the Square. Retrieved October 18 2008, from <http://conferences.alia.org.au/alia2000/fringe/>.
- ALIA (2008) Australia's library labour market. Retrieved October 20 2008, from <http://www.alia.org.au/employment/labour.market/>.
- Blanchard, N. (2003) Provocative thoughts of a new generation of librarians. *IFLA Journal*, 29(1), 15–17. Retrieved from <http://www.ifla.org/V/iflaj/ij-1-2003.pdf>.
- BOBCATSSS: A Unique Series of Conferences. (n.d.) Retrieved January 18 2009, from <http://www.jbi.hio.no/bibin/euclid/bobcatsss-2.html>.
- Bradley, F. (2008) Writing for the profession: The experience of new professionals. *Library Management*, 29(8), 729–745.
- Cook, Linda. (2006) Retain – recruit – restructure: Regenerating the library community. *Feliciter*, 52(4) p. 139.
- Cumming, B. (2000) Summing up the Fringe: A personal view. Retrieved October 9 2007, from <http://conferences.alia.org.au/alia2000/proceedings/bruce.cumming.html>.
- De Rosa, C.E.A. (2005) Perceptions of libraries and information resources: A report to the OCLC membership. Dublin, Ohio: OCLC Online Computer Library Center. Retrieved from http://www.oclc.org/reports/pdfs/Percept_all.pdf.

- Dixon, N.M. (1997) The hallways of learning. *Organizational Dynamics*, 25(4), 23–34.
- England, Jennifer. (2003) A case for conferences. *Knowledge Quest*, 32(1) 15–16.
- Fisher, B., Hallam, G. and Partridge, H. (2005) Different approaches – common conclusions: the skills debate of the 21st century. In Genoni P., Walton, G. (eds), *Continuing professional development – Preparing for new roles in libraries: A voyage of discovery. Sixth World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions* (pp. 41–52) Munich: Saur.
- Garcia-Febo, L. (2008) Explosive librarians: IFLA's role in inspiring new professionals. *InCite*, 29(2), 28. Retrieved from <http://www.alia.org.au/members-only/publishing/incite/v29.02.pdf>.
- Goulding, A., Bromham, B., Hannabuss, S. and Cramer, D. (1999) Supply and demand: The workforce needs of library and information services and personal qualities of new professionals. *Journal of Librarianship and Information Science*, 31(4), 212–223.
- Hallam, G. (2008) Nexus: An investigation into the library and information services workforce in Australia. Retrieved February 29 2008, from <http://www.alia.org.au/employment/workforce/NeXus%20StageOne%20Australia%20Final.pdf>.
- Ingles, E., De Long, K., Humphrey, C., Sivak, A., Sorensen, M. and de Peuter, J. (2005) The future of human resources in Canadian libraries. *8Rs Canadian Library Human Resource Study*. Retrieved September 30 2007, from <http://www.ls.ualberta.ca/8rs/8RsFutureofHRLibraries.pdf>.
- Lachance, J. (2006) Learning, community give library and information associations a bright future. *Library Management*, 27(1/2), 6–13.
- Lunau, C. (2007) Have challenges for the new professional changed? Perspectives from the far end of the career spectrum. *Feliciter*, 52(2), 82. Retrieved from http://www.cla.ca/AM/Template.cfm?Section=Vol_53_No_2&Template=/CM/ContentDisplay.cfm&ContentID=3846.
- Markgren, S., Dickinson, T., Leonard, A. and Vassiliadis, K. (2007) The five year itch: Are libraries losing their most valuable resources? *Library Administration and Management*, 21(2), 70–76.
- Mason, F.M. and Wetherbee, L.V. (2004) Learning to lead: An analysis of current training programs for library leadership. *Library Trends*, 52(1), 187–217. Retrieved from <http://hdl.handle.net/2142/1723>.
- Saw, G. and Todd, H. (2007) Library 3.0: Where are our skills? In *Libraries for the future: Progress, Development and Partnerships, World Library and Information Congress: 73rd IFLA General Conference and Council, August 19–23 2007*. Durban, South Africa. Retrieved from http://www.ifla.org/IV/ifla73/papers/151-Saw_Todd-en.pdf
- Sheardown, J. and Woroniak, M. (2007) “Mind the gap”: Future librarians preparing to take on leadership roles. *Feliciter*, 53(2), 64–65. Retrieved from http://www.cla.ca/AM/Template.cfm?Section=Vol_53_No_2&Template=/CM/ContentDisplay.cfm&ContentID=3846.
- Unconference. (n.d.) *Wikipedia – The Free Encyclopedia*. Retrieved October 18 2008, from <http://en.wikipedia.org/wiki/Unconference>.
- Vega, R. and Connell, R. (2007) Librarians' attitudes toward conferences: A study. *College & Research Libraries*, 68(6), 503–516. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/publications/crljournal/2007/crlnov07/Vega07.pdf>.
- Wakely, T.W. (1998) Report on the age profile of ALIA membership. *ALIA GC Online*. <http://archive.alia.org.au/gc/online/9807/9.4.html>

About the Authors

Fiona Bradley is a consultant based in London, United Kingdom. Previously, Fiona had roles in special and academic libraries including Research and Policy Officer, and Information Services Librarian at the University of Technology, Sydney. In 2008 she was seconded to IFLA as Web Manager. She holds a Master of Arts and a Master of Information Management, both from Curtin University of Technology. She is an Associate member of the Australian Library and Information Association (ALIA), and a member of the American Library Association (ALA) and the Association for Computing Machinery (ACM). Fiona may be contacted at: Fiona@blisspix.net

Alyson Dalby holds a Graduate Diploma in Library and Information Management from Curtin University, Australia and has worked in medical, university and accounting libraries. She is an Associate Member of the Australian Library and Information Association (ALIA) and a member of the Special Libraries Association (SLA). Alyson sits on the ALIA New Generation Advisory Committee and the IFLA New Professionals Discussion Group. Alyson is currently working as a Knowledge and Research Specialist with the Institute of Chartered Accountants in Australia, 33 Erskine Street, Sydney NSW 2000, Australia. Alyson may be contacted at: alysondalby@gmail.com

Andrew Spencer has been employed by Macquarie University Library since 2003, and is currently the Collection Preparation Coordinator. He is responsible for supervising the staff who are preparing the serials in the Library's collection for the move to Macquarie's new Library. Prior to this, Andrew has worked as a Liaison Librarian, Project Officer for Planning and Evaluation, Circulation Officer, and Shelver, all at Macquarie University Library. He completed a Graduate Diploma in Applied Science (Library and Information Management) from Charles Sturt University in 2004. Andrew's contact details are: Andrew Spencer, Collection Preparation Coordinator, Library, Macquarie University, NSW 2109, Australia. Phone: +61 (0)2 9850 7529. Fax: +61 (0)2 9850 6516. Andrew may be contacted at: andrew.spencer@mq.edu.au Website: www.library.mq.edu.au

Open Access Repositories in Computer Science and Information Technology: an evaluation

Mohammad Hanief Bhat



Mohammad Hanief Bhat is Senior Librarian, Islamia College of Science and Commerce, Srinagar (JandK), India-190002. He served at Allama Iqbal Library of Kashmir University as Cataloguer/Classifier for a brief period before joining the Islamia College in December 2001. He holds MLIS and MPhil from the University of Kashmir and is the recipient of two Gold Medals from the University of Kashmir for his outstanding performance at Bachelor's and Master's level. He has contributed a number of research papers to reputed national and international journals. His current research interests are Open Access Publishing and Open Access repositories. E-mail: mhanief30@yahoo.co.in

Abstract

The study reports evaluation of nine Open Access Repositories in the field of Computer Science and IT. The repositories were identified from the OpenDOAR; directory of Open Access repositories (<http://www.open.doar.org/>). Questionnaires were sent via e-mail to repository administrators to ascertain the background, resources, content management policies, preservation policies, rights management, promotion, advertisement, services, feedback and access statistics of the repositories. The findings revealed that most of the repositories are maintained by 1–2 faculty members on a part-time basis. The most popular software platform is Eprints, on account of its excellent support, ease of installation, transparency of interfaces, configurability, OAI compliance and active development. Most of the repositories follow policies for selection of content and submission of documents, have provision for withdrawal of content by the authors and voluntary faculty deposit policies. Although backups are taken for short term preservation of the content, no strategies have been adopted for long term preservation. Authors are responsible for ensuring copyright compliance of their articles in most of the repositories. Links are provided from library or departmental websites to most of the repositories for promotion and advertisement. Most of the repositories have provision for feedback from users. A few repositories provide access statistics. The paper provides recommendations for the establishment and management of OA repositories.

Keywords: Open Access repositories; computer science; information technology; evaluation

Introduction

The birth of modern scholarly communication can be dated to the second half of the 17th century with the launch of the journal *des Savants* in 1665 and the *Philosophical Transactions* of the Royal Society of London in 1666. At this time scientists were driven by two motives to publish – they wanted to communicate their discoveries and share knowledge, but they also wanted to lay intellectual claim to their discoveries and insights, so registering intellectual priority. In the 300 years that followed, authors continued to feel the force of these motives. Publication of articles in journals came to be the prime indicator of professional standing for research professionals and the organizations that employed them (Prosser 2004; Correia and Teixeira 2005). As researchers increasingly had to compete for research grants and university positions their publication records became the main feature of their curricula vitae. Journals therefore had a ready supply of 'raw material'. Journals also easily found readers. Researchers need to keep up with the latest results and the scholarly literature became a research tool as new discoveries were built upon the work of others as described in journals. Quality was assured through the system of independent peer review and libraries ensured the continuing availability of historical research by maintaining archives. The number of

researchers, the amount of research published, and the number of journals has grown steadily since 1665, until in the second half of the 20th century the system began to show signs of severe strain. Scholarly societies offloaded their journals to commercial publishers, existing journals expanded and new journals were formed until most of the market was in the hands of commercial publishers (Prosser 2004; Ylotis 2005). Libraries could no longer afford to purchase all the journals that researchers required. This led to declining subscriptions followed by increased prices as publishers tried to maintain their profit margins. Prices increased more rapidly than library budgets, leading to more cancellations, further price increases, more cancellations, and triggering a vicious cycle of reduced access to research. This gave rise to a well documented 'serials crisis' or 'scholarly communication crisis.

The scholarly communication crisis encompasses two distinct though inter-related problems. On the one hand, subscription costs, particularly for scientific and medical journals, have been increasing rapidly over the last two decades, often at rates far above the cost of inflation. At the same time, research library budgets have been decreasing or are otherwise unable to keep pace with price increases. The result is that libraries are spending more, but are in fact getting less, in terms of journal titles and new monograph acquisitions, as more of the budget is being consumed by serials subscriptions. This is referred to as 'affordability' problem (Chan 2004).

Another problem is that with most journals being published electronically and distributed in bundled databases controlled by large commercial publishers, libraries and users are facing increasingly restrictive licensing terms on who can access the database and when they can do so, as well as how users can share the material. No longer do libraries subscribe to tangible publications of which they hold a physical copy, and libraries and their users now only have access to the databases for as long as the libraries maintain their subscription. Libraries often lose access to the backfiles of journals when they terminate their subscriptions, resulting in serious gaps in their serial holdings. Licensed access thus calls into question the short-term as well as long-term 'accessibility' of the scholarly record. (Muir 2003).

The 'affordability' and 'accessibility' problems together constitute a countervailing trend that

undermines the traditional cooperative and sharing ethos of scholarly communication. More importantly, they act to undermine what scholars hope to achieve with their publications, namely research impact. Limiting access leads to lower visibility and needless loss of research impact for researchers. It also leads to lower returns on investment for research institutions and the funding bodies that support researchers (Chan 2004).

The phrase 'Open Access' gained currency in 2001, when the Open Society Institute (OSI) convened the Budapest Open Archive Initiative. The Budapest OA Initiative (BOAI), published in 2002, was a milestone in the OA movement in that it unified, in a single statement and under a common name and purpose, the different terms that many groups used for the same idea (Ylotis 2005). The initiative states that "The literature that should be freely available online is that which scholars give to the world without expectation of payment". In this spirit, it states

By "open access" to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. (Open Society Institute, 2002)

Furthermore, people are free to re-use these materials in any way they wish, provided that they acknowledge the source and give authors control over the integrity of their work.

The Budapest initiative directed attention to the concept of Open Access, but did not provide a precise definition of what this means. This was the accomplishment of the Bethesda statement on open access publishing, published in 2003. The Bethesda statement defines open access publication as meeting two conditions: it is freely available for re-use subject to proper acknowledgement of the source, and is deposited in a long term digital archive for the purpose of preservation. (Bethesda Statement ... 2003). The Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities of October 2003 defines open access as "immediate, permanent, free online access to the full text of

all refereed research journal articles (Berlin Declaration ... 2003).

The present most accepted official definition of Open Access (OA) allows anyone to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship (Singh 2005). Copyright issues do not find a place in the definition of this collaborative effort. The use of a Creative Commons license is advocated instead, to obviate barriers.

There are two primary roads to open access: the 'golden' road (publish your article in an OA journal) and the 'green' road (publish your article in a non-OA journal but also self-archive it in an OA repository) (Harnad et al. 2004). There are other OA media such as personal websites, e-books, discussion forums and RSS feeds and there will undoubtedly be many more in the future as the Internet diversifies (Singh 2005). Compared to other models, the OA repository is considered the best way to attain quick universal OA. The OA repositories have become platforms for the sharing of knowledge as they provide access to research documents and other materials free of cost. The OA repositories have overcome the financial, geographical and political boundaries of permission, time and space between user and information.

Related Literature

Rieger (2007) suggest that selecting a repository system should be a holistic process taking into consideration institutional policies, user characteristics, factors in recruiting content, existing technical infrastructure and skills, and current and future goals of an organization. Lynch (2003) calls on libraries to use institutional repositories to digitally capture and preserve many of the events of campus life, like symposia, performances and lectures. Chavez et al. (2007) stress that institutional repositories need to provide some value added services in addition to preservation and access to digital objects. Genoni (2004) suggests that librarians need to approach the task of content development in institutional repositories by applying some of the procedures and skills associated with collection management within traditional environments to overcome the slow growth of repository collections. According to

Chan, Kwok, and Yip (2005) reference librarians have an important role in recruiting content for institutional repositories and interpreting publisher's policies to authors. Mark and Shearer (2006) suggest that initially institutional repository staff should deposit, assign metadata and check copyright on behalf of the faculty. Allinson, Francis and Lewis (2008) describe the Simple Web Service Offering Repository Deposit (SWORD) project, which has produced a lightweight protocol for repository deposit, facilitating deposit into repositories from remote locations in a standard way. Hughes (2004) advocates the provision of citation trackers for articles in OA repositories, so as to make them worthy of consideration for promotion and tenure decisions. Sale (2006) made a comparative study of institutional repository content policies in Australia in 2005 and found that voluntary policies were not as effective as self-archiving mandates. Cochrane and Callan (2007) found that such a mandate, coupled with a simple stress-free deposit process, increased the deposit rate significantly at Queensland University of Technology (Australia) repository. Shin (2006) suggests a collaborative digital repository of small college and university libraries in South Korea for nation wide access. Zuccala and Oppenheim (2008) are of the view that library and information science schools need to develop programmes or at least specialist modules to train people to meet the growing demand for repository managers.

OA repositories, being a new phenomenon emerging at a fast rate, have been evaluated only to a small extent so far. Meager literature on the subject is available at present and thus evaluation studies of digital libraries are also being included in the present review, based on the premise that digital repositories are a special type of digital library.

Saracevic and Covi (2000), while defining evaluation as an appraisal of systems performance or functioning, or a part thereof, in relation to articulated objectives, put forward a framework for evaluating digital libraries consisting of seven classes: social, institutional, individual, interface, engineering, processing and content. Sandusky (n.d) also presents a framework for evaluating the usability and effectiveness of digital libraries of various kinds, and his framework consists of six attribute groupings: audience, institution, access, content, services, and design and development. Thibodeau (2007) bases his framework

for evaluating digital repositories on five dimensions: service (users and their needs), orientation (preservation of assets and satisfaction of demands of user community), coverage (collection suited to the needs of its users), collaboration (operation in isolation or with other organization), and state (of development). Saracevic (2004) groups numerous criteria used as a basis for the evaluation of digital libraries into four categories: usability (content, process and format), system features (technology performance and process/algorithm performance), usage (material, use and usage patterns), and ethnographic and others. Fuhr et al. (2001) sum up evaluation criteria for digital libraries in three dimensions: data/collection (content, meta-content, management), technology (user technology, information access, system structure technology, document technology and user/uses (user, domain, information seeking, purpose). Kim (2006) developed an evaluation model for a national consortium of institutional repositories of Korean universities consisting of eight categories: institutional repository budget, institutional repository staff, awareness of OA and institutional repositories, copyright management, diversity of institutional repository marketing strategies, formal agreement, institutional repository policies and procedures, and diversity of archiving. Dobratz, Schoger, and Strathmann (2007) describe the framework developed by NESTOR (the German network of expertise in long-term storage of digital resources) for long-term preservation and certification of trusted digital repositories. The framework consists of three categories: organizational framework (goals, access, legal and contractual rules, funding and staff, quality management), object management (integrity and authenticity of digital objects, preservation, submission criteria, usage criteria, data management), and infrastructure and security.

Smid (2006) examined the usability of three different digital repositories from Austria, Estonia and Germany from the end users' perspective, with the aim to make these repositories more user-centered. A special questionnaire for end users in three national languages was designed and distributed among the users through their respective librarians. The study revealed that end users need to be educated about the proper use of digital repositories and the usefulness of value added services. Carr and Brody (2007) applied deposit criteria factor (deposits per day) to 20 of the largest institutional repositories around the world to determine evidence of double-digital

daily deposits for one year starting in March 2006. The automated statistics provided by the Registry of Open Access Repositories (ROAR) (<http://roar.eprints.org>) were augmented with a manual inspection of repositories. The study revealed that smaller repositories are more active than the larger ones and predicted that they may grow quickly if their deposit behaviour stays constant. Thomas and McDonald (2007) compared the actual number of contributors and their actual number of deposits against the total universe of possible depositors and their total research output for eleven repositories. Repositories using Eprints software were selected for the study, as they provide an accessible report of authors and the numbers of deposited items. The analysis of more than 30,000 authors/depositors from voluntary deposit, mandatory deposit and disciplinary repositories reveal that 14 percent of authors contributed more than five items in mandatory deposit repositories, followed by disciplinary repositories (9.7 percent) and voluntary deposit repositories (5.3 percent). Warwick et al. (2007) evaluated the Internet Shakespeare Edition (ISE) repository under the LAIRAH (Log Analysis of Internet Resources in the Arts and Humanities) project. The authors developed a checklist consisting of content, users, maintenance and dissemination to evaluate the ISE repository. The study revealed that ISE performs well when judged according to the recommendations of the LAIRAH checklist. It argues that the checklist may be applied in the evaluation of any digital humanities resource. Fernandez (2006) examined online OA repositories in India to trace their growth and development. The study was carried out using semi-structured interviews with repository administrators. The study reveals that a few of India's premier institutions, particularly in science and technology, provide OA to retrospective material (both in terms of research articles and thesis) with less access to pre-prints and current publications.

Statement of Problem

Though the concept of Open Access is still evolving, there are many aspects for discussion and exploration (Zhang 2007). The two basic vehicles of open access are OA journals and OA repositories. Open Access repositories are a popular recent development for distributing and communicating research. A multiplicity of OA repositories have grown up around the world, mushrooming in recent years in response to calls

by researchers, scholars and OA advocates to provide open access to research information (OpenDOAR 2008). There is a considerable debate as to who should be responsible for setting up repositories and maintaining them, the types of contents to be deposited, the personal and budgetary implications, the technology to employ, the intellectual property rights of authors and publishers, content management, preservation, and modes to ensure the quality and authentication of archived material.

Although a few evaluation studies of Open Access repositories have been undertaken, no effort has been made so far to evaluate the content management, preservation and rights management policies of OA repositories. The present study is an endeavour in this direction. This will help to explore the fundamental issues regarding these repositories and pave the way to framing basic policies and objectives for OA repositories in many other fields.

Objectives

The objective of the present study is to evaluate the content management policies, preservation policies and rights management in selected OA repositories.

Scope and Methodology

The scope of the study is confined to monolingual (English language) OA repositories in the field of computer science and information technology.

The OpenDOAR Directory of Open Access Repositories (<http://www.open-doar.org/>) provided a starting list of repositories for evaluation. OpenDOAR listed 1038 registered sites as at January 2008. The study chose to evaluate repositories in the subject field of computer science and information technology (being pioneers in launching e-repositories) which were the most numerous (78) in the directory in January 2008. In order to limit the scope of study and to make it purposeful, significant and homogeneous, the following criteria were laid down for the selection of repositories:

- (a) dealing exclusively with computer science and information technology
- (b) monolingual (English language)
- (c) containing more than 100 documents

This reduced the list to 11 repositories (10 institutional and 1 disciplinary). We excluded the Agentlink Clearing House repository for being a frozen repository as no item has been added to it since October, 2006. The administrator of DCS Publication Database did not respond to questionnaire despite numerous reminders. Thus the nine repositories evaluated in the study are:

1. Caltech Computer Science Technical Reports (California Institute of Technology, United States) (<http://caltechcstr.library.caltech.edu/>)
2. Computer Laboratory Technical Reports – Cambridge University (University of Cambridge, United Kingdom) (<http://www.cl.cam.ac.uk/techreports/>)
3. Computer Science Technical Reports – Iowa State University (United States) (<http://archives.cs.iastate.edu/>)
4. Dspace at School Computing, NUS (National University of Singapore) (<https://dl.comp.nus.edu.sg/dspace/index.jsp>)
5. SICS Publications Database (Swedish Institute of Computer Science) (<http://eprints.sics.se/>)
6. UCT Computer Science Research Document Archive (University of Cape Town, South Africa) (<http://pubs.cs.uct.ac.za/>)
7. Virginia Tech Computer Science Technical Reports (Virginia Polytechnic Institute and State University, United States) (<http://eprints.cs.vt.edu:8000/>)
8. Virginia Tech Digital Library Research Laboratory Publications (Virginia Polytechnic Institute and State University, United States) (<http://pubs.dlib.vt.edu:9090/>)
9. Internet Protocol Version 6 Eprints Server (University of Southampton, United Kingdom) (<http://www.6journal.org/>)

The following parameters were used to evaluate the repositories:

- background
- resources
- content management policies
- preservation policies
- rights management
- promotion and services
- feedback

The information regarding these parameters was obtained from the repository administrators by administering a questionnaire via e-mail (as no information is available on the repository sites). The questionnaire was prepared after various

repositories were visited and thoroughly tested to ascertain reliable and exhaustive information. The process of data collection by questionnaire started on 8 March 2008 and was completed on 12 July 2008. The data collected is tabulated, presented and analyzed in a systematic way to reveal the findings in accordance with the desired objectives.

Findings and Discussion

The findings based on observation and questionnaires are enumerated under the following headings.

Background

Education and research is the primary objective of the parent institutions of most of the repositories.

The repositories are mostly administered by Computer Science Departments, except Caltech Computer Science Technical Reports and SICS Publication Database, which are administered by the libraries concerned.

Most of the repositories are managed by faculty members with PhD qualifications in computer science, except Caltech Computer Science Technical Reports and SICS Publication Database, which are managed by librarians with technical support from computer programmers (see Table 1).

Resources

The repositories are maintained by one or two staff members on a part-time basis.

Most of the repositories are using Eprint open source software, except Computer Laboratory

S. no.	Name of the repository	Primary objective of the parent institution	Administrative accountability for the repository	Qualifications/ expertise of repository administrator
1	Caltech Computer Science Technical Reports	Education	Library	Librarian with good technical skills supported by programmer
2	Computer Laboratory Technical Reports – Cambridge University	Teaching and research	Computer laboratory	Faculty member; PhD computer science, assisted by dept. librarian
3	Computer Science Technical Reports – Iowa State University	Education and research	Computer Science Department	Faculty member; ability to troubleshoot
4	Dspace at School of Computing, NUS	Research	School of Computing	Administrative staff; degree
5	SICS Publication Database	Research	Library	Librarian supported by language engineer/ programmer
6	UCT Computer Science Research Document Archive	Education and research	Department of Computer Science	Faculty member; PhD computer science
7	Virginia Tech Computer Science Technical Reports	Education, research and service	Department of Computer Science	Faculty member; PhD computer science
8	Virginia Tech Digital Library Research Laboratory Publications	Research and education	Digital and Research Laboratory	Director of Laboratory; PhD computer science
9	Internet Protocol Version 6 Eprints Server	Education and research	Department of Computer Science	Faculty member; PhD computer science

Table 1. Background information on the repositories.

Technical Reports – Cambridge University which uses self-written ‘tr-trol’ and ‘U campas’ software and Dspace at School of Computing, NUS, which uses Dspace open source software.

The ‘tr-tool’ and ‘U campas’ software was chosen for its flexibility, ease of use, performance and simplicity. Dspace software was chosen for having provision for multiple repositories with different access rights. Eprints was chosen for its excellent support, ease of installation, transparency of interfaces, configurability, OAI compliance, Perl base and active development.

The sources of funding for the repositories include library budget, departmental budget and central budget of the parent institutions, except

for the Computer Laboratory Technical Reports – University of Cambridge, which has no regular budget head (see Table 2).

Content Management Policies

All the repositories follow a collection policy for the selection of content, except Computer Science Technical Reports – Iowa State University.

The policies for the repositories are set by the library, administrators, faculty members and university senate.

Contributions to all the repositories are made by faculty, researchers, staff and students.

S. no.	Name of the repository	Staff	Software	Criteria of software	Source of funding
1	Caltech Computer Science Technical Reports	2 (part-time)	Eprints	Excellent support/ under development	Library budget
2	Computer Laboratory Technical Reports – Cambridge University	2 (part-time)	Tr-tool and U campas	Flexibility, ease of use, performance and simplicity	–
3	Computer Science Technical Reports – Iowa State University	1 (part-time)	Eprints	Compliance with procedures	Departmental budget
4	Dspace at School of Computing, NUS	1 (part-time)	Dspace	Provision of multiple repository with different access rights	Central facilities budget
5	SICS Publication Database	2 (part-time)	Eprints	Ease of installation, transparency of interfaces	Parent organization’s administrative budget
6	UCT Computer Science Research Document Archive	1 (part-time)	Eprints	Configurability and Perl expertise	General operating funds
7	Virginia Tech Computer Science Technical Reports	2 (part-time)	Eprints	OAI compliancy	Internal (departmental expenses)
8	Virginia Tech Digital Library Research Laboratory Publications	1 (part-time)	Eprints	OAI compliancy/ already in use for other IR in the institution	Internal funding
9	Internet Protocol Version 6 Eprints Server	2 (part-time)	Eprints	Developed by the institution itself	University budget

Table 2. Resources of the repositories.

S. no.	Repository	Content policy?	Policies set by	Contributions made by	Materials accepted	Provision for withdrawal of content
1	Caltech Computer Science Technical Reports	Yes	Library	Faculty/staff	Preprints/postprints/working papers/dissertations/technical reports	Yes
2	Computer Laboratory Technical Reports – Cambridge University	Yes	Administrator	Staff/research students	Dissertations/project reports/conference papers/historic material	No
3	Computer Science Technical Reports – Iowa State University	No	Library	Faculty/staff/students	Any type	Yes
4	Dspace at School of Computing, NUS	Yes	Undergraduate office	Faculty/students	Technical reports/Project reports	Yes
5	SICS Publication Database	Yes	Library	Research staff/Faculty	Any research oriented text	Yes
6	UCT Computer Science Research Document Archive	Yes	Departmental staff	Faculty/staff	Articles/preprints/conference proceedings/technical reports/books/dissertations etc.	Yes
7	Virginia Tech Computer Science Technical Reports	Yes	Administrator in consultation with HOD	Faculty/staff/students/collaborators	Preprints and reports	No
8	Virginia Tech Digital Library Research Laboratory Publications	Yes	Administrator	All working in laboratory	Reports and preprints	No
9	Internet Protocol Version 6 Eprints Server	Yes	University senate	Faculty/students/researchers	Preprints/postprints/dissertations/research data	Yes (but discouraged)

Table 3. Content management policies of the repositories.

S. no.	Metadata scheme	Submission policy?	Submissions made by	Formats accepted	Deposits approved by	Digital content updated by	Faculty deposits	Access to content
1	Ad hoc based on Dublin Core	Yes	Authors/librarians/staff	Any	Administrator	Administrator	Voluntary	Some items restricted
2	Own format	Yes	Authors	Postscript/DVI/PDF	Administrator/degree committee	Administrator	Voluntary	Open
3	Own format	No	Authors	PDF/postscript/text	–	Administrator	Voluntary	Open
4	Dublin Core	No	Authors	PDF	–	Administrator	Voluntary	Undergraduate reports restricted
5	Eprints default (slightly modified)	Yes	Authors	Any	Librarian	Authors	Mandatory	Open
6		Yes	Authors/publication coordinators in laboratories	PDF	Administrator	Administrator	Mandatory	Open
7	Dublin Core	Yes	Authors	Postscript/PDF	Administrator	Administrator through students	Voluntary	Open
8	Dublin Core	Yes	Authors	PDF	Administrator	Administrator	Voluntary	Open
9	Dublin Core/OAI	Yes	Author/designee	Word/Postscript/HTML	–	Authors	Mandatory	Open

(Table 3 Continued)

All the repositories accept technical reports as well as preprints, post-prints, conference papers, project reports, etc. A few repositories also accept dissertations and books/book sections.

Most of the repositories have provision for withdrawal of content by the authors.

The Dublin Core Metadata scheme is used by most of the repositories.

Most of the repositories follow a submission policy, except Computer Science Technical Reports – Iowa State University and Dspace at School of Computing, NUS.

Authors are themselves responsible for submitting their documents in most of the repositories.

The PDF file format is acceptable in all the repositories; some also support other formats like Postscript, DVI, Word and HTML.

Deposits are mostly approved by the repository administrators and librarians, except in Computer Science Technical Reports – Iowa State University,

Dspace at School of Computing, NUS and Internet Protocol Version 6 Eprints Server, which have no provision for deposit approval.

Digital content is mostly updated by the repository administrators, except in SICS Publication Database and Internet Protocol Version 6 Eprints Server in which it is updated by the authors themselves.

Mostly the faculty deposits are voluntary, except in SICS Publication Database, UCT Computer Science Research Document Archive and Internet Protocol Version 6 Eprints Server, in which they are mandatory.

Access to content is open in all the repositories, expect that some items are restricted in the Caltech Computer Science Technical Reports and Dspace at School of Computing, NUS repositories (see Table 3).

Preservation Policies

Most of the repositories follow preservation policies for the preservation of digital content,

S. no.	Name of the repository	Preservation policy?	Strategies for short term preservation	Strategies for long term preservation
1	Caltech Computer Science Technical Reports	No	Disk/tape backup, offsite storage of tapes	–
2	Computer Laboratory Technical Reports – Cambridge University	Yes	Disk backups	–
3	Computer Science Technical Reports – Iowa State University	No	–	–
4	Dspace at School of Computing, NUS	Yes	Backups	–
5	SICS Publication Database	No	Working backups	–
6	UCT Computer Science Research Document Archive	Yes	Daily backups	–
7	Virginia Tech Computer Science Technical Reports	Yes	Backups	Use of standard file formats
8	Virginia Tech Digital Library Research Laboratory Publications	Yes	Backups	Use of standards, migration between different versions of Eprints
9	Internet Protocol Version 6 Eprints Server	Yes	Content migration	Content migration

Table 4. Preservation policies of the repositories.

S. no.	Name of the repository	Sources used for handling copyright issues with publishers	Person responsible for ensuring copyright compliance
1	Caltech Computer Science Technical Reports	Publisher agreements	Repository staff
2	Computer Laboratory Technical Reports – Cambridge University	–	Authors
3	Computer Science Technical Reports – Iowa State University	–	Authors
4	Dspace at School of Computing, NUS	–	Authors
5	SICS Publication Database	–	Authors
6	UCT Computer Science Research Document Archive	–	Authors
7	Virginia Tech Computer Science Technical Reports	–	Authors
8	Virginia Tech Digital Library Research Laboratory Publications	–	Authors
9	Internet Protocol Version 6 Eprints Server	Project ROMEO directory	Authors

Table 5. Copyright management in the repositories.

S. no.	Name of the repository	Promotion	Ancillary services provided
1	Caltech Computer Science Technical Reports	Link on library website/conversation with faculty	Digitization
2	Computer Laboratory Technical Reports – Cambridge University	Link from departmental website/new items announced on USENET group	Export of metadata in various forms
3	Computer Science Technical Reports – Iowa State University	–	–
4	Dspace at School of Computing, NUS	–	–
5	SICS Publication Database	Seminars, e-mail reminders to research staff	–
6	UCT Computer Science Research Document Archive	Link on website	–
7	Virginia Tech Computer Science Technical Reports	Link from departmental website	Support moving to new versions of Eprints
8	Virginia Tech Digital Library Research Laboratory Publications	Link from homepage of the laboratory	Assistance to students who need it
9	Internet Protocol Version 6 Eprints Server	Workshops and key notes	Import and export

Table 6. Promotion and ancillary services of the repositories.

S. no.	Name of the repository	Provision of feedback?	Provision of access statistics?
1	Caltech Computer Science Technical Reports	Yes	Yes
2	Computer Laboratory Technical Reports – Cambridge University	Yes	Yes (prepared manually on request)
3	Computer Science Technical Reports – Iowa State University	Yes	No
4	Dspace at School of Computing, NUS	Yes	No
5	SICS Publication Database	Yes	No
6	UCT Computer Science Research Document Archive	No	Yes (at discrete intervals)
7	Virginia Tech Computer Science Technical Reports	Yes	Yes (if desired)
8	Virginia Tech Digital Library Research Laboratory Publications	Yes	Yes (if desired)
9	Internet Protocol Version 6 Eprints Server	Yes	No

Table 7. Feedback and access statistics of the repositories.

except Caltech Computer Science Technical Reports, Computer Science Technical Reports – Iowa State University and SICS Publication Database.

Backups are carried out for short term preservation of the documents in repositories, whereas no specific strategy (media/refreshment/migration/replication/emulation) for long term preservation of documents is followed in the repositories.

Rights Management

The authors are themselves responsible for checking the copyright compliance of their documents for archiving in most of the repositories, except in Caltech Computer Science Technical Repository, in which the repository staff is responsible for checking the copyright compliance of the documents by consulting the publishers’ agreements.

Promotion and Services

Most of the repositories are promoted by providing a link from the library/departmental websites, conversations with the faculty, seminars, e-mail reminders, workshops and keynotes, except Computer Science Technical Reports – Iowa State University and Dspace at School of Computing, NUS which have no provision for promotion and advertisement.

Ancillary services provided by some of the repositories include digitization, export of metadata in various forms, support in moving to new versions of software, assistance to users and import and export.

Feedback

All the repositories except UCT Computer Science Research Document Archive have provision for feedback from the users.

Only one repository, Caltech Computer Science Technical Reports, provides access statistics to its users, some provide on request and others do not provide access statistics.

Conclusion

Open Access repositories provide a strategic response both to the opportunities of the digital networked environment and the systematic problems in scholarly communication system. The OA repositories are now being recognized as essential infrastructure for scholarship in the digital world, although their development is still in its infancy.

Only a few of the institutions covered by this study have been able to mandate faculty deposits, and

even in those institutions there is provision for withdrawal of content by the authors. Some of the repositories are not completely open as some items are restricted for internal use only. There is also the problem of non-availability of the full text of some documents in some repositories. Strategies for long term preservation of digital content, an important motivating factor for authors for self archiving their publications, is lacking in all the repositories.

Recommendations

In order to establish OA repositories and make them effective as means of furthering the cause of open access to scholarly documents, the following recommendations are put forth:

- The institutions should take steps for mandating the self-archiving of their research output, as self-archiving mandates are more effective than voluntary policies.
- The repositories should frame content management and preservation policies well in advance.
- There should not be any provision for withdrawal of content by the authors.
- There should be an institutional commitment for the long term maintenance of the repository.
- The full text of articles should be made available in the repositories, as some documents in some repositories are listed only as metadata.
- The repository should be properly promoted and publicized in seminars, lectures, talks, e-mail to authors, etc. besides being registered in open access registries such as ROAR (Registry of OA Repositories) and OpenDOAR (Directory of OA Repositories).
- The long term preservation of digital content needs to be given the highest priority.
- The repository staff should help authors in checking the right compliance of their publications and also submit papers on their behalf if required.
- The ROMEO (<http://www.sherpa.ac.uk/romeo/php>) database should be used for ascertaining the copyright compliance of articles for self archiving. Some publishers also allow self-archiving on special request.
- The administrative responsibility for the repository should be left to the library staff as they are well aware in issues relating to the scholarly communication system. If necessary, computer experts should provide support in maintenance of the server.

- To control the quality of submitted documents there should be provision for peer review for submissions which have not gone through this process earlier.
- The repository should provide a user friendly, stress-free online submission facility, accepting documents in any format and then converting them to the desired formats.
- The layout of the repository interface should be clear and simple.
- Some value added services like annotation services, vocabulary look up, social tagging and book marking, automatic document alignment, etc. should be provided by the repositories.
- The repository should provide citation linking for all articles so that the benefits of self-archiving are brought to the attention of authors.
- The repository should provide access statistics for all the documents, and authors should have access to these statistics. Download information should be provided to authors at fixed intervals.
- The repository should provide feedback facilities for the repository as a whole and for individual documents.
- The documents submitted should be enriched with metadata and appropriate search indexes should be set up for efficient retrieval of documents.
- The different facets of Open Access repositories should be included in the curriculum of library and information science schools to meet the future demand for repository managers. Library staff should be trained by holding workshops and providing education on OA standards, OA software, etc.

References

- Allinson, J., Francois, S. and Lewis, S. (2008) SWORD: Simple Web-service Offering Repository Deposit. *Ariadne*, 54. Available: <http://www.ariadne.ac.uk/issue54/allinson-et-al/> Retrieved on May 14, 2008.
- Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities. (2003) Available: <http://oa.mpg.de/openaccess-berlin/berlindeclaration.html> Retrieved on November 19, 2008.
- Bethesda Statement on Open Access Publishing. (2003) Available: <http://www.earlham.edu/~peters/fos/bethesda.htm> Retrieved on November 19, 2008.
- Carr, Leslie and Brody, Tim. (2007) Size isn't everything: Sustainable repositories as evidenced by sustainable deposit profiles. *D-lib Magazine*, 13(7/8). Available: <http://www.dlib.org/dlib/july07/carr/07carr.html> Retrieved on December 1, 2008.
- Chan, Diana L.H., Kwok Cathenac, S.Y. and Yip, Steve K.F. (2005) Changing roles of reference librarians: the case of the HKUST institutional repository. *Reference Services Review*, 33(3). Available: <http://repository.>

- ust.hk/dspace/bitstream/1783.1/2039/2/p268.pdf Retrieved on November 29, 2008.
- Chan, Leslie. (2004) Supporting and enhancing Scholarship in the digital age: the role of open-access institutional repositories. *Canadian Journal of Communication*, 29. 277–300. Available: http://eprints.rclis.org/archive/00002590/01/Chan_CJC_IR.pdf Retrieved on November 28, 2008.
- Chavez, R., Crane, G., Sauer, A., Babeu, A., Packel, A. and Weaver, G. (2007) Services make the repository. *Journal of Digital Information*, 8(2). Available: <http://journals.tdl.org/jodi/article/view/195/179> Retrieved on December 1, 2008.
- Cochrane, Tom and Callan, Paula. (2007) Making a difference: implementing the eprints mandate at QUT. *OCLC Systems and Services*, 23(3). Available: <http://www.emeraldinsight.com/10.1108/10650750710776396> Retrieved on April 17, 2008.
- Correia, Ana Maria Ramalho and Teixeira, Jose Carlos. (2005) Reforming scholarly publishing and knowledge communication from the advent of the scholarly journal to the challenges of open access. *Online Information Review*, 29(4). Available: <http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/2640290402.html> Retrieved on November 28, 2008.
- Dobratz, Susanne, Schoger, Astrid and Strathmann, Stefan. (2007) The nestor catalogue of criteria for trusted digital repository evaluation and certification. *Journal of Digital Information*, 8(2). Available: <http://journals.tdl.org/jodi/article/view/199/180> Retrieved on November 22, 2008.
- Fernandez, Leila. (2006) Open access initiatives in India – an evaluation. *Canadian Journal of Library and Information Practice and Research*, 1(1). Available: <http://journal.lib.uoguelph.ca/index.php/perj/article/view/110/172> Retrieved on November 22, 2008.
- Fuhr, N., Hansen, P., Mabe, M., Micsik, A. and Solvberg, I. (2001) *Digital libraries: a generic classification and evaluation scheme*. Available: <http://www.sics.se/~preben/papers/ecdl-2001.pdf> Retrieved on November 22, 2008.
- Genoni, Paul. (2004) Content in institutional repositories: a collection management issue. *Library Management*, 25(6/7). Available: http://espace.lis.curtin.edu.au/archive/00000908/02/Library_Management_04.pdf Retrieved on November 28, 2008.
- Harnad, S. et al. (2004) The access/impact problem and the green and gold roads to open access. *Serials Review*, 30(4). Available: <http://eprints.ecs.soton.ac.uk/10209/1/impact.html> Retrieved on November 26, 2008.
- Hughes, Carol Ann. (2004) Escholarship at the University of California: a case study in sustainable innovation for open access. *New Library World*, 105(3/4). Available: <http://www.emeraldinsight.com/10.1108/03074800410526749> Retrieved on April 19, 2008.
- Kim, Hyun-Hee. (2006) Building the management model for national consortium of institutional repositories. Available: <http://ohmyvocabulary.com/ifla/HyunheeKim.doc> Retrieved on December 8, 2008.
- Lynch, Clifford A. (2003) Institutional repositories: essential infrastructure for scholarship in the digital age. *ARL*, 226. Available: <http://dspace.uniroma2.it/dspace/bitstream/2108/261/1/ir.html> Retrieved on December 4, 2008.
- Mark, Timothy. and Shearer, Kathleen. (2006) Institutional repositories: a review of content recruitment strategies. World Library and Information Congress: 72nd IFLA General Conference and Council, Seoul, Korea. Available: http://www.ifla.org/IV/ifla72/papers/155-Mark_Shearer-en.pdf Retrieved on November 26, 2008.
- McCulloch, Emma. (2006) Taking stock of open access: Progress and issues. *Library Review*, 55(6). Available: http://eprints.cdlr.strath.ac.uk/2325/01/Mcculloch_openaccessELIS.pdf Retrieved on November 29, 2008.
- Muir, Adrienne. (2003) Copyright and licensing issues for digital preservation and possible solutions. Available: <http://elpub.scix.net/data/works/att/0315.content.pdf> Retrieved on December 4, 2008.
- OpenDOAR; Directory of Open Access Repositories. (2008) Introduction to the project. Available: <http://www.opendoar.org/about.html> Retrieved on December 7, 2008.
- Open Society Institute. (2002) Budapest Open Access Initiative. Available: <http://www.soros.org/openaccess/read.shtml> Retrieved on May 23, 2008.
- Prosser, David C. (2004) The next information revolution – how open access repositories and journals will transform scholarly communications. *Liber Quarterly: The Journal of European Research*, 14(1–4). Available: <http://webdoc.sub.gwdg.de/edoc/aw/liber/lq-1-04/prosser.pdf> Retrieved on November 28, 2008.
- Rieger, Ova Y. (2007) Select for success: key principles in assessing repository models. *D-lib Magazine*, 13(7/8). Available: <http://www.dlib.org/dlib/july07/rieger/07rieger.html> Retrieved on December 2, 2008.
- Sale, Arthur. (2006) Comparison of IR content policies in Australia. *First Monday*, 11(4). Available: http://eprints.utas.edu.au/230/1/Comparison_of_content_policies_in_Australia.pdf Retrieved on December 8, 2008.
- Sandusky, Robert J. (n.d.) Digital library attributes: framing usability research. Available: <http://www.ucl.ac.uk/annb/docs/Sandusky35.pdf> Retrieved on May 25, 2008.
- Saracevic, Tefko. (2004) Evaluation of digital libraries: an overview. Available: http://www.scils.rutgers.edu/~tefko/DL_evaluation_Delos.pdf Retrieved on May 22, 2008.
- Saracevic, Tefko. and Covi, Lisa. (2000) Challenges for digital library evaluation. *Proceedings of the 63rd ASIS Annual Meeting*, 37. Available: http://www.is.informatik.uni-duisburg.de/courses/dl_ss04/foalien/saracevic00.pdf Retrieved on May 23, 2008.
- Shin, Eun-Ja. (2006) Implementing a collaborative digital repository: the d collection experience in South Korea. *Interlending and Document Supply*, 34(4). Available: <http://www.emeraldinsight.com/10.1108/02641610610714722> Retrieved on May 23, 2008.
- Singh, J. (2005) Open access: to be or not to be? (editorial). *Indian Journal of Pharmacology*, 37(3). Available: <http://find.galegroup.com/itx/start.do?prodId=ITOF&userGroupName=bcdelhi> Retrieved on May 20, 2008.
- Smid, Mateja. (2006) Evaluation of digital repositories from an end-users perspective: the case of the reUSE project. Proceedings ELPUB 2006 Conference in Electronic Publishing, Bansko, Bulgaria. Available: http://elpub.scix.net/data/works/att/282_elpub2006.content.pdf Retrieved on November 21, 2008.

- Thibodeau, Kenneth. (2007) If you build it, will it fly? Criteria for success in a digital repository. *Journal of Digital Information*, 8(2). Available: <http://journals.tdl.org/jodi/article/view/197/174> Retrieved on December 1, 2008.
- Thomas, Chuck and McDonald, Robert H. (2007) Measuring and comparing participation patterns in digital repositories: repositories by the numbers, part 1. *D-lib Magazine*, 13(9/10). Available: <http://dlib.org/dlib/september07/mcdonald/09mcdonald.html> Retrieved on November 29, 2008.
- Warwick, C., Terras, M., Galina, I., Huntington, P. and Pappa, N. (2007) Evaluating digital humanities resources: the LAIRAH project check list and the Internet Shakespeare Editions project. Proceedings ELPUB 2007 Conference on Electronic Publishing, Vienna, Austria. Available: http://elpub.scix.net/data/works/att/144_elpub2007.content.pdf Retrieved on November 21, 2008.
- Ylotis, Kristin. (2005) The open access initiative: a new paradigm for scholarly communications. *Information Technology and Libraries*, 24(4). Available: <http://find.galegroup.com/itx/start.do?prodId=ITOFanduserGroupUpName=bcdelhi> Retrieved on May 22, 2008.
- Zhang, Sha Li. (2007) The flavors of open access. *OCLC Systems and Services*, 23(3). Available: <http://www.emeraldinsight.com/10.1108/10650750710776332> Retrieved on April 17, 2008.
- Zuccala, A. and Oppenheim, C. (2008) Managing and evaluating digital repositories. *Information Research*, 13(1). Available: <http://informationr.net/ir/13-1/paper333.html> Retrieved on April 7, 2008.

The Library Services to People with Special Needs Section of IFLA: an historical overview

Nancy Panella



Dr. Nancy Panella is director of the Bolling Memorial Medical Library, St. Luke's-Roosevelt Hospital Center, New York City. She also administers the St. Luke's-Roosevelt archives and historical collections, both of which she organized and developed during her tenure. In part for that work, she received, in 2006, the St. Luke's-Roosevelt President's Award for Excellence and the Medical Alumni Society's Lifetime Achievement award. Dr. Panella received her Master's degree in library service from the Catholic University of America, Washington, DC and her doctorate in library service from Columbia University, New York City. She has been a member of IFLA since 1995. She is also a member of the United States' Medical Library Association (MLA); International Cooperation Section/MLA; New York-New Jersey Chapter/MLA; Special Libraries Association; New York Library Club; New York Academy of Sciences; and the New York-based professional society, the Archons of Colophon. She is a member of the standing

About the Author continued on page 271

Abstract

The Library Services to People with Special Needs Section of IFLA was founded in 1931 as the Sub-committee on Hospital Libraries. It was the first sub-committee IFLA formed for a special user group, that is, hospitalized people who could not use external libraries. The young sub-committee soon saw, however, that due to a range of disabilities often secondary to the cause of hospitalization, some patients required special reading aids, for example, sensory or mobility aids. Those needs also became evident among community members, confined or not. Wanting to address them, the sub-committee expanded its focus overtime to include people who, for whatever reason, could not use conventional libraries, materials and services. This paper traces the sub-committee's evolution from sub-committee, to committee, to sub-section, and finally section that today promotes library resources and services for a broad range of special needs people. Its growth in part reflects the expansion of the Federation itself.

Keywords: Library Services to People with Special Needs Section, IFLA; hospital library services; patient library services; library services for disabled people; library services for disadvantaged people

Introduction

In late 2008, IFLA approved a proposal by the Libraries Serving Disadvantage Persons Section (LSDP) to rename it Library Services to People with Special Needs (LSN). As was the case with previous name changes, this one was felt necessary, not only because it better reflected the section's current work, but also because the terminology surrounding its areas of concern had again significantly changed.

Its new name notwithstanding, the section remains one of IFLA's oldest, dating from 1931. In that year, it was created as the Sub-committee on Hospital Libraries (patients' libraries), and its mission was to promote professional library services to hospitalized people—a group who, because they were confined, could not make use of regular library resources. Bibliotherapy, or the use of books and reading as aids to healing, was a second focus. But, the sub-committee soon saw that, due to a range of disabilities that often were secondary to the cause of hospitalization, some patients required special materials—sensory and mobility aids, for example – as well as special services. That need also became evident among community members confined for any number of reasons. Concerned with those needs and, by virtue of a diverse membership, well-positioned to address them, the sub-committee over time expanded its focus to include people who for whatever reason were unable to use conventional libraries, materials and services.

Throughout its long and productive history, the section has remained remarkably true to its mission; thus it continues today to advocate for those in the community who cannot make use of conventional

library resources. Those groups include: people who are hospitalized or imprisoned; elderly and disabled people in care facilities; the housebound; the deaf; and the physically, cognitively or developmentally disabled. Always blessed with standing committee members having broad expertise in their fields, LSN continues, among its other activities, to develop guidelines for library services to people with special needs. In the aggregate, those guidelines have been translated into fifteen languages and are used in many parts of the world. As of this writing, they constitute nearly 50 percent of IFLA's Professional Reports. (Not surprisingly, when the Professional Reports series was inaugurated in 1984, the section developed its first two publications.¹)

Background

LSN's forerunner, the Sub-committee on Hospital Libraries, was established on August 29, 1931,² just four years after IFLA's own founding.³ It was the seventh sub-committee the Federation formed and the first to focus on library services to a special user group.⁴

The sub-committee was formed in an era remarkably ready for an international hospital libraries group: the times had been witnessing growing interest in library services for hospital patients,⁵ a phenomenon fueled in part by the positive effect books and reading had on hospitalized military personnel during and after World War I.⁶ Coincidentally, thanks to multi-national efforts beginning roughly in the late 1800s, that era was also witnessing the dawn of organized international collaboration in librarianship, at the heart of which was the founding of IFLA.⁷

Formation of the sub-committee was proposed by Marjorie E. Roberts, then organizing secretary for the British Red Cross and Order of St. John Hospital Library.⁸ Roberts was an energetic, politically astute woman who was deeply passionate about the need to provide library services to hospital patients. Because she realized that library work in hospitals required unique expertise—particularly when reading was used as a therapeutic tool—she was also a zealous advocate of specialized training in the field. Finally, knowing something of the often vastly different ways in which patient library services were organized nation to nation, she further saw the

worth of an international forum where different methods could be studied and ideas exchanged.

The catalyst for Roberts' proposal came through a (British) Library Association conference in Cambridge in 1930. The Association's first session on library services to patients was held there,⁹ and with Roberts as Chief Steward,¹⁰ it included descriptions of that work in Denmark, the United Kingdom (UK), and the United States (US).¹¹ Subsequent informal talks among the session's attendees included reviews of patient library services in Germany and Sweden, and together with the formal session, seem to have given the group a sense of the benefits multi-national collaboration could bring: at the discussion's end, a suggestion was made to form an international alliance,¹² one that would, as Roberts later noted, fill the need for the "collection of information and exchange of opinion internationally."¹³

While it is unclear whether Roberts or the group as a whole chose to pursue affiliation with IFLA, nonetheless that organization must have seemed the perfect venue: it was an international body, and as such, offered widespread routes to existing hospital library services and for the promotion of such services where none existed. It was also an effective way to be in touch with municipal libraries, which in some countries bore the responsibility for the library services to patients. Finally, it had a professional education sub-committee, perhaps especially important to Roberts.

The Sub-committee's Formation

In August 1931, at IFLA's annual conference, that year held in Cheltenham, UK, IFLA's then governing body, the International Library Committee (ILC, subsequently IFLA Council¹⁴) considered Roberts' proposal, a 'Memorandum on the Need for an International Sub-committee on Hospital Library Services.' In part, the proposal stipulated that the sub-committee would:

collect information regarding methods of conducting the hospital library service in whatever countries it may exist;

undertake such publicity as may be seem desirable so that the principle of hospital libraries...may become better known, and more widely established;

...[draw] up a recommendation with regard to the organisation of Hospital Libraries, based on its own study of existing programs.¹⁵

The proposal was approved and, beyond its merits, two prior events might have contributed to that. First, in a letter written the previous March to ILC member Henri Lemaître, Roberts talked at length about the importance of library services for hospital patients. Knowing that Lemaître would soon attend a public libraries congress in Algiers, she hoped to persuade him to open a discussion of the topic there.¹⁶ Secondly, Carl Milam – also an ILC member, Chair of IFLA's Public Library Sub-committee, and Secretary of the American Library Association (ALA) – had become keenly aware of the benefits of providing reading material to hospital patients: he had seen it in the US growing out of the ALA's work with hospitalized military personnel,¹⁷ and, as sub-committee chair, he had exposure to the movement outside of the US.¹⁸ So it seems that Roberts' proposal went to IFLA with considerable advantage: two ILC members already recognized the growing interest in the field.

The ILC proposed Henri Lemaître as sub-committee president.¹⁹ Dr. Rene Sand, technical counselor to the League of Red Cross Societies, became representative at large of medical/hospital interests, and Roberts became secretary.²⁰

Early Years

The sub-committee's initial work centered on enlisting correspondents (members) and collecting as much current information on the field as was possible. To do both, it developed and sent a hospital library services questionnaire to representatives of library, health, or medical institutions in 27 countries. The response rate was impressive: nineteen countries—representing Eastern and Western Europe, Asia, Africa, and Oceania—answered, and nineteen people representing eighteen countries agreed to be correspondents.²¹

Lemaître discussed the survey results at IFLA's annual conference in 1932 (Berne), noting in particular that the findings showed widespread physician interest in the sub-committee's work.²² Wanting to encourage the interest, he recommended a collaborative relationship with the League of Nation's Health Section, an idea endorsed by William W. Bishop, IFLA's then

president. Bishop went on to suggest that Dr. Tietse Pieter Sevensma, IFLA Secretary General and League of Nation's Librarian, discuss with the League's director "the possibilities of [such] collaboration."²³ Subsequent records are unclear, though, as to the specific benefits the relationship produced.

Meantime, Roberts—whom Lemaître once termed the "tireless propagandist"²⁴ – oversaw a set of hospital library resolutions passed by the International Hospital Association (IHA). In part they read:

- that a library for patients is an essential part of every hospital
- that all hospitals should provide the necessary space to maintain a central library for patients
- that books should be distributed to patients on a regular basis
- that each country should supply books to hospitals according to the methods most suitable to it
- that special attention should be paid to books / libraries in mental hospitals and sanatoria.

The resolutions were adopted at IHA's annual conference in Belgium and reported by Lemaître when the sub-committee met in 1933 (Chicago; Avignon)²⁵

A significant event in those cornerstone years occurred shortly thereafter when Roberts formed, in England, the Guild of Hospital Librarians.²⁶ While the Guild's aims were in part similar to the sub-committee's,²⁷ the composition of the two groups differed greatly: the IFLA sub-committee consisted of practicing professionals—librarians, medical and hospital authorities – whereas the Guild included anyone working in any capacity with, or even just interested in, patient library services. In essence, the Guild formed a "link between professionals and volunteers and all other persons interested in that essential work."²⁸ In focus, it and the sub-committee ran side-by-side for many years, with Roberts as informal liaison.

Throughout the latter part of the 1930s, the sub-committee continued to assemble information on patient's library work internationally.²⁹ And, for the first of what would be many times, it considered extending its focus, in this case, to include two other groups of confined people—elderly men in hospices and prisoners.³⁰ Prisoners in particular were considered because in some countries

they were served by the same public library unit serving hospital patients, thus the extended focus seemed fitting. But action on both matters was deferred for a time.

Roberts herself remained active: she again reported on IHA's adoption of another set of hospital library resolutions;³¹ she continued to speak and write on the value of library services for patients; and she continued as liaison between the sub-committee and the Guild of Hospital Librarians. (To more accurately reflect its international character, the Guild was renamed in 1936: it became the International Association of Hospital Libraries, the International Guild of Hospital Librarians, and is said to have been the first international organization to join IFLA.)^{32 33}

1940–1959

World War II suspended the sub-committee's activities. But it began to be reconstituted in 1947 under the abundant energy of a new leader, or "rapporteur général," Paul Poindron, who took office upon Lemaître's death.³⁴ Attached to the Ministère de l'Éducation Nationale,³⁵ Poindron's immediate goal was reorganizing the sub-committee – specifically, reestablishing relations among former members and contacting non-member librarians working in the field. In part toward that end, he spearheaded a second international survey and presented lengthy reports on its findings when the sub-committee met at ILFA's 1947 annual conference (Oslo).³⁶

Following the reports, and partly based on them, Poindron developed a number of 'recommendations' for patients' libraries centering on a belief that such libraries should be an integral part of any institution caring for sick people. Extensive and detailed, and meant to apply to hospitals, hospices, preventoriums, sanitariums, and recovery homes,³⁷ they were the earliest multi-national recommendations in the field.

Like Roberts, Poindron deeply believed in the value of bibliotherapy as a therapeutic tool and he was successful in having many of his recommendations in that area supported. For example, under his guidance, the sub-committee resolved that:

- every mental hospital should have a library for its patients;

- methods used in the US, UK, and the Scandinavian countries for library services to mental hospitals should be brought to the attention of doctors and administrators of such hospitals.

The resolutions were endorsed by the Third International Congress of Librarians in Brussels in 1955.³⁸

Again like Roberts, Poindron was concerned with education for hospital librarianship, and his tenure saw development of a number of strategies for training practitioners in the field. They included recommendations for courses, practicums and conferences that could be adjusted for presentation at local levels. In particular, Poindron suggested that the conferences include non-librarians, for example, school of medicine faculties, and nursing and social work students – important, since those groups also focused on patient well-being.

To more effectively publicize its work, the sub-committee moved in 1948 to ask IFLA for permission to distribute its conference reports immediately at the close of the annual meetings. It also wanted the reports distributed to a wider audience that would include: UNESCO; the World Health Organization (WHO); the International Federation of Red Cross Associations; secretariats of international medical congresses; and international federations of physicians and hospital personnel. Subsequent correspondence indicates that that distribution continued for some years.

Finally, recognizing that a wealth of information on patient libraries had been—and continued to be—generated in many parts of the world, Poindron and the sub-committee agreed on the need for a bibliography on the field.³⁹ Eventually to become "as comprehensive a list as possible of books and articles relating to library services to the sick and handicapped throughout the world,"⁴⁰ it was a formidable project that would take several years.

In 1952, new IFLA statutes were adopted: in part, they renamed sub-committees committees, thus the Sub-committee on Hospital Libraries became the Committee on Hospital Libraries. The new statutes also created standing advisory committees.⁴¹

The name change notwithstanding, the committee continued to promote library services to

patients – be they from hospital-based libraries or through public library extension programs. Following Roberts' tradition of maintaining close ties with groups representing hospital authorities, it greatly strengthened its relationship with the International Hospital Federation (IHF), successor to IHA, with which it collaborated on a joint conference program for 1953.⁴²

The committee also strengthened its commitment to providing hospitalized handicapped readers with as broad a range of reading materials and aids as possible. It thus resolved that:

- microfilmed books in various languages should be created for severely handicapped readers; the size of those microfilms standardized preferably to 35 mm;
- member states of UNESCO should obtain from their governments a general exemption a) of copyright for the reproduction of microfilmed books for the disabled, and b) of carriage and custom dues for the exchange from country to country of microfilmed books intended for the projectors reserved for the used of handicapped patients.⁴³

When, in 1953, Poindron left the committee due to pressing work responsibilities, its leadership passed to Irmgard Schmid-Schädelin of Zurich's Bibliothekarin am Kantonsspital.⁴⁴ Just prior to her appointment, the committee moved to conduct another international survey⁴⁵ – the third since its founding – and Schmid-Schädelin subsequently organized the findings into a paper entitled 'A study of the systems of hospital libraries in use in different countries.' Discussed at IFLA's 1956 annual conference (Munich),⁴⁶ and at annual conferences over the next two years,⁴⁷ it led to development, along with some of Poindron's recommendations, of the committee's first standards.

Finally, the latter part of the 1950s saw the committee again propose recommendations for training for hospital librarianship, the goal of which was to foster international uniformity in that area.⁴⁸

1960–1969

The 1960s were years of vigorous activity. The committee: published its first two sets of standards; began assembling lists of patient-oriented health

information titles; passed resolutions concerning exchange of recordings for the blind; began work on a massive retrospective bibliography of the field; compiled a list of foreign language books suitable for hospital patients; held its first joint session with another IFLA section; debated and subsequently changed its terms of reference; inaugurated a regularly scheduled newsletter; and began a system of distributing committee annual conference papers and reports to its members.

The first standards were issued in 1960 as *Memoire indicateur sur les bibliothèques d'hôpitaux* and contained recommendations for: book collections; distribution of books to patients; staffing; equipment; budget; and services to hospital staff. The second, *IFLA Standards for Libraries in Hospitals*, were an expanded set and were written as a more practical alternative to a manual on hospital libraries the committee had considered developing.^{50,51} They were issued as a part of a *UNESCO Bulletin for Libraries*.⁵²

Having long advocated providing health information to patients, the committee moved to ask member countries' medical associations for lists of popular books that would help patients learn more about their health.⁵³ Continuing its concern with library services to the blind, and prompted by a communication from the State Library of Pretoria concerning exchange of recordings for the blind, the committee also resolved to work towards issuing a world list of agencies producing such recordings.⁵⁴

In 1964, IFLA adopted new statutes⁵⁵ that in part created Sections and Sub-sections, thus the Committee on Hospital Libraries became the Hospital Libraries Sub-section of the Public Libraries Section. Not long after, the newly-named sub-section moved to ask Mona Going, a British librarian active in hospital library work, to compile the international bibliography it had long considered.⁵⁶ Going agreed to take on the project, although it would ultimately be completed by her colleague, Eileen Cumming.

Difficulties in obtaining books in foreign languages for patients needing them also concerned the sub-section, thus it voted in the mid-1960s to ask correspondents to submit lists of titles representative of their country's literature. The aim was to produce a selection tool that hospital librarians could use in building foreign language collections for patients needing them.⁵⁷ Published

in 1969 as *Reading Round the World*,⁵⁸ the compilation contained titles from 22 countries. Within the year, 1000 copies had been sold.⁵⁹

Because the term ‘hospital libraries’ had over time become identified with ‘patients’ libraries, the sub-section voted in 1966 to change its name prior to outlining a new, expanded constitution. It chose the name ‘Libraries in Hospitals Sub-section’ to replace the existing name, ‘Hospital Libraries Sub-section’, a subtle change, but one that would indicate its coverage of the “fuller services now being provided in most countries” (i.e., non-patient service as well).⁶⁰

The new constitution noted in part:

the Sub-section would be concerned with library services (of a general nature) to hospital patients and staff and to disabled and handicapped (the blind, partially-sighted, physically handicapped) readers both inside and outside the hospital;

the Sub-section may be concerned with medical library services in *non-teaching hospitals* where small medical collections are administratively organized by the same librarian responsible for the general library service. This would be from an organizational viewpoint only, and would not include the specific problems of medical bibliography;

the Sub-section, while a Sub-section of the Public Libraries Section, shall be concerned with all types of service within its area of responsibility, not only those which are public library based.⁶¹

In 1966, to improve the flow of information and facilitate communication among sub-section members, the standing committee inaugurated its *New Bulletin*, one of IFLA’s earliest. It also initiated a program whereby copies of papers due to be read at annual conferences were sent to sub-section members *prior* to the conference. (Many of those papers were subsequently published in *Libri* and *International Library Review*.)⁶² Follow-up reports on meetings were sent to members unable to attend the conferences.

Finally, the 1967 Sevensma Essay Prize was awarded to M. Joy Lewis, sub-section chair 1969–1972, for her essay on library provision and services for the handicapped.⁶³

1970–1979

During the decade, the sub-section organized and sponsored its first institute on hospital librarianship. It also published: its third standards for hospital libraries; a directory of technical reading aids; its landmark bibliography; and national statements on hospital library service. It further: incorporated libraries for the blind in its proceedings and subsequently worked to give those libraries heightened visibility within IFLA; changed its name to reflect a widening focus; and expanded its work on behalf of library services to mentally handicapped children.

The International Institute in Hospital Librarianship, thought to have been the first of its kind, was jointly sponsored by the School of Librarianship, Polytechnic of North London. Held in London, the week-long program drew participants from three continents.⁶⁴

*Standards for Hospital Libraries*⁶⁵ was published in 1973 and contained recommendations for library services, not only to hospital patients, but also to the elderly, the housebound, and the physically and mentally handicapped.⁶⁶ Besides their intrinsic value, the standards were important because they reflected and addressed the sub-section’s new mission.

The long-awaited *International Directory of Technical Reading Aids* was completed shortly thereafter. Assembled from a questionnaire on reading aid equipment manufactured for handicapped people, it included current information on a range of items.⁶⁷

The sub-section’s annotated bibliography, *Hospital and Welfare Library Services: an international bibliography* was published, finally, in 1977. Its 2,164 entries covered the period 1863–1972 and included “aspects of library service to patients in all types of hospitals, to the homebound, the elderly, the physically handicapped (blind, deaf, etc.) and to the mentally disordered...whether in hospital or in the community.”⁶⁸

The compilation *National Statements* reflected several countries’ status of library services to hospital patients and other care institutions as well as to handicapped people. Edited by the sub-section’s chair, it covered the period 1974–1976 and included information such as each country’s

population, percentage of hospital beds, related legislation, library service organization, and collections.⁶⁹

Concern with the needs of blind users became more formalized in the 1970s when the Division for the Blind and Physically Handicapped of the Library of Congress (US), asked the sub-section for help in establishing within IFLA “an international platform for libraries for the blind.” As a first response, the sub-section conducted an international survey to determine if support for such a ‘platform’ was likely. Finding that it was, it included a libraries for the blind session at IFLA’s annual meeting in 1977 (Brussels) and subsequently recommended to the Professional Board that a working party for those users be set up.⁷⁰ The Board approved, and the newly formed working group for the blind⁷¹ went on to become a round table and subsequently a section, Libraries for the Blind.⁷² In 2008, its name was changed to Libraries Serving Persons with Print Disabilities.

In 1976, IFLA adopted new statutes, and they in part established Divisions and Sections. Consequently, the Sub-section on Hospital Libraries became a Section under the newly created Division of Libraries Serving the General Public. At the same time, it took on a new name, the section on Library Services to Hospital Patients and Handicapped Readers.⁷³ Besides more specifically reflecting the section’s work, it was hoped that the new name, together with establishment of the Biological and Medical Sciences Libraries Section, would end the confusion as to whether the section covered *professional* medical library services in hospitals. Its new mission was:

to consider matters concerning library services, of a general nature, to the staff, patients, and residents of hospitals and similar institutions;

to consider matters concerning library services to the housebound and handicapped readers who are unable to use normal public library services.⁷⁴

Finally, in further support of handicapped users, the sub-section prepared a statement on library services to handicapped readers for inclusion in a revision of the *UNESCO Public Library Manifesto*.⁷⁵ It also held a joint session with the Children’s Section where it agreed to co-produce

a publication that would include expansion of the criteria of mental handicaps and a list of books suitable for children so diagnosed.⁷⁶ Published in 1984, it was IFLA’s first Professional Report.

1980–1989

In the 1980s, in response to what it saw were clear international concerns for library services to disadvantaged groups previously not well-represented—specifically, prisoners, the deaf and those needing easy reader publications—the section once again redefined its terms of reference. The initial proposal for the change came in 1981 and concerned library services to prisoners.⁷⁷ The Professional Board agreed that the additional coverage was needed, but thought that the section should change its name to reflect that wider interest. It did so, choosing the new name, the Section for Libraries Serving Disadvantaged Persons (LSDP).⁷⁸ The new terms of reference became:

the promotion of services to those members of the community who are unable to use library services available to others, e.g., hospital patients and people in penal institutions;

the promotion of services to those who have difficulty using available library services, e.g., housebound people, and elderly people using centres or living in residential homes;

the promotion of library services to people who are handicapped and who live in the community, e.g, the mentally and physically handicapped, including the deaf;

to improve libraries in hospitals and to promote professionalism in this field;

to provide a forum for discussion on the reading problems of the handicapped.⁷⁹

In the case of prison libraries, the section voted to establish a working group to organize and assess relevant interests. Once established, the group held an IFLA annual conference open session in 1985,⁸⁰ and the year after, held a joint pre-conference seminar during which it distributed the results of a survey it had conducted.⁸¹ With remarkable energy, the working group next held at the 1988 conference in Sydney an open meeting, a half day workshop, and a study

tour of prison libraries. The following year, it organized a pre-conference seminar on Prison Library Services, and in 1990—just five years after its establishment—developed a final draft of *Guidelines for Library Services to Prisoners*. It also co-sponsored a workshop on administering prison libraries – “Build a child and you don’t have to repair the adult”—that featured examples from various countries.⁸² By the end of the decade—as a result of the working groups’ sustained efforts—library services to prisoners had become a viable section focus, with international guidelines in that specialty about to be published.

Organized efforts to provide library services to deaf people took hold at an IFLA annual conference in the early 1980s, when the section agreed that deaf individuals, “were a large group of handicapped readers who have perhaps been neglected by librarians in the past.” Subsequently, it set up a working group to address the problem, and once established, that group went on to hold an open meeting at IFLA’s 1983 conference. The following year, the section issued an informational publication, *Deaf Newsletter*,⁸³ and soon after, developed and circulated for comment a draft training manual. It also sponsored a conference entitled “Opening doors for closed ears.” Held in March, 1988, at the New South Wales State Library, the conference drew 145 delegates. That same year, at IFLA’s annual conference, the section as a whole voted to draft a resolution offering consultative status to the World Federation of the Deaf.⁸⁴ Finally, and a major accomplishment for a group so young, the working group developed *Guidelines for Library Services to Deaf People*; they were subsequently adopted and published.⁸⁵

Later in the decade, the section established a working group dedicated to the needs of easy reader patrons. The section’s chair was to note:

..it is of utmost importance to promote the publication of easy readers. The pre-lingually deaf need easy-to-read books. So do many other handicapped and disadvantaged persons, e.g., the mentally retarded, people suffering from aphasia, dyslexia, concentration difficulties due to illness, medication, tiredness or old age, newly arrived immigrants, semi-illiterates etc.⁸⁶

Soon after its was established, the group held a seminar to exchange information on ‘ER’

publications.⁸⁷ It also held its first meeting at an IFLA annual conference, during which it formalized its aims. Not long after, it arranged an international seminar (Tilburg, The Netherlands), in which papers were presented on different aspects of producing and distributing ‘ER’ materials.⁸⁸ All of this activity eventually led to the development of guidelines for ‘ER’ materials, which were published in the next decade.

Beyond expanding the range of disadvantaged users for whom it was working, the section also completed two major works that IFLA published as numbers 1 and 2 in its Professional Reports series. The first, *Books for the Mentally Handicapped: A guide to selection*, was done jointly with the Section of Children’s Libraries. The second, developed by a working group under the auspices of the section, were *Guidelines for Libraries Serving Hospital Patients and Disabled People in the Community*.⁸⁹ The working group elected to develop guidelines rather than the section’s traditional standards because they felt their innate flexibility would make them more useful in more situations – ideally, guidelines would provide both developed and developing countries a tool that could be adjusted according to local conditions.⁹⁰ LSN has since followed that pattern.

Finally, the section held its second international course on library services to hospital patients and disabled people, this time in Stockholm. Sponsored by the Nordic library associations and library centres, 40 people from fifteen countries attended the one-week program, including four librarians from ‘third world’ countries.⁹¹

1990–1999

These years continued to be productive ones for the section. Of major importance, each of the working groups it had established in the last decade issued guidelines in its areas of expertise.

First were *Guidelines for Library Services to Deaf People*.⁹² The need for the guidelines had been a concern of the section’s Working Group to Identify the Needs of the Deaf, and they were written in conjunction with the Division of Libraries Serving the General Public’s guidelines preparation project – a part of IFLA’s 1988 Medium Term Programme. Review of, and subsequent input for, the guidelines came from several organizations

for the deaf including the World Federation for the Deaf, which reviewed, provided input for, and subsequently endorsed the guidelines.⁹³

Next were *Guidelines for Library Services to Prisoners*,⁹⁴ which were published in 1991. Planned as a guide for countries developing national guidelines for prison libraries, they included recommendations for: personnel and staffing; collections; physical facilities; equipment; funding and budget; and services. A second edition published in 1995⁹⁵ included more specific information on levels of service, size of collections, staffing, funding, evaluation and marketing methods.

Finally, *Guidelines for Easy-To-Read Materials* was published in 1997.⁹⁶ The guidelines aimed to describe the nature of and need for easy-to-read products and to identify target user groups, and make suggestions for publishers of easy-to-read materials as well as organizations and agencies that serve the reading disabled. The guidelines covered topics such as editorial work; design; layout; the publications process; and marketing information.

Among its other activities during that era, the section established a working group on library services to the elderly.⁹⁷ It also presented a number of proposals to the Coordinating Board, Division of Libraries Serving the General Public, among them a recommendation for establishing a literacy core programme.⁹⁸ Though the Professional Board agreed with adoption of the programme,⁹⁹ the Executive Board ultimately rejected it on financial and organizational grounds. Instead, a working group was set up to study the issues and make related recommendations.¹⁰⁰ That eventually led to the establishment of a full section on reading. In 2007, it became the Literacy and Reading Section.

Finally, the section proposed to the Coordinating Board production of an international resource book for libraries serving disadvantaged persons. Planned as a 2-year project, the monograph would include: the section's history; a bibliography of its conference papers; and updated subject bibliographies relating to disadvantaged groups (the later an extension of Cumming's 1977 bibliography). It was published in 2001 as *International Resource Book for Libraries Serving Disadvantaged Persons*.¹⁰¹ A second edition is scheduled for publication in 2009.

2000–2009

This era saw the section revise its strategic plan, which IFLA termed a “perfect model.”¹⁰² Part of the plan called for continued research into the global status of library and information services to disadvantaged groups, an important focus, since any meaningful work the section pursued depended upon a sound view of the field. The plan also identified ways to continue recruiting as broad an international membership as possible. A third goal was the continuing development of guidelines, *critical* vehicles in fostering equal access to libraries and library services for people with special needs. Finally, the plan aimed to continue identifying organizational partners outside of the library profession, for example, bodies such as the European Dyslexia Association and the World Federation for the Deaf.¹⁰³

The era also saw the section celebrate its 70th and 75th anniversaries—Boston, 2001, and Seoul, 2006, respectively. For the 75th anniversary, both the text and graphics of the section's informational brochure were revised to better reflect its work.

During the decade, IFLA mandated section reviews covering the period 2001–2005, and LSN's review, submitted in November, 2005, centered on past, present and future goals, objectives and activities.¹⁰⁴ The era also saw the standing committee discuss at length a section name change that was, in part, mandated by evolving international terminology relating to its user groups. Its name was changed, finally, in late 2008, to the Library Services to People with Special Needs Section.

Finally, those years saw publication of five new sets of practice guidelines, a resource book for libraries serving disadvantaged persons, and an accessibility checklist. While the guidelines and the checklist were translated into IFLA's official languages, some were also translated into: Japanese; Croatian; Farsi; Norwegian; Brazilian Portuguese; Danish; Finnish; Swedish; Italian; Korean; and Slovenian.

First to be published were *Guidelines for Library Services to Hospital Patients and the Elderly and Disabled in Long-Term Care Institutions*.¹⁰⁵ Aiming to portray levels to which such library services should aspire, the guidelines were designed as flexible sets of recommendations that

could be used in most situations, regardless of local restrictions. Input for the guidelines came from more than 30 countries, and its reviewers represented five countries on four continents.

Next were *Guidelines for Library Services to Deaf People*, 2nd. ed.¹⁰⁶ The greatly expanded edition took into account advances in communications, e.g., the Internet and the WWW, which significantly affect deaf people. Beyond providing recommendations, the guidelines aimed to inform librarians of the deaf community's unique library and information needs. A third edition is planned for 2009.

*Guidelines for Library Services to Persons with Dyslexia*¹⁰⁷ followed. A silent learning disorder that affects roughly eight percent of the world's population,¹⁰⁸ dyslexia had been highlighted at annual conference programs twice in the previous decade. In draft form, the guidelines were distributed for review in Scandinavia, and comments were also solicited from the European Dyslexia Association and the International Dyslexia Association.

*Guidelines for Library Services to Prisoners*¹⁰⁹ was published in 2005 as a guide in planning, implementing and evaluating library services to prisoners. They were also designed to serve as a model for nations wanting to develop their own guidelines in that area. Finally, they were to serve as a statement reinforcing the idea that prisoners have a fundamental right to read, learn and access information. They were written for librarians, library administrators, prison authorities, governmental branches, and other agencies/authorities responsible for administering and funding prison libraries.

Finally, *Guidelines for Library Services to Persons with Dementia*¹¹⁰ was published in 2007. The guidelines were wide-ranging, providing background on dementia, its causes and varieties, and the challenges of serving people so afflicted, be they housebound or institutionalized. They also addressed materials and services for people with dementia and included models for services, reading representatives, and the problem of ethnic and cultural minority groups.

The *International Resource Book for Libraries Serving Disadvantaged Persons*¹¹¹ was published in 2001 as part of the K.G. Saur series. It updated the section's landmark bibliography on library

services to its user groups and also contained a detailed account of the section's founding and growth through 2000.

*Access to Libraries for Persons with Disabilities – CHECKLIST*¹¹²–was published in 2005 and provided recommendations for physical access to libraries, materials, services, and media formats for disabled people. The guidelines also suggested ways to train library staff to provide needed services and effectively communicate with special needs people.

A *Glossary of Terms* related to LSN user groups is scheduled for publication in 2009. Its more than 250 entries were drawn primarily from international sources and from LSN's own working knowledge of the groups for whom it advocates. It is anticipated that the glossary will be helpful, not only to LSN members, but also to other IFLA sections and to members of the international community interested in LSN's work.

Also scheduled for 2009 publication is the 3rd edition of *Guidelines for Easy-to-Read Materials*. The range of needs addressed by these guidelines will include: people who are cognitively disabled; people with low literacy levels, including those with limited language skills; and non-cognitively disabled people who nonetheless have reading problems.

Finally, 2009 will see publication of the second edition of the *International Resource Book for Libraries Serving Disadvantaged Persons*. The monograph will update bibliographies on library services to people with special needs and will also update the section's achievements, 2000–2008.

Today and Tomorrow

LSN has evolved from a sub-committee concerned with library services for hospital patients to a section dedicated to fostering improved library systems, resources and services for a range of special needs groups. It continues today to work to improve the availability of all forms of library materials to people with special needs and to provide an international forum for discussion of those needs.

In the future, LSN will continue, among its other aims to: promote copyright legislation that addresses special needs groups; pursue joint ventures with

agencies such as the World Federation for the Deaf and the European Dyslexia Association whose focus in one or more areas is similar to the section's; work with other IFLA sections in improving resources and services for people with special needs; conduct research in the field; and speak and write in its areas of concern.

Notes and References

1. The publications were: *Books for the mentally handicapped: a guide to selection*. IFLA Professional Reports No. 1 (prepared jointly with the Children's Section); and *Guidelines for libraries serving hospital patients and disabled people in the community*. IFLA Professional Reports No. 2. Both reports are currently out of print.
2. *Comité International des Bibliothèques, 4me Session Cheltenham, (Angleterre), 29-31 Août 1931, Actes*. (1931) Genève: Albert Kundig, 18-19.
3. IFLA was founded in 1927 as the International Library and Bibliographical Committee. See: Fiftieth anniversary conference of the British Library Association held at Edinburgh 26th-30th Sept. 1927. In *Actes du Comité International des Bibliothèques, Travaux Préparatoires Congrès De Prague 1926, D'Atlantic City et Philadelphie, 1926, D'Édimbourg 1927, 1ere Session Rome 31 Mars, 1928, 2e Session Rome-Florence-Venise, Juin 1929*. (1931) Uppsala: Almqvist & Wiksells Boktryckeri-A.-B., 13-15.
4. For formation and/or reports of the earlier permanent sub-committees, see: *Actes du Comité International des Bibliothèques, Travaux Préparatoires Congrès de Prague, 1926, d'Atlantic City et Philadelphie, 1926, d'Édimbourg 1927, 1ère Session Rome, 31 Mars, 1928, 2e Session Rome-Florence-Venise, Juin 1929*. (1931), op. cit., 44; *Actes du Comité International des Bibliothèques, II. 3e session, Stockholm, 1930*. (1930) Uppsala: Almqvist & Wiksells, 16-19, Annexe IV, 43-50; *Comité International...1931*, op. cit., 13-19. For membership of the sub-committees - which were, hospital libraries, popular (public) libraries, exchange of librarians, exchange of university theses, professional education, library statistics, and statistics on printed matter - see: *Actes du Comité International des Bibliothèques 6me Session Chicago, 14 octobre Avignon, 13-14 novembre 1933*. (1934) La Haye: Martinus Nijhoff, 9-11.
5. While no one published source comprehensively describes the growing interest in library services to hospital patients during that era, a sense of the movement can be had by perusing citations in Cumming's international bibliography, particularly for the years 1908 through 1931. See: Cumming, E.E. (1977) *Hospital and welfare library services*. London: The Library Association. See also note 6.
6. National programs to provide reading matter to military personnel—including those who were hospitalized—sprang into existence during and at the close of World War I. Beyond their immediate benefit, the programs carried the unexpected value of demonstrating on a widespread basis that books and reading can hold therapeutic value for sick people. Two of the more highly publicized programs were Britain's War Library and the United States' War Service Program. Detailed descriptions of these can be found in: Koch, T.W. (1919) *Books in the war: the romance of library war service*. Boston & New York: Houghton Mifflin; Koch, T.W. (1917) *Books in camp, trench and hospital*. London: J.M. Dent & Sons; Young, A.P. (1981) *Books for Sammys: The American Library Association and World War I*. Pittsburgh: Beta Phi Mu; Gaskell, H.M. (1917) *The Red Cross and Order of St. John War Library*. London (8 page pamphlet). For a brief picture of both programs, see: Panella, N.M. (2000) The development of libraries for hospital patients. In *Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care institutions*. IFLA Professional Reports No. 61. The Hague: IFLA, 2-3.
7. For an overview of early attempts at international cooperation in librarianship, see: Rudomino, M.I. The prehistory of IFLA. In Koops, W.R.H. and Wieder, J. (eds.) (1977) *IFLA's first fifty years: Achievements and challenge in international librarianship*. München: Verlag Dokumentation, 66-79.
8. The Library was an outgrowth of Britain's War Library; post-war, it became the primary means of providing reading materials to hospital patients in the United Kingdom. See: Gaskell, H.M. (1937) Hospital libraries past and present. *The Book Trolley*, 1, 10 (July): 203-207.
9. Jones, E.K. (1939) *Hospital libraries*. Chicago: American Library Association, 141.
10. As Chief Steward, Roberts would have been responsible for managing meeting details. The Library Association, email correspondence, November 13, 2000. (LSN archives)
11. Library Association. (1931) Proceedings of the Fifty-Third Annual Conference of the Library Association. September 22nd-27th, 1930. Supplement to *Library Association Record*, 33 (Third Series, vol. i, no. 1): *IX-X*. See also: Hospital libraries: Cambridge Conference. (1930) *The Lancet* (Oct. 4): 777-8.
12. Jones, E.K, op cit. 141-3.
13. Roberts, M.E. (1932) Libraries for hospital patients the world over. *Hospital Management* 34 (August): 35.
14. The International Library Committee, IFLA's executive branch, was reorganized in 1952 as IFLA Council. See: Koops, W.R.H. and Wieder, J. op. cit. 31.
15. *Actes...1931*, op. cit. 18-19, Annexe VI, 44.
16. Lemaître, H. (1936) Bibliothèques d'hôpitaux. *The Book Trolley*, 1, 6 (July): 62.
17. See, for example: Milam, C.H. (1921) What a hospital library service may accomplish. *The Nation's Health*, III, 11(Nov): 627-29.
18. At IFLA's 1930 conference, for example, Milam noted the desire "librarians...and their colleagues" had in discussing certain questions at international meetings, one of which was "public library branches in hospitals." See: *Actes...1930*, op. cit. Annexe IV, 43-44.
19. *Actes...1931*, op. cit. 18-19.
20. Jones, P. (1932) International hospital group. *ALA Bulletin*, 26 (August): 451.

21. *Actes du Comité International des Bibliothèques IV, 5me session, Berne, 1932.* (1932) La Haye: Martinus Nijhoff, Annexe V, 66–68.
22. *Ibid.* 27–28.
23. *Actes...1932*, op. cit. 27.
24. Lemaître, H. op.cit. 62.
25. *Actes...1933*, op. cit. Annexe XX, 155–156.
26. Lemaître, H. op. cit. 62–63.
27. The Guild of Hospital Librarians. (1935) *The Book Trolley*, 1, 3 (October): 32.
28. Sturt, R. History of hospital libraries. In Going, M.E. (ed.) (1963) *Hospital libraries and work with the disabled*. London: The Library Association. 27.
29. See, for example, sub-committee reports in: *Actes du Comité International des Bibliothèques 9me Session Varsovie 31 mai–2 juin 1936.* (1936) La Haye: Martinus Nijhoff, Annexe III, 69–72; *Actes du Comité International des Bibliothèques 10me Session Paris 24–25 août 1937.* (1938) La Haye: Martinus Nijhoff; Annexe II, 54–58; *Actes du Comité International des Bibliothèques 12me Session La Haye–Amsterdam 10–12 juillet 1939.* (1940). La Haye: Martinus Nijhoff, Annexe XI, 91–93.
30. *Actes...1937.* op. cit. 33.
31. Roberts, M.E. (1937) The fifth international hospital congress, Paris, July, 1937. *The Book Trolley*, 1, 11 (October): 231, 235.
32. *Actes...1936.* op. cit. 69.
33. Koops, W.R.H. and Wieder, J. (eds.) (1977) op. cit. 23.
34. Henri Lemaître. (1947) *The Book Trolley*. 5, 8 (January): 189.
35. Guild of Hospital Librarians. (1947) *The Book Trolley*, 5, 10 (July): 217.
36. *Actes du Comité International des Bibliothèques, 13me Session, Oslo, 20–22 mai, 1947.* (1947) La Haye: Martinus Nijhoff. 37; Annexe XXIX, 159–164.
37. *Actes du Comité International des Bibliothèques, 14me Session, Londres, 20–23 Septembre, 1948.* (1949) La Haye: Martinus Nijhoff. 33–39.
38. *Actes du Conseil de la FIAB, 21e Session Bruxelles, 10 septembre et 16 septembre, 1955.* (1956) La Haye: Martinus Nijhoff. 36.
39. *Actes...1948*, op. cit. 37; Annexe XVI, 111, 128–129.
40. Cumming, E.E. (1977) *Hospital and welfare library services: an international bibliography*. London: The Library Association. 1.
41. Coops, W.E.S. (Melissa). (1977) The evolution of professional activities and their interplay with IFLA's structure. In Koops, W.R.H. and Wieder, J. op. cit. 57.
42. *Actes du Comité International des Bibliothèques 18me Session Copenhague 25–27 septembre 1952.* (1953) La Haye: Martinus Nijhoff. 42.
43. *Actes du Conseil de la FIAB, 24e Session, Madrid, 13–16 octobre, 1958.* (1959) La Haye: Martinus Nijhoff. 40.
44. *Actes du Conseil de la FIAB 20me Session Zagreb 27 septembre–1er octobre 1954.* (1955). La Haye: Martinus Nijhoff. 64.
45. *Actes du Conseil de la FIAB, 19me Session, Vienne, 10–13 juin, 1953.* (1953) La Haye: Martinus Nijhoff. 46.
46. *Actes du Conseil de la FIAB, 22e Session, Munich, 3–4 septembre 1956.* (1957) La Haye: Martinus Nijhoff. 28.
47. *Actes du Conseil de la FIAB, 23e Session, Paris, 23–26 septembre 1957.* (1958) La Haye: Martinus Nijhoff. 45; *Actes...1958*, op. cit. 40.
48. *Actes du Conseil de la FIAB, 25e Session, Varsovie, 14–17 septembre 1959.* (1960) La Haye: Martinus Nijhoff. 27.
49. Mémoire indicateur sur les bibliothèques d'hôpitaux. (1960) *Libri*, 10: 141–146.
50. *Actes du Conseil. Proceedings of the Council, 29e Session, Sofia, 1963, Septembre 1–6.* (1964) La Haye: Martinus Nijhoff. 71–2.
51. *Actes du Conseil Général. Proceedings of the General Council 31e Session Helsinki 1965 August 15–21 août.* (1966) La Haye: Martinus Nijhoff. 106–107.
52. International Federation of Library Associations, Libraries in Hospitals Sub-section. (1969) IFLA Standards for Libraries in Hospitals (general service). *UNESCO Bulletin for Libraries*, 23 (2) March/April: 70–76.
53. *Actes du Conseil de la FIAB, 27e Session, Edimbourg, 4–7 septembre 1961.* (1962) La Haye: Martinus Nijhoff. 34.
54. *Actes du Conseil de la FIAB, 28e Session, Berne, 27–31 1962.* (1963) La Haye: Martinus Nijhoff. 58.
55. *Actes du Conseil Proceedings of the Council 30e Session Rome 1964 September 13–18 septembre.* (1965) La Haye: Martinus Nijhoff. 56–61.
56. *Actes du Conseil Général / Proceedings of the General Council 32e La Haye / The Hague, 1966, September 11–17.* (1967) La Haye: Martinus Nijhoff. 74.
57. Lewis, M. J. (1971) The Libraries in Hospital's Sub-section of the International Federation of Library Associations. In *Libraries for health and welfare: Papers given to the Hospital Libraries and Handicapped Readers Group Conference in 1968 and 1969*. London: The Library Association. 51.
58. *Reading round the world: A set of international reading lists compiled by members of the International Federation of Library Associations.* (1969) London: Clive Bingley.
59. International Federation of Library Associations. *IFLA Annual 1969.* (1970) München: Verlag Dokumentation. 63.
60. Lewis M.J. (1971) op. cit. 52.
61. *Actes du Conseil Général. Proceedings of the General Council. 34e Session, Frankfurt-am-Main 1968 August 18–24.* (1969) La Haye: Martinus Nijhoff. 80.
62. Clarke, J.M. (1978) Section on library services to hospital patients and handicapped readers. *IFLA Journal*, 4 (3): 253.
63. Lewis, M.J. (1973) The international scene. In *Hospital libraries and work with the disabled, 2d. ed.* London: The Library Association. 261.
64. International Federation of Library Associations. *IFLA Annual 1971.* (1972) München: Verlag Dokumentation. 69.
65. The standards were published as a part of the Public Libraries Section's *Standards for public libraries.* (1973) München: Verlag Dokumentation, paras. 53–61.
66. Clarke, J.M. The international scene. In Going, M.E. (comp. and ed., (1981) *Hospital libraries and work with the disabled in the community.* London: The Library Association. 290.
67. Clarke, J.M. (1978) op. cit. 254.

68. Cumming, E.E. op. cit. 1.
69. Malmgren-Neale, G. IFLA's Section for Libraries Serving Disadvantaged Persons, a presentation, 6 June 1989. 3. (LSN Archives).
70. Clarke, J.M. (1978) op. cit. 252.
71. International Federation of Library Associations and Institutions. *IFLA Annual 1978*. (1979) München: Verlag Dokumentation Saur. 123.
72. Malmgren-Neale, G. op. cit. 4.
73. International Federation of Library Associations and Institutions. *IFLA Annual 1977*. (1978) München: Verlag Dokumentation Saur. 103–105.
74. Clarke, J.M. (1978) op. cit. 252.
75. International Federation of Library Associations. *IFLA Annual 1972*. (1973) München: Verlag Dokumentation. 79. The statement appeared in: UNESCO Public Library Manifesto. (1972) *UNESCO Bulletin for Libraries*, 26(3): May-Jun.
76. Locke, J. and Panella, N. (2001) *International resource book for libraries serving disadvantaged persons*. München: K.G. Saur Verlag, 24.
77. International Federation of Library Associations and Institutions. *IFLA Annual 1981*. (1982) München: Verlag Dokumentation Saur. 181.
78. International Federation of Library Associations and Institutions. *IFLA Annual 1984*. (1985) München: Verlag Dokumentation Saur. 120.
79. International Federation of Library Associations and Institutions. *IFLA Annual 1986*. (1987) München: Verlag Dokumentation Saur. 134.
80. Ibid., 135.
81. Dalton, P. Prison library services: brief facts and issues: an international view 1986/1987. (LSN archives).
82. International Federation of Library Associations and Institutions. *IFLA Annuals: 1988* (1989), 1989 (1990), 1990. (1991) München: Verlag Dokumentation Saur. 162; 133; 133–135.
83. International Federation of Library Associations and Institutions. *IFLA Annuals: 1981* (1982), 1982 (1983), 1983 (1984), 1984. (1985) München: Verlag Dokumentation Saur: 181; 164; 186; 120.
84. *IFLA Annual 1988*. op. cit. 115.
85. Day, J.M. (ed.) (1991) *Guidelines for library services to deaf people*. IFLA Professional Reports No. 24. The Hague: International Federation of Library Associations.
86. Malmgren-Neale, G. op. cit. 4.
87. International Federation of Library Associations and Institutions. Section for Libraries Serving Disadvantaged Persons. *Newsletter*, no. 30, May, 1990: 3. (LSN archives)
88. Section of Libraries Serving Disadvantaged Persons. *Annual Report 1986/1987*. (LSN archives).
89. *IFLA Annual 1984*. op. cit. 119.
90. Clarke, J.M. (1984) *Guidelines for libraries serving hospital patients and disabled people in the community*. IFLA Professional Reports No. 2. The Hague: International Federation of Library Associations and Institutions. 1–2.
91. Malmgren-Neale, G. op. cit. 3.
92. Day, J.M. ed. op. cit.
93. Ibid. 6–7.
94. Kaiser, F. (ed.) (1992) *Guidelines for library services to prisoners*. IFLA Professional Reports No. 34. The Hague: International Federation of Library Associations.
95. Kaiser, F. (ed.) (1995) *Guidelines for library services to prisoners, 2nd ed.* IFLA Profession Reports No. 46. The Hague: International Federation of Library Associations and Institutions.
96. Tronbacke, Bror. (1997) *Guidelines for easy-to-read materials*. IFLA Professional Reports No. 54. The Hague: International Federation of Library Associations.
97. IFLA Section for Libraries Serving Disadvantaged Persons. Minutes of the Standing Committee meetings held on Thursday, April 11, 1991... and Friday, April 12. (LSN archives).
98. International Federation of Library Associations and Institutions. Section for Libraries Serving Disadvantaged Persons. *Newsletter*, no. 38, Spring, 1994. 8. (LSN archives)
99. International Federation of Library Associations and Institutions. Section for Libraries Serving Disadvantaged Persons. *Newsletter*, no. 40, Spring, 1995. (LSN archives)
100. Cole, John Y. Literacy, libraries & IFLA: recent developments and a look at the future. Paper presented at the 66th IFLA Council and General Conference, Jerusalem, Israel, 13–18 August (2000). www.ifla.org/IV/ifla66/papers/021-139e.htm (accessed 25 April 2009).
101. Locke, J. and Panella, N. op. cit.
102. Minutes, LSDP Standing Committee Meeting, Buenos Aires, Saturday, 28 August. (LSN archives)
103. Libraries Serving Disadvantaged Persons Section. *Strategic Plan, 2004–2005*. (LSN archives).
104. IFLA Libraries Serving Disadvantaged Persons Section. Section Review, November 15, 2005. (LSN archives).
105. Panella, N.M. (2000) *Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities*. IFLA Professional Reports No. 61. The Hague: International Federation of Library Associations and Institutions.
106. Day, J. M. (2000) *Guidelines for library services to deaf people*. IFLA Professional Reports No. 62. The Hague: International Federation of Library Associations and Institutions.
107. Nielsen, G. S. and Irvall, B. (2001) *Guidelines for library services to persons with dyslexia*. IFLA Professional Reports No. 70. The Hague: International Federation of Library Associations and Institutions.
108. European Dyslexia Association. Incidence and emotional effects. <http://www.dyslexia.eu.com/strengths.html> (accessed 13 March 2009).
109. Lehmann, V. and Locke, J. (2005) *Guidelines for library services to prisoners*. IFLA Professional Reports No. 92. The Hague: International Federation of Library Associations and Institutions.
110. Mortensen, H.A. and Nielsen, G.S. (2007) *Guidelines for library services to persons with dementia*. IFLA Professional Reports No. 104. The Hague: International Federation of Library Associations and Institutions.

111. Locke, J. and Panella, N. op. cit.
112. Irvall, B. and Nielsen, G.S. (2005) *Access to libraries for persons with disabilities – CHECKLIST*. IFLA Professional Reports No. 89. The Hague: International Federation of Library Associations and Institutions.

About the Author continued

committee, the Library Services to People With Special Needs section (LSN), for which she

developed *Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities* (IFLA Professional Report No. 61). She is co-author of the section's *International Resource Book for Libraries Serving Disadvantaged Persons* (IFLA Publications Series, #96). Most recently, she completed a glossary of terms related to LSN's special needs user groups, which is scheduled for release in 2009. Nancy may be contacted at: NPanella@chpnet.org

Indian Library Association International Conference 2008: a report

N. K. Swain and Satish Kumar

The Indian Library Association (ILA) celebrated its Platinum Jubilee and 54th annual convention-cum-ILA-TISS International Conference at TISS (Tata Institute of Social Science) Mumbai in the year 2008. The conference theme, 'Knowledge for All: Role of Libraries and Information Centres' was chosen to target a mass audience of library and information science professionals both from India and abroad. This event took place from 12-15 November 2008. ILA is the apex body of LIS professionals in India; it has affiliation with international bodies like IFLA and others and has provided long standing service to the profession for over 75 years. Many great figures, including the legendary S.R. Ranganathan, were associated with this, the largest professional body for librarians in India. The venue for the conference was well chosen, Mumbai, the great city, the financial capital of India.

The host, TISS, known for its social science teaching and research, organized the event and made it a huge success. Coincidentally ILA in its 75 year history had never before organized any national or international event under its banner in Mumbai.

The tag 'international' was well justified by looking at the gathering of delegates from different parts of the globe. The more enthusiastic participants were from Thailand, Nepal, Mauritius and other African countries. Besides the registered participants, the Organizing Secretary, Dr. Muttayya Koganuramath had invited a large number of distinguished librarians and Indian contemporary library science legends to participate in this mega event.

The conference was inaugurated at the Convention Centre of TISS and attended by a large crowd of people and professionals, authorities and staff of TISS, ILA office bearers and sponsors including publishers, distributors and library

software makers. After the presidential address to the gathering, a massive conference volume of 920 pages was released. For the first time the proceedings were published by a Mumbai-based publisher, whereas ILA itself had been publishing its conference proceedings since its inception. Prior to this Mr. Arthur Smith, an OCLC dignitary, delivered the keynote address, 'Why Web skills matter in libraries', in which he highlighted the ways in which OCLC is coping with the development of the Internet and Web as well as emphasizing the benefits of Web 2.0 technologies.

Among the guest speakers Professor Alessandro Agostini, of the Department of Computer Science, University of Trento, Italy, graced the occasion with an introduction to the area of web semantics and ontology. Although the presenters of papers in the 110 technical sessions were expected to be presented in person, some of them were unable physically to present their papers. Despite that, the mammoth paper presentation sessions were the star attractions of the occasion. Many sessions were chaired by former presidents of the Association. The sessions which attracted most of the audiences to participate were those dealing with the activities and responsibilities of the newly formed National Knowledge Commission (NKC) of the Government of India. Even foreign delegates took an interest in this Indian government document. Coincidentally, some members of the Commission who happened to be librarians were available to answer most of the questions raised by the audience. It is to be noted that the Knowledge Commission of India recognizes the role of librarians in contemporary society.

Among many success stories to tell are the presence of the first lady of the Indian Police Service, officer Kiran Bedi. This former diplomat is known for her work in prison reformation, and most importantly her love for books and the introduction of reading

habits among prison inmates. The last day of the occasion was crowded just to get the glimpse of this charismatic lady administrator. After the conference was over, some of the delegates left for sightseeing in Mumbai City, ethnic food plazas and other places of interest. In toto, the international gathering was a huge success and was noted as a historic landmark in the work of ILA.

About the Authors

N. K. Swain is Assistant Professor, Department of Library Science, Vani Mandir Building, Banasthali University, Rajasthan-304 022, INDIA.

E-mail: nkswainlisfaculty@gmail.com

Satish Kumar is Assistant Librarian, Central Library, M D University, Rohtak, Haryana, INDIA.

E-mail: s_malik123@rediffmail.com

From the Secretariat

NEWS CONTENTS

From the Secretariat	274
Future IFLA Conferences and Meetings	274
Membership Matters	276
Grants and Awards	277
IFLA Publications	278
From Corporate Partners . . .	280
From Other Organizations . . .	281

Election of President-elect 2009

IFLA has pleasure in announcing the result of the postal ballot for the election of President-elect 2009.

Ingrid Parent (Canada) is elected to serve as President-elect for the term 2009–2011 and to serve as President for the term 2011–2013.

The votes received were as follows: Ingrid Parent 895 votes and Jesús Lau (Mexico) 844 votes.

The total number of valid ballot papers received for the elections for this post was 527, a return rate of 43 percent. This represents 1953 votes, 62 percent of the possible total.

Dr. P.J. Moree and Drs J.J.M. Bos, the scrutineers appointed by the

Governing Board, are satisfied that the above result is correct, following an accurate count of the ballot papers.

Jennefer Nicholson, Secretary General

June 2009

Election of Governing Board 2009

IFLA has pleasure in announcing the result of the postal ballot for the election of the Governing Board 2009:

1. Jesús Lau (Mexico) (2nd term) 1199
2. Sinikka Sipilä (Finland) (2nd term) 1123
3. Barbara Schleihagen (Germany) (2nd term) 1063
4. Helena Asamoah-Hassan (Ghana) (2nd term) 991
5. Danielle Mincio (Switzerland) (2nd term) 859
6. Qiang Zhu (China) 811
7. Tone Eli Moseid (Norway) 797
8. Donna Scheeder (United States) 770
9. Paul Whitney (Canada) 763
10. Pascal Sanz (France) (2nd term) 749

Joaquín Selgas Gutiérrez (Spain) (2nd term) 726

Yakov Shrayberg (Russian Federation) 672

Susan McKnight (United Kingdom) 618

Eva Semertzaki (Greece) 509

Edward Swanson (United States) 397

There are 10 vacancies for elected places on the Governing Board. The first 10 candidates in order of the number of votes cast are therefore elected. They are indicated in the list above. They serve on the Governing Board for the term 2009–2011.

The total number of valid ballot papers received for the vacancies on the Governing Board was 527, a return rate of 43 percent. This represents 1953 votes, 62 percent of the possible total.

Dr. P.J. Moree and Drs. J.J.M. Bos, the scrutineers appointed by the Governing Board, are satisfied that the above result is correct, following an accurate count of the ballot papers.

Jennefer Nicholson, Secretary General

June 2009

Future IFLA Conferences and Meetings

IFLA World Library and Information Congress 2010

IFLA regrettably cancels the 2010 IFLA World Library and Information Congress in Brisbane, Australia

In 2007 IFLA announced Brisbane, Australia as the location

for the IFLA World Library and Information Congress (WLIC) for 2010. It is our great regret to advise that the 2010 IFLA WLIC will not be held in Brisbane. With the uncertainty around the world economic crisis combined with very limited opportunity for government and local financial support the Governing Board has agreed that it cannot risk a potential significant financial loss for IFLA. This is

a great disappointment for the Governing Board members, the National Committee members, our Australian colleagues, and I'm sure all of you looking forward to the 2010 WLIC in Brisbane. We will be announcing separately the new location for the 2010 IFLA WLIC.

The IFLA Governing Board very much appreciates the hard work of our Australian National Committee



colleagues in their efforts to secure government and local industry funding support. At the time of the selection of Brisbane the bid committee advised Governing Board that there would be very limited opportunity for this funding support. The Governing Board was optimistic that this situation would change and that enough support would be identified to make the WLIC financially viable.

A significant contribution to the WLIC by local government and industry is required for IFLA to offer its members and delegates, sponsors and exhibitors the services and quality they expect in our flagship congress. This contribution, in funds and in kind, assists us in the provision of features such as audio visual support, simultaneous interpretation, IFLA Express in our seven languages, the cultural evening and services for our exhibitors.

The Governing Board members thank the Brisbane National Committee members for alerting them to the impact of limited local funding and possible reduced delegate numbers due to the world economic crisis and restrictions on travel budgets.

<i>Claudia Lux</i>	<i>Ellen Tise</i>
<i>IFLA President 2007–2009</i>	<i>IFLA President-elect 2007–2009</i>
	<i>IFLA President 2009–2011</i>

Message from Australian President/Convenor to IFLA Members

Dear Friends and Colleagues

The Australian Library and Information Association and IFLA Congress National Committee regret to advise members and colleagues in the library and information sector of the decision by the IFLA Governing Board to relocate the IFLA World

Library and Information Congress from Brisbane in 2010.

The Governing Board and ALIA both acknowledge the effect of the global financial crisis on plans to host the Congress in Australia. The National Committee has, on behalf of our members and our profession, undertaken planning for IFLA 2010 according to a rigorous process, involving both a clear understanding of the Association's obligations and the broader economic outcomes for IFLA should this Congress have to run at a loss due to the effect of the international economic downturn.

ALIA believes this is a financially sound position to ensure the long-term business continuity of the international federation, in order to enable it to continue its very important work on behalf of all libraries and library associations around the world.

The Board of ALIA and the National Committee note and acknowledge the support pledged by sponsors and partners to date and we thank our conference partners and sponsors for their efforts. It is because of these efforts and the due diligence of the parties involved that ALIA has been able to work with IFLA to put in place contingency plans for the Congress.

ALIA also wishes to recognize the significant contribution of the committees who were developing satellite events for Brisbane in 2010.

The National Committee and ALIA would also like to thank our host city representatives. While we won't be hosting IFLA in 2010 we hope that you will be able to visit Brisbane and Australia before too much time passes, and experience first hand our excellent library facilities and unique tourist attractions. Your welcome is assured and will reflect the fact that we're "family".

The Australian National Committee and the Board of ALIA commend

the 2010 IFLA Congress to ALIA members and encourage you to support it to the best of your ability. We wish the new National Committee well and look forward to a successful IFLA 2010 in its new location. Further information on the new venue and the conference program will be available on the IFLA website at www.ifla.org.

Warmest wishes, Jan and Keith

*Jan Richards, President, Australian Library and Information Association.
E-mail: jan.richards@alia.org.au
Website: www.alia.org.au*

*Keith Webster, IFLA 2010 Convenor.
E-mail: k.webster@library.uq.edu.au*

Göteborg, Sweden to host the 2010 IFLA World Library and Information Congress

IFLA is delighted to announce that its 2010 IFLA World Library and Information Congress (WLIC) will be held in Göteborg, Sweden, from 10–15 August 2010.

We thank our Swedish colleagues, led by the Göteborg library community and Swedish Library Association, for their enthusiasm and commitment to work with IFLA at very short notice to host our 2010 Congress. We are confident that IFLA, the Swedish library community, and the city of Göteborg, will present an outstanding congress experience for all delegates, sponsors and exhibitors.

The Swedish Library Association and library community has been a strong supporter of IFLA activities over many years. The 2010 WLIC will provide an opportunity to celebrate this support and to showcase Swedish librarianship. It provides IFLA members with the opportunity to thank our Swedish colleagues and the government for the tremendous professional and financial contribution they have made to libraries and for librarians all over the world, including through

Membership Matters

SIDA funding and library community support for IFLA FAIFE and the Action for Development through Libraries Programme (ALP) activities.

The decision to locate the 2010 WLIC in Göteborg has been made following the difficult decision by IFLA to move the Congress from Brisbane, Australia. The Congress in Göteborg, with its guarantee of local funding to support the Congress budget, excellent facilities, community support, and more central location for a majority of our members, reduces the financial risk for IFLA in what we anticipate will be a difficult year financially for us

all due to the impact of the world economic crisis.

Information on the World Library and Information Congress 76th IFLA General Conference and Assembly, Göteborg, Sweden 2010 will be available at the IFLA Stand at IFLA WLIC Milan 2009.

<i>Claudia Lux</i>	<i>Ellen Tise</i>
<i>IFLA President</i>	<i>IFLA</i>
<i>2007 – 2009</i>	<i>President-elect</i>
	<i>2007–2009</i>
	<i>IFLA President</i>
	<i>2009–2011</i>

IFLA World Library and Information Congress 2011 in Puerto Rico

The IFLA World Library and Information Congress: 77th IFLA General Conference and Council will be held in San Juan, Puerto Rico, from 13–18 August 2011 on the theme, 'Libraries beyond libraries: Integration, Innovation and Information for all'. Further information will be available at a later date from IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. E-mail: ifla@ifla.org. Website: <http://www.ifla.org>

Membership Matters

New Members

We bid a warm welcome to the following new members who have joined the Federation between 20 March and 27 July 2009:

National Associations

Indian Association of Special Libraries and Information Centres (IASLIC), India
Nepal Community Library Association, Nepal
FOBID Netherlands Library Forum, Netherlands
Asociația Bibliotecarilor din România/Romanian Library Association, Romania
Ukrainian Library Association, Ukraine

Other Association

Association of Information Professionals – Librarians, Archivists and Museologists, Bosnia and Herzegovina

Institutions

National Gallery of Australia Research Library, Australia

Geelong Regional Library Corporation, Australia
ICDDR, B, Bangladesh
Special Library for blind and visually impaired of Srpska, Bosnia and Herzegovina
University of Buea, Cameroon
Red Capital de Bibliotecas Públicas de Bogotá, Colombia
Cyprus University of Technology, Cyprus
The Administrative Library, Denmark
Central Bank of Egypt (Library Economic Research Sector), Egypt
Bibliothèque de l'Institut national de recherche pédagogique, France
Musée du Quai Branly-Mediatheque, France
Ghana Stock Exchange, Ghana
Indian Institute of Technology Madras, Central Library, India
Indian Council of World Affairs, India
National Gallery of Ireland, Ireland
Universita' degli Studi di Trento, Sistema Bibliotecario di Ateneo, Italy
Georgetown University School of Foreign Service in Qatar, Qatar
Carnegie Mellon University in Qatar, Qatar

Kigali Institute of Science and Technology, Library, Rwanda
Fundación Colección Thyssen-Bornemisza. Biblioteca, Spain
Universidad de Salamanca, Servicio de Bibliotecas, Spain
Museo Guggenheim Bilbao, Spain
Instituto Cervantes, Departamento de Bibliotecas y Documentación, Spain
Parliament of Uganda, Uganda
Vernadsky National Library of Ukraine, Ukraine
Municipal Reference and Record Center, City & Country of Honolulu Customer Services Department, United States
Emory University, United States

Institutional Sub-unit

Department of Information Studies, Curtin University of Technology, Australia

One Person Library Centre

Walker Art Center Library, United States

School Library

Doha College, Secondary Library, Qatar

Personal Affiliates

Ani Minasyan, Armenia
 Robert Pestell, Australia
 Ngoma Ndingui, Congo
 Rosangela Colombo, Italy
 Caleb Ouma, Kenya
 Hermine Diebolt, Mexico
 Saima Quitab, Pakistan
 Vesna Vuksan, Republic of Serbia
 Boris Zetterlund, Sweden
 John Kiyaga, Uganda

Cheryl Anne Coveney, United Kingdom
 Michelle Caroline Watson, United Kingdom
 Zhenli Huang, United Kingdom
 Thomas E. Hill, United States
 Leslie Farison, United States
 Virginia Papandrea, United States
 Kenneth Schlesinger, United States
 Lihong Zhu, United States
 Jason Beatrice Lee, United States
 Raymond Sikanyika, Zambia

Student Affiliates

Ulrich Bruno Miaka, Congo
 Tan Shyh-Mee, Malaysia
 Sarivette Ortiz-Sanchez, Spain
 Rebecca Forth Kelch, United States
 Krystyna Matusiak, United States
 Mary Finnan, United States
 Annalisa Pesek, United States

Grants and Awards

Bill & Melinda Gates Foundation: Access to Learning Award 2010

The Bill & Melinda Gates Foundation is currently accepting applications to its annual Access to Learning Award (ATLA), which recognizes the innovative efforts of public libraries and similar institutions outside the United States to connect people to information and opportunities through free access to computers and the Internet. The award is given by Global Libraries, a special initiative of the foundation's Global Development Program. The recipient of the Access to Learning Award will receive USD 1 million.

Computers and the Internet are powerful tools that provide opportunities for people to improve their social and economic well-being. Worldwide, just one person in six has access to the Internet. This means that more than 5 billion people miss out on chances to pursue education and employment, access government services, learn about valuable health information, conduct business online, and exchange information and ideas. The Access to Learning Award encourages new, innovative ways to provide computer and Internet services to people without access, and promotes greater development of public access technology programs around the world.

The Access to Learning Award honors innovative organizations that are opening a world of online information to people in need. The foundation's Global Libraries initiative invites applications from libraries and similar organizations outside the United States that have created new ways to offer these key services:

- Free public access to computers and the Internet.
- Public training to assist users in accessing online information that can help improve their lives.
- Technology training for library staff.
- Outreach to underserved communities.

Please note:

Applications are open to institutions outside the United States that are working with disadvantaged communities.

To be eligible, the applying institution must allow all members of the public to use computers and the Internet free of charge in a community space.

Applications for the 2010 Access to Learning Award must be submitted via an online submission process by October 31, 2009. The application form is available only in English and must be completed in English to be eligible for consideration. However, while applications must be submitted in English, the foundation does offer

informational brochures in Arabic, Chinese, English, French, Russian, and Spanish. You may find these and additional information on eligibility requirements and the process of selection at: <http://www.gatesfoundation.org/ATLA>

Brazilian winner of Guust van Wesemael Literacy Prize 2009

Every odd year IFLA awards the Guust van Wesemael Literacy Prize to sponsor a public or school library in a developing country to purchase books and materials for activities in the field of literacy promotion.

This year the EUR 3000 Prize was awarded to the Instituto Dois Irmãos (i2i), a non-profit organization based in the favela (slum, shanty town) of Rocinha, Rio de Janeiro, Brazil. i2i relies heavily on private donations, fundraising events, and the cooperation of volunteers for its existence.

Rocinha is one of the largest favelas of Rio de Janeiro with an estimated population of 250,000. The situation for its inhabitants is very difficult from the perspectives of education and job opportunities. The absence of civil and other governmental authorities as well as the influence of drug gangs are the main causes of the considerably lower educational and literacy levels and general standards of living compared to the urbanized areas of Rio de Janeiro.

i2i's mission is to provide educational opportunities to the children, youth and adults of Rocinha through local and international community service and cultural exchange. One of the primary objectives is to increase literacy levels within the favela. For this purpose there is a reading room which currently holds nearly 2,700 books, and provides useful materials to students of all levels (children, youth and entirely or partially literate adults). Because the print collection consists entirely of private donations—the vast majority of which are second hand—educational books are most often outdated. The reading room is fortunately already equipped with an online catalogue and lending system.

The Prize will be used to bring much needed improvements to the reading room. Most significantly, the selection of books available for educational purposes will be expanded and professionalized so that the reading room can contribute to a greater extent to i2i's mission, e.g. through further incorporation of the reading room into classes (literacy, language, tutoring and reading classes). This includes purchasing dictionaries, teacher's books and students' text/work books, additional reading room furniture and educational toys and games.

For more information about the IFLA Guust Van Wesemael Literacy Prize, including past awards and details on how to enter, please visit: <http://archive.ifla.org/III/grants/grant02.htm>.

Sjoerd Koopman

(This Prize was established in 1991 by IFLA's Executive board to commemorate the late Guust van

Wesemael who was Coordinator of IFLA's Professional Activities from 1979 to 1990 and Deputy Secretary General of IFLA from 1979 to 1991. Funded by donations, the Guust van Wesemael Literacy Prize will be awarded biennially until the funds are exhausted.)

de Gruyter Publisher grants for WLIC 2010

De Gruyter Publisher acknowledges the Swedish library association and the librarians from Göteborg in their support of next year's World Library and Information Congress WLIC 2010.

De Gruyter Publisher will establish a grant fund to support young professionals from the Pacific region, to enable them to have the same chance to go to Göteborg for the IFLA Congress as they would have had in Brisbane.

Additional information will be distributed on IFLA-L as soon as is available.

Elsevier Foundation Innovative Libraries and New Scholars Programs

The Elsevier Foundation is seeking new grant proposals for its 2009 Innovative Libraries in Developing Countries and New Scholars programs. Sponsored by Elsevier, a leading global publisher of scientific, technical and medical information, the new Foundation proposals are due by August 1st, 2009. The grants for the two programs will be awarded in December 2009 and provide one, two and three year awards between USD 5,000 to USD 50,000 per year.

The Innovative Libraries in Developing Countries program supports the efforts of libraries in developing countries to improve their ability to put scientific, technical and medical information to work for those who need it. Past projects have included: expanding library information resources through digitization and knowledge preservation; training and education programs for librarians and researchers; developed-developing world partnerships to provide longer term technical assistance and training.

The New Scholars program supports academic and research communities in creating model programs to help scholars in the early stages of their careers balance childcare and family responsibilities with demanding academic careers in science, health and technology. Grants awarded in 2007–8 have promoted institutional research, advocacy, and policy development to retain, recruit and develop women in science, as well as enabling researchers to attend conferences critical to their careers, by assisting with childcare, mentorship and networking.

Active since 2002, the Elsevier Foundation provides grants to institutions around the world, with a focus on supporting the world's libraries and scholars in the early stages of their careers. Since its inception, the Foundation has awarded more than 50 grants worth over a million dollars to non-profit organizations working in these fields.

For more information on the program requirements and details of how to submit a 2009 proposal please visit The Elsevier Foundation: <http://www.elsevierfoundation.org/guidelines.html>

IFLA Publications

Global Library and Information Science – a handbook for students and educators. Ed. by Ismail

Abdullahi. Munich: K.G. Saur, 2009 (IFLA Publications Nr 136/137). ISBN 978-3-598-22042-5. EUR

99.95 / for USA, Canada, Mexico USD 140.00. Special price for IFLA members EUR 75.00/for USA,

Canada, Mexico USD 105.00. Also available as an eBook.

This book presents international librarianship and library science through insightful and well written chapters contributed by experts and scholars from six regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America.

Contents

Foreword – Peter Johan Lor
Introduction – Ismail Abdullahi
Acknowledgements

Part 1–Africa

Introduction – Dennis Ocholla
Public Libraries – Isaac Kigongo Bukenya
Academic Libraries – Reggie Raju and Jaya Raju.
Special Libraries – Janneke Mostert
School Libraries – Robert Ikoja Odongo
LIS Education – Omwoyo Bosire Onyancha and Mabel K. Minishi-Majanja

Part 2–Asia

Introduction – Abdus Sattar Chaudhry and Chihfeng P. Lin
Public Libraries – Mei-Hwa Yang
Academic Libraries – Trishanjit Kaur
Special Libraries – Anthony W. Ferguson and Chihfeng P. Lin
LIS Education – Christopher S. G. Khoo, Shaheen Majid, and Chihfeng P. Lin

Part 3–Australia

Introduction – Stuart Ferguson
Public Libraries – Chris Jones, Philip Calvert and Stuart Ferguson

Academic Libraries – Anne Horn, Philip Calvert and Stuart Ferguson
Special Libraries – Sue Henczel, Gillian Ralph and Julie Sibthorpe
School Libraries – James E. Herring
LIS Education – Gillian Hallam and Philip Calvert

Part 4–Europe

Introduction – Leif Kajberg and Marian Koren
Public Libraries – Marian Koren.
Academic Libraries – Frédéric Blin
LIS Education – Leif Kajberg, Aleksandra Horvat and Esin Sultan O?uz

Part 5–Latin America

Introduction – Filiberto Felipe Martínez-Arellano
Public Libraries – Elsa M. Ramírez Leyva
University Libraries – Filiberto Felipe Martínez-Arellano
School Libraries – Mary Giraldo Rengifo
LIS Education – Adolfo Rodríguez Gallardo

Part 6–Middle East

Introduction – Sajjad ur-Rehman
Public Libraries – Hayat Alyaqou
Academic Libraries – Teresa M. Leshner and Yaser Abdel-Motey
Special Libraries – Rehman Al-Issa
School Libraries – Hamad Ibrahim Alomran
LIS Education – Sajjad ur-Rehman

Part 7–North America

Introduction – Ismail Abdullahi
Public Libraries – Carol Brey-Casiano
Academic Libraries – Barbara I. Dewey
Special Libraries – Rebecca B. Vargha
School Libraries – Blanche Woolls
LIS Education – Irene Owens and Tom Leonhardt
Global Roles of Library Associations – Michael Dowling and Keith Michael Fiels

Authors; Regional Editors; Index

Library Statistics for the 21st Century World. Ed. by Michael Heaney. Munich: K.G. Saur, 2009 (IFLA Publications Nr 138). ISBN 978-3-598-22043-2. EUR 99.95/for USA, Canada, Mexico USD 140.00. Special price for IFLA members EUR 75.00/for USA, Canada, Mexico USD 105.00. Also available as an eBook.

An international collaboration between IFLA, the UNESCO Institute of Statistics and the International Organization for Standardization (ISO) has developed standards for new library indicators for the twenty-first century. The existing international library statistics were developed nearly 40 years ago. This book presents the first results using the new statistics, and looks forward to the next steps. It also contains other initiatives and developments in the fields of library statistics, benchmarking and indicators.

Functional Requirements for Authority Data – a conceptual model. Edited by Glenn E. Patton. München: K.G. Saur. (IFLA Series on Bibliographic Control; Nr. 34) ISBN 978-3-598-24282-3. Euro 59.95 / for USA, Canada, Mexico USD 84.00. For IFLA members Euro 49.95 / for USA, Canada, Mexico USD 70.00

This book represents one portion of the extension and expansion of the Functional Requirements for Bibliographic Records. FRBR has been published as Nr 19 in the present Series. It contains a further analysis of attributes of various entities that are the centre of focus for authority data (persons, families, corporate bodies, works, expressions, manifestations, items, concepts, objects, events, and places), the name by which these entities are known, and the controlled access points created by cataloguers for them. The conceptual model describes the attributes of these entities and the relationships between them.

From Corporate Partners

The current functional requirements were drafted by IFLA's Working Group on Functional Requirements and Numbering of Authority Records (FRANAR) which was established in 1999. Since 2003 IFLA is sharing responsibility for FRANAR with the Conference of Directors of National Libraries (CDNL).

Editor Glenn E. Patton has been the Chair of the FRANAR Working Group since 2002.

All the above published by: K.G. Saur Verlag: Website: www.saur.de or Rhenus Medien Logistik GmbH & Co. KG Justus-von-Liebig-Straße 1, 86899 Landsberg, Germany. Tel. +49 (0)8191 9 70 00-214. Fax: +49 (0)8191 9 70 00-560. E-mail: degruyter@rhenus.de

For the USA – Canada – Mexico: Walter de Gruyter, Inc. PO Box 960, Herndon, VA 20172-0960, USA.

Phone: + 1 (703) 661-1589. Toll free: +1 (800) 208-

8144. Fax: +1 (703) 661-1501. E-mail: degruytermail@presswarehouse.com

IFLA Annual Report 2008

The *IFLA Annual Report 2008* is now on line at: <http://www.ifla.org/files/hq/annual-reports/2008.pdf>

From Corporate Partners

Setting Research Strategy in a Multi-disciplinary Environment

Benjamin Clark, Marketing Communications Manager at Elsevier

The economic slowdown is forcing academic decision makers to revisit their research strategy so they can defend internal funding allocation, secure research grants and ultimately build research teams that can solve new problems. To do this they need accurate research performance insight and reliable research funding information.

SciVal (scival.com) – Elsevier's new suite of performance, planning and funding solutions – gives academic decision makers the means to do this effectively.

SciVal is designed to maximize the efficiency, scope and value of scientific research. There are currently two solutions in the suite: SciVal Spotlight and SciVal Funding. SciVal Spotlight is a customized web-based tool that enables an institution to evaluate its research performance at the micro and macro level and adjust strategies accordingly to improve rankings and attract talent and funding. SciVal Funding gives researchers and research administrators comprehensive access to

funding information and enables universities to better compete for research grants and identify potential collaboration opportunities.

Jay Katzen, Managing Director for Academic & Government Products at Elsevier explains that SciVal is enabling the company to utilize its existing content in a different way and start solving entirely new problems for new customer segments, marking for a pivotal transformation for Elsevier.

A Changing Research World

Science has become a highly competitive research enterprise that no longer falls into neat subject categories. Because of this, the traditional method of evaluating research performance based on broad classification of journals does not fully capture the reality of today's multidisciplinary research environment.

Research executives now need a solution that can help them clearly spot their distinctive strengths even as disciplinary boundaries begin to blur. And SciVal Spotlight was developed to deliver just that.

With Spotlight's reference-based approach, progressive research executives can dive deeper into their research performance and get a true understanding of the scientific

problems – not just broad categories – that their researchers are really good at addressing. This new level of detail helps them make more informed decisions about their organization's research strategy and proactively improve their standing among peers.

How SciVal Spotlight Works

SciVal Spotlight uses an innovative visualization technique to produce customized maps that provide graphical views of an institution's performance over time and across scientific fields, focusing on specific topical areas called Competencies. By pinpointing a university's topical strengths and identifying leading researchers and institutions in each area, the tool is designed to help academic decision-makers optimize funding allocations and enhance hiring and collaboration decisions.

Quantifying the overall size of each topical area, the tool allows institutions to understand the significance of their article and market shares and how they compare with competitors in those areas. It also assesses article and market growth or decline over the last five years, offering an average rate for each using a 2-year sliding scale. Additionally, it determines if an institution's work is building upon the most recent discoveries; providing a 'state of the art quotient' by analyzing how recent

the citations are within its published output.

SciVal Spotlight Identifies Top Universities for Environmental Research

An Elsevier study analyzed the alternative energy research work of 3000 universities and some research institutions across the globe. It ranked the top 25 using SciVal Spotlight, which revealed each institution's alternative energy-relevant distinctive competencies. The study, which was part of the Elsevier webcast, 'Research Leadership Redefined... Measuring Performance in a Multidisciplinary Landscape', prompted popular newspaper *USA Today* to run an article on global environmental research expertise based on early released findings. SciVal Spotlight has been covered by many media outlets including *The Chronicle of Higher Education* and it is being well received in the market. An Associate Vice Provost for Research at a major university said of SciVal Spotlight: "If a dean was looking for an equitable platform for analyzing faculty tenure and promotion packages coming up, or (deciding on resource allocation among competing colleges), this would be extremely useful."

SciVal Spotlight Development Driven by Customers

The concept for SciVal Spotlight emerged almost 3 years ago during exploratory talks with one of Elsevier's development partners, a group of researchers and librarians from the global research community who provide Elsevier with input.

Elsevier worked closely with these partners to determine the requirements and needs of this community. They investigated ways to create evaluation tools that would benefit the research community, ultimately leading to the development of SciVal Spotlight.

This feedback loop will continue so that future versions will be driven by customers.

SciVal Funding: A Timely Introduction

Elsevier, in discussions with its partners, was also able to determine that a tool such as Funding held greater relevance in the current economic climate. In order for researchers to vie for funds in a time of tight budgets and increased applications, the better the funding intelligence one had, the greater the competitive edge. This topic was further dissected during the webcast, 'Optimizing the Grant-Seeking Process'. Sarah Starr, Director of the Office of Funding and Research Development at Ohio State University, and SciVal Funding experts Daniel Calto and Josine Stallinga looked at the changes in US research funding landscape and the need for making the process more efficient. They explained how researchers spend 30 percent of their time searching for grants and applying for them, but less than 15 percent actually receive funding. Mounting time pressure and the economic situation make it critical for researchers to identify the most appropriate grant opportunities and pursue them as efficiently as possible.

This is where SciVal Funding comes in. The solution allows users to

routinely search over 5000 grant sources, including federal funding bodies and private foundations. Updated daily, funding opportunities can be explored by award type, deadline or amount. SciVal Funding provides customized recommendations and alerts based on pre-populated research profiles, eliminating the need to create and maintain a summary of each investigator's experience and current work. SciVal Funding also includes opportunities tailored to junior researchers, a group that struggles with the task of finding suitable grants to pursue. By offering information specifically focused on young investigators, the solution helps build careers and uncovers new sources of financial support, which is especially critical in difficult economic times.

As Josine Stallinga states during the webcast some features of SciVal Funding have been built with the early career researcher in mind. Those researchers who are not yet as established in their fields to have a sufficient publication record can find suitable grants by searching the name of a more senior researcher at their institution.

SciVal Spotlight was launched to a global audience on 29 June. SciVal Funding will be launched this year in the United States only, but global expansion is expected in early 2010. Similar solutions for government agencies and policy-makers are being targeted for release in the first quarter of 2010.

For more information: SciVal: scival.com; SciVal Spotlight: info.spotlight.scival.com; SciVal Funding: info.funding.scival.com

From Other Organizations

Buenos Aires named World Book Capital 2011

At a meeting in Paris on 12 June 2009, the Jury of World Book

Capital, a jury which includes IPA, IBF, IFLA and UNESCO, appointed Buenos Aires as World Book Capital 2011 for the quality and variety of its application file, widely and enthusiastically supported by all

players involved in the book industry (publishers, bookstores and libraries). Last year, the same jury had appointed Ljubljana, Slovenia as World Book Capital 2010. As usual, the program will start on

World Book & Copyright Day on 23 April 2011.

The current World Book Capital is Beirut, Lebanon.

Every year, UNESCO convenes delegates from the International Publishers Association, the International Booksellers Federation (IBF) and the International Federation of Library Associations and Institutions (IFLA) to grant the title of UNESCO World Book Capital to one city.

The city may hold the title for one designated year, from 23 April (UNESCO World Book Day) until 22 April of the following year. During that year it undertakes to organize and run a larger number of events around books, literature and reading. The programme brings together the local and national book industries and puts books and book culture into the public eye. It attracts sponsorship and extra funding for book related institutions. The programme raises awareness for literacy and reading issues, libraries and books shops and highlights the overall benefits of a lively book culture. The title is also used to promote tourism and draw national and international attention to the literary heritage of a city and nation.

For more information, please see the UNESCO Press Release:

http://portal.unesco.org/en/ev.php-URL_ID=45733&URL_DO=DO_TOPIC&URL_SECTION=201.html

Global e-Campus for Library and Information Science

The San Jose School of Library and Information Science has announced the Global e-Campus for Library and Information Science. San Jose's students live in 45 states and 14 countries, and full and part-time faculty live on three continents. Beginning in Fall 2009, the School will complete the move to a fully online delivery for the 43-credit Master of Library and Information Science (MLIS) degree, joining the Master of Archives and Records Administration degree. Governance and administration have similarly moved to increased use of Web-conferencing and other information and communication technologies.

Read more at <http://slisweb.sjsu.edu>

WIPO Promotes Access to Targeted Scientific Information

A new public-private partnership which aims to provide industrial property offices, universities and

research institutes in least developed countries with free access and industrial property offices in certain developing countries with low cost access to selected online scientific and technical journals was launched at the headquarters of the World Intellectual Property Organization (WIPO) on July 23, 2009.

The Access to Research for Development and Innovation (aRD_i) program was launched in partnership with various prominent science and technology publishers including the American Institute of Physics, Elsevier, John Wiley & Sons, National Academy of Sciences, Oxford University Press, Royal Society of Chemistry, Sage Publications, Springer Science+Business Media, and Taylor & Francis. The World Health Organization (WHO), Food and Agriculture Organization (FAO), and UN Environment Programme (UNEP) provided advice and expertise gained from their similar programmes offering access to journals in their respective fields of activity.

Further information: WIPO Media Relations Section at: Tel: (+ 41 22) 338 81 61. Fax: (+41 22) 338 82 80. E-mail: publicinf@wipo.int

Source: WIPO Press release, Geneva, July 23, 2009

INTERNATIONAL CALENDAR

2009

29–30 October 2009. The Hague, Netherlands.

International UDC Seminar 2009. *Theme:* Classification at a crossroads: multiple directions to usability.

Further information: <http://www.udcc.org/seminar2009/index.htm>

4–6 November 2009. Zagreb, Croatia.

INFUTURE2009: Digital Resources and Knowledge Sharing.

Further information: Sanja Seljan OR Hrvoje Stancic, Department of Information Sciences, Faculty of Humanities and Social Sciences, Zagreb, Croatia. E-mail: infuture@infoz.ffzg.hr Website: <http://infoz.ffzg.hr/INFUTURE>

4, 5 y 6 de noviembre de 2009. Ciudad de México, México.

IV Encuentro de Catalogacion y Metadatos

Informes e inscripciones: Lic. Juan Manuel Robles Correa, Depto. de Difusion y Educacion Continua del CUIB, Torre II de Humanidades, Piso 13, C.U. Tels.: (52-55) 5623-0193, 0352, 0376. Fax: (52-55) 5623-0375. E-mail: jmrobles@cuib.unam.mx Website: <http://cuib.unam.mx>

6 November 2009. Algarve, Portugal.

OnToContent'09: 4th International Workshop on Ontology Content.

Contact : Paolo Ceravolo, Università degli Studi di Milano, Italy. E-mail: paolo.ceravolo@unimi.it

9–12 November 2009. London, UK.

ICITST-2009: 4th International Conference for Internet Technology and Secured Transactions.

For more details, visit: www.icitst.org

18–20 de Novembro de 2009. Coimbra, Portugal.

EDIBCIC 2009: IV Encontro Ibérico Edibcic 2009-IV Encuentro Ibérico Edibcic 2009.

Informações - Información: edibcic2009@eventos-iuc.com
Contacto: José Antonio Frías, Universidad de Salamanca, Departamento de Biblioteconomía y Documentación, Francisco Vitoria, 6–16, E-37008 Salamanca, España. Tlf. 34-923-294-580. Fax 34-923-294-582. C.e. frias@usal.es

25–27 November 2009. Burdwan, West Bengal, India.

XXVI IATLIS [Indian Association of Teachers of Library and Information Science] National Conference, 2009. *Theme:* Envisioning employable LIS courses in developing countries for the emerging knowledge society.

Further information: Dr. Tridib Tripathi, Organizing Secretary, Head, Department of Library and Information Science, The University of Burdwan, Golapbag, PO+Dist. Burdwan-713104, India. E-mail: tridibtripathi@yahoo.co.in Mobile: 09475123934. Website: www.buruniv.ac.in

29 November–4 December 2009. Marrakech, Morocco.

KARE 2009 : Knowledge Acquisition, Reuse and Evaluation: ontology and semantic web services for knowledge management.

In conjunction with the fourth IEEE international conference on Signal-Image Technology & Internet Based Systems

Further information: davy.monticolo@utbm.fr Website : <http://www.u-bourgogne.fr/SITIS/09/>

15–16 December 2009. Florence, Italy.

Cultural Heritage On Line – Empowering users: an active role for user communities.

For more information: info@rinascimento-digitale.it

2010

25–27 January 2010. Parma, Italy.

BOBCATSSS 2010. *Theme:* Bridging the digital divide: libraries providing access for all?

Further information at: <http://bobcatsss2010.unipr.it/>

4–6 February 2010. New Delhi, India.

International Conference on Children's Libraries – building a book culture.

Details and registration form: <http://www.awic.in>

23–26 February 2010. New Delhi, India.

International Conference on Digital Libraries (ICDL). *Theme:* Shaping the information paradigm.

For more details: DEBAL C KAR, Organizing Secretary, ICDL Secretariat, TERI, Darbari Seth Block, IHC Complex, Lodhi Road, New Delhi – 110 003, India. Telephone [India +91 • Delhi (0)11] 24682138, 24682100, 41504900. Fax: 24682144, 24682145. E-mail: icdl@teri.res.in Web: www.teriin.org/events/icdl

23–26 February 2010. Rome, Italy.

11th International ISKO Conference. *Theme:* Paradigms and conceptual systems in knowledge organization.

Contacts: Dr. Fulvio Mazzocchi, National Research Council. Institute for Complex Systems, Montelibretti Section, via Salaria Km 29,300, CP 10, 00015

Monterotondo Stazione (RM), Italy OR Dr. Claudio Gnoli, University of Pavia. Science and Technology Library, via Ferrata 1, 27100 Pavia, Italy. E-mail: rome2010@mate.unipv.it Web: <http://www.iskoi.org/rome2010/>

15–16 March 2010. Gold Coast, Australia.

Somerset International Conference for Librarians and Teachers. *Theme:* Reading Locally, Learning Globally – creating a universal experience.

Further information: Andrew J Stark, Conference Director, Somerset College, Mudgeeraba, QLD, Australia. Tel/Fax: +61 (0) 7 5530 5458. Email: astark@somerset.qld.edu.au

2–4 May 2010. Oslo, Norway.

Joint Technical Symposium 2010. *Theme:* Digital challenges and digital opportunities in audio-visual archiving.

Further information: George L. Abbott, Librarian Emeritus, Syracuse University Library, 311 Stonecrest Drive, Syracuse, NY 13214-2432, USA. E-mail: gabbott@syr.edu JTS 2010 website: jts2010.org

26–28 May 2010. Amsterdam, Netherlands.

17th World Congress on Information Technology 2010. *Theme:* Challenges of change.

Further information: www.wcit2010.com/ *Contact:* info@wcit2010.org

10–15 August 2010. Göteborg, Sweden.

IFLA World Library and Information Congress: 76th IFLA General Conference and Council.

Further information from: IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. E-mail: ifla@ifla.org. Website: www.ifla.org

22–24 September 2010. Ankara, Turkey.

2nd International Symposium on Information Management in a Changing World. *Theme:*

The impact of technological convergence and social networks on information management.

Further information: <http://by2010.bilgiyonetimi.net/english.html>

2011

13–18 August 2011. San Juan, Puerto Rico.

IFLA World Library and Information Congress: 77th IFLA General Conference and Council. *Theme:* Libraries beyond libraries: integration, innovation and information for all.

Information regarding the 77th IFLA General Conference and Council will be available at a later date from IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. E-mail: ifla@ifla.org.

24–29 July 2011. Dublin, Ireland.

International Association of Music Libraries, Archives and Documentation Centres (IAML). Annual Conference.

Further information: <http://www.iaml.info/en/activities/conferences> or e-mail Roger Flury, IAML Secretary General at: roger.flury@natlib.govt.nz

2012–2015

International Association of Music Libraries, Archives and Documentation Centres (IAML). Further forthcoming conferences:

2012 Canada
2013 Denmark, Århus
2014 Austria, Vienna
2015 USA, New York

Further information: <http://www.iaml.info/en/activities/conferences> or e-mail Roger Flury, IAML Secretary General at: roger.flury@natlib.govt.nz

SOMMAIRES

Denice Adkins. **Reading Sources and Reading Spaces in Honduras. [Sources de lecture et espaces de lecture au Honduras.]**

IFLA Journal 35 (2009) No. 3. pp. 215–225

Bien que l'alphabétisation soit souvent présentée comme un accomplissement universel et monolithique, elle dépend en fait du contexte et aussi largement de la nature des textes à la disposition d'une certaine communauté. L'article présente une étude de la lecture menée au Honduras et axée particulièrement sur la disponibilité de matériel de lecture et d'espaces consacrés à la lecture et aux pratiques d'alphabétisation. Parmi les environnements étudiés : librairies, bibliothèques, écoles et cybercafés, ainsi que la rue et les magasins. La lecture de livres est apparue relativement peu courante, et avoir surtout lieu dans un contexte éducatif. D'autres supports de lecture – journaux, magazines et messages textuels – étaient bien plus fréquemment utilisés et bien mieux intégrés dans la société hondurienne. L'auteur estime que les bibliothèques peuvent jouer un rôle important pour aider le Honduras dans ses efforts afin de parvenir à une alphabétisation universelle.

Andrew K. Shenton. **Information Literacy and Scholarly Investigation: a British perspective. [La maîtrise de l'information et recherche érudite : une perspective britannique.]**

IFLA Journal 35 (2009) No. 3. pp. 226–231

L'expression « la maîtrise de l'information » est maintenant bien ancrée dans les sciences des bibliothèques et de l'information, mais elle est beaucoup moins familière des praticiens d'autres disciplines, même ceux qui subissent l'influence de la culture de l'information. Elle doit par

exemple encore gagner du terrain dans l'enseignement, bien que le fait d'enseigner les principes de base associés au concept puisse aider les élèves lorsqu'ils entreprennent divers travaux. Cet article observe les rapports souvent négligés entre la maîtrise de l'information, recherche scientifique et méthode de recherche générique, et conclut en argumentant que l'enseignement dans les écoles aurait avantage à se concentrer sur les axiomes sur lesquels reposent ces trois domaines. Néanmoins, l'auteur reconnaît les problèmes inhérents à un tel contexte. Il remarque en particulier que les activités dont on peut penser qu'elles permettent d'acquérir une maîtrise de l'information sont souvent sapées dans les écoles par des comportements et des pratiques préjudiciables, dont certains suscitent d'autres problèmes.

Fiona Bradley, Alyson Dalby and Andrew Spencer. **Our Space: Professional development for new graduates and professionals in Australia. [Notre espace : développement professionnel pour les jeunes diplômés et les membres de la profession en Australie.]**

IFLA Journal 35 (2009) No. 3. pp. 232–242

Cet article s'intéresse à l'évolution du cadre de travail dans les bibliothèques et dans la gestion de l'information, et à l'impact de cette évolution sur les nouveaux membres de la profession et jeunes diplômés. Les jeunes diplômés doivent disposer de leurs propres réseaux de soutien et d'un développement professionnel ciblé pour pouvoir gérer avec succès leur emploi et l'évolution du secteur et pour acquérir des compétences transférables. L'organisation et la structure du Symposium des nouveaux bibliothécaires, une manifestation consacrée au développement professionnel, sont abordées. En raison de son succès, cette manifestation qui a lieu tous

les deux ans en Australie peut être considérée comme un modèle de développement professionnel ciblé pour d'autres associations et groupes.

Mohammad Hanief Bhat. **Open Access Repositories in Computer Science and Information Technology: an evaluation. [Archives ouvertes dans le domaine des sciences informatiques et technologies de l'information : une évaluation.]**

IFLA Journal 35 (2009) No. 3. pp. 243–257

Cette étude rend compte de l'évaluation de neuf archives ouvertes dans le domaine des sciences informatiques et des technologies de l'information. Ces archives ont été identifiées à partir de OpenDOAR, le répertoire des archives ouvertes (<http://www.open.doar.org/>). Des questionnaires ont été envoyés par e-mail à des responsables d'archives pour déterminer le contexte, les ressources, la politique de gestion du contenu, la politique de conservation, la gestion des droits, la promotion, la publicité, les services, les réactions et les statistiques d'accès aux archives. Il a ainsi été constaté que la plupart des archives sont gérées à temps partiel par des professeurs. La plateforme de logiciels la plus populaire est Eprints, en raison de son soutien excellent, de sa facilité d'installation, de la transparence des interfaces, des possibilités de configuration, de la conformité ORI-OAI et du développement actif. La plupart des archives appliquent des politiques de sélection du contenu et de soumission des documents, ont des clauses pour le retrait de contenu par les auteurs et pour une politique de dépôt universitaire volontaire. Bien que des sauvegardes soient faites pour conserver le contenu sur le court terme, aucune stratégie n'a été adoptée pour une conservation sur le long terme. Dans la plupart des archives, les

auteurs sont responsables du respect du copyright dans leurs articles. Des sites de bibliothèques ou de facultés fournissent des liens vers la plupart des archives pour en faire la promotion et la publicité. La plupart des archives permettent aux utilisateurs de faire part de leurs réactions. Quelques archives fournissent des statistiques sur les accès. Cet article fait des recommandations pour la mise en place et la gestion d'archives ouvertes.

Nancy Panella. **The Library Services to People with Special Needs Section of IFLA: An historical overview.** [Section de l'IFLA des services bibliothécaires destinés aux personnes handicapées : un aperçu historique.]

IFLA Journal 35 (2009) No. 3. pp. 258–271

La section de l'IFLA des services bibliothécaires destinés aux personnes handicapées a été créée en 1931 en tant que sous-comité des bibliothèques hospitalières. Il s'agissait du premier sous-comité de l'IFLA constitué à l'intention d'un groupe particulier d'utilisateurs, à savoir des personnes hospitalisées qui ne pouvaient pas utiliser les bibliothèques à l'extérieur de l'hôpital. Cependant, dès ses débuts, ce sous-comité constata qu'en raison de divers handicaps souvent en rapport avec l'hospitalisation, certains patients avaient besoin d'aides spéciales à la lecture, par exemple aides sensorielles ou aides

à la mobilité. Ces besoins devinrent aussi évidents pour les membres de la communauté, qu'ils soient ou non hospitalisés. Désireux de les prendre en compte, le sous-comité a élargi ses activités au cours du temps afin d'inclure des personnes qui, pour quelque raison que ce soit, ne pouvaient pas faire usage des bibliothèques, du matériel et des services conventionnels. Cet article décrit l'évolution du sous-comité bientôt devenu comité, puis sous-section pour enfin devenir une section à part entière qui fait aujourd'hui la promotion des ressources et des services bibliothécaires destinés à toutes sortes de personnes handicapées. Son évolution reflète en partie l'expansion de la Fédération elle-même.

ZUSAMMENFASSUNGEN

Denice Adkins. **Reading Sources and Reading Spaces in Honduras.** [Lektüre und Leseräume in Honduras.]

IFLA Journal 35 (2009) No. 3. pp. 215–225

Obwohl die Lese- und Schreibkompetenz oft als eine universelle und monolithische Errungenschaft dargestellt wird, ist sie durchaus vom jeweiligen Kontext abhängig und richtet sich größtenteils nach den Arten von Texten, die in einer bestimmten Gemeinschaft verfügbar sind. Der vorliegende Artikel präsentiert die Befunde eines Beobachters in Bezug auf die Lesefähigkeiten in Honduras und konzentriert sich dabei schwerpunktmäßig auf die Verfügbarkeit entsprechender Lesestoffe und Räumlichkeiten, die dem Lesen und dem Erwerb einer guten Lese- und Schreibkompetenz vorbehalten sind. Bei der Analyse des Umfelds wurden Buchhandlungen, Bibliotheken, Schulen und Internetcafés sowie Straßen und Geschäfte berücksichtigt. Die Beobachtungen zeigten, dass das Lesen von Büchern relativ

ungewöhnlich war und sich in erster Linie auf das schulische/ausbildungsmäßige Umfeld beschränkte. Andere Lesestoffe, wie Zeitungen, Zeitschriften und Textnachrichten waren viel weiter verbreitet und viel stärker in die Gesellschaft in Honduras integriert. Meine Beobachtungen zeigen, dass die Bibliotheken den Staat Honduras stark bei seinen Bemühungen unterstützen können, eine flächendeckende Alphabetisierung zu erzielen.

Andrew K. Shenton. **Information Literacy and Scholarly Investigation: a British Perspective.** [Informationskompetenz und akademische Forschung aus britischer Sicht.]

IFLA Journal 35 (2009) No. 3. pp. 226–231

Obwohl sich der Begriff der "Informationskompetenz" in der heutigen Bibliotheks- und Informationswissenschaft fest etabliert hat, sind Fachleute aus anderen Fachbereichen viel weniger daran gewöhnt, selbst diejenigen, die von der Informationskompetenz

beeinflusst werden. Im Bildungssektor beispielsweise muss sich dieser Term noch in signifikanter Weise durchsetzen – und das trotz der Tatsache, dass die Vermittlung der Grundprinzipien, auf denen das Konzept beruht, den Schülern bei ihren Studien in vielfältiger Weise behilflich sein kann. Der vorliegende Beitrag beleuchtet die häufig übersehenen Verknüpfungen zwischen der Informationskompetenz, den wissenschaftlichen Studien und der allgemeinen Forschung und gelangt zu der Schlussfolgerung, dass die schulische Bildung davon profitieren würde, wenn man sich auf die Axiome konzentrieren könnte, auf die sich alle diese drei Bereiche stützen. Trotzdem ist sich der Autor der inhärenten Probleme eines solchen Denkansatzes bewusst. Insbesondere stellt er fest, dass die Bemühungen, die nach gängiger Auffassung zum Erwerb von Informationskompetenz führen sollen, in den Schulen häufig durch unzuträgliche Standpunkte und Gepflogenheiten untergraben werden, wodurch dann teilweise andere Belange wichtiger werden.

Fiona Bradley, Alyson Dalby und Andrew Spencer. **Our Space: Professional development for new graduates and professionals in Australia.** [Unser Raum: Professionelle Entwicklung für Hochschulabsolventen und Professionals in Australien.] IFLA Journal 35 (2009) No. 3. pp. 232–242

Dieser Beitrag untersucht das veränderliche Arbeitsumfeld in den Bibliotheken sowie im Bereich des Informationsmanagement und betrachtet dessen Einfluss auf die Berufseinsteiger und Hochschulabsolventen. Die Absolventen bedürfen der Unterstützung über ihre eigenen Netzwerke und müssen eine gezielte professionelle Entwicklung durchlaufen, um sich angesichts der Neuerungen in ihrem Job und ihrer Branche erfolgreich behaupten zu können und übertragbare Fähigkeiten zu erwerben. In diesem Zusammenhang wird die Entwicklung und Struktur einer Spezialveranstaltung zur gezielten professionellen Entwicklung – das “New Librarians’ Symposium” – besprochen. Diese erfolgreiche Veranstaltung, die alle zwei Jahre in Australien stattfindet, kann möglicherweise als Modell für die gezielte professionelle Entwicklung in anderen Berufsverbänden und Gruppen gelten.

Mohammad Hanief Bhat. **Open Access Repositories in Computer Science and Information Technology: an evaluation.** [Open Access Repositorien in der Informatik und der Informationstechnologie – eine Auswertung.] IFLA Journal 35 (2009) No. 3. pp. 243–257

In dieser Studie geht es um die Evaluierung von neun Open Access – Repositorien in der Informatik und der IT-Branche. Dabei wurden die Repositorien über das Verzeichnis OpenDOAR (Directory of Open Access Repositories) identifiziert

(<http://www.open.doar.org/>). Entsprechende Fragebögen wurden per E-Mail an die Verwalter der Repositorien geschickt, um den Hintergrund, die Ressourcen, die Content Management – Systeme, die Speichervorschriften, die Verwaltung der Rechte, Werbung, Reklame, Services, Feedback und die Zugangsstatistik der Repositorien festzustellen. Die Ergebnisse zeigen, dass die meisten dieser Repositorien von den Lehrkräften auf Teilzeitbasis gepflegt werden. Die beliebteste Softwareplattform ist Eprints, und zwar aufgrund des hervorragenden Support, der problemlosen Installation, der Transparenz der Schnittstellen, der Konfigurierbarkeit, der OAI-Konformität und der aktiven Entwicklung. Die meisten Repositorien halten sich an die Vorschriften zur Auswahl von Inhalten (Content) und Vorlage von Dokumenten, bieten den Autoren die Möglichkeit zum Löschen eigener Inhalte und haben fakultative Ablagevorschriften für den Lehrkörper. Obwohl zur kurzfristigen Sicherung der Inhalte entsprechende Backup-Kopien erstellt werden, gibt es bisher noch keine Strategien zur langfristigen Speicherung. Bei den meisten Repositorien sind die Autoren dafür verantwortlich, sicherzustellen, dass ihre Artikel keine Urheberrechte verletzen. Aus werbe- und reklametechnischen Gründen werden die meisten Repositorien von Bibliothekswebsites oder Institutswebsites aus verlinkt. Die meisten Repositorien lassen Feedback von den Benutzern zu. Einige wenige Repositorien bieten Zugangsstatistiken. Abschließend enthält dieser Beitrag einige Empfehlungen bezüglich der Einrichtung und Verwaltung von OA-Repositorien.

Nancy Panella. **The Library Services to People with Special Needs Section of IFLA: An historical overview.** [Der Bibliotheksservice der IFLA-Sektion für

Bibliotheksangebote für Personen mit besonderen Bedürfnissen – ein historischer Überblick.] IFLA Journal 35 (2009) No. 3. pp. 258–271

Die IFLA-Sektion für Bibliotheksangebote für Personen mit besonderen Bedürfnissen wurde erstmals im Jahr 1931 als Unterausschuss für Krankenhausbibliotheken gegründet. Dies war der erste Unterausschuss, den die IFLA für eine spezielle Benutzergruppe ins Leben gerufen hat – in diesem Fall für hospitalisierte Personen, die keine externen Bibliotheken nutzen konnten. Der neu gegründete Unterausschuss stellte jedoch schon bald fest, dass einige Patienten aufgrund multipler, häufig sekundärer Behinderungen, die nicht ursächlich zur Krankenhauseinweisung beigetragen hatten, spezielle Lesehilfen – wie beispielsweise Wahrnehmungshilfen oder Mobilitätshilfen – benötigten. Diese Erfordernisse zeigten sich auch bei den Mitgliedern der Gemeinschaft, ob sie nun mobil waren oder nicht. In dem Wunsch, auch diese Menschen anzusprechen, hat der Unterausschuss seinen Schwerpunkt mit der Zeit erweitert und wendet sich jetzt auch an Personen, die konventionelle Bibliotheken, Lesestoffe und Services aus welchem Grund auch immer nicht nutzen können. Der vorliegende Artikel verfolgt die Entwicklung des Unterausschusses zum Ständigen Ausschuss, der später zur Unterabteilung und schließlich zur Sektion der Bibliotheken für benachteiligte Personen geworden ist, die heute für Bibliotheksressourcen und Services für große, vielschichtige Benutzergruppen mit speziellen Bedürfnissen wirbt. Im Wachstum dieser Sektion spiegelt sich teilweise auch das Wachstum des Bibliotheksverbands selbst.

RESÚMENES

Denice Adkins. **Reading Sources and Reading Spaces in Honduras.** [Recursos y espacios de lectura en Honduras.]

IFLA Journal 35 (2009) No. 3. pp. 215–225

A pesar de que la alfabetización a menudo se presenta como un logro universal y homogéneo, en realidad depende del contexto y, en gran medida, de los tipos de textos disponibles en una comunidad determinada. En este documento se presenta el estudio que ha llevado a cabo un observador sobre la lectura en Honduras, centrándose especialmente en la disponibilidad de los recursos y espacios dedicados a la práctica de la lectura y la alfabetización. Los entornos analizados incluyen librerías, bibliotecas, colegios y cibercafés, así como calles y tiendas. En el estudio se señala que la lectura de libros es relativamente poco frecuente y que, en términos generales, se realiza en un contexto educativo. El uso de otros materiales de lectura, incluidos periódicos, revistas y mensajes de texto, es muy superior y estos recursos están mucho más arraigados en la sociedad hondureña. Mis observaciones señalan que las bibliotecas podrían desempeñar una importante función a la hora de apoyar los esfuerzos de Honduras en lograr una alfabetización universal.

Andrew K. Shenton. **Information Literacy and Scholarly Investigation: a British perspective.** [Conocimientos en materia de información e investigación académica: una perspectiva británica.]

IFLA Journal 35 (2009) No. 3. pp. 226–231

“Cultura en materia de información” es un término muy consolidado en el mundo de la biblioteconomía y las ciencias de la información, pero es mucho menos conocido entre los profesionales de otras disciplinas, incluso aquellas que

se ven influidas por el mismo. Todavía es necesario difundir sustancialmente dicho concepto en el ámbito educativo, por ejemplo, dado que enseñar los principios básicos asociados al mismo puede ayudar a los estudiantes a llevar a cabo trabajos académicos de muy diversa índole. En este documento se estudian los vínculos entre la cultura en materia de información, la investigación científica y el proceso de investigación genérica, y concluye apoyando la idea de que la educación en los centros educativos se vería favorecida si se concentrase en los axiomas que sustentan estas tres áreas. No obstante, el autor reconoce los problemas inherentes a dicha apuesta. De manera concreta, señala que las actividades que pueden contribuir a la adquisición de una cultura en materia de información suelen verse afectadas por actitudes y prácticas perjudiciales, algunas de las cuales dan prioridad a otros asuntos.

Fiona Bradley, Alyson Dalby y Andrew Spencer. **Our Space: Professional development for new graduates and professionals in Australia.** [Nuestro espacio: Desarrollo profesional para nuevos titulados universitarios y profesionales en Australia.]

IFLA Journal 35 (2009) No. 3. pp. 232–242

En este documento se estudia el cambiante entorno de trabajo en las bibliotecas y centros de gestión de la información, así como su repercusión en los nuevos profesionales y titulados universitarios. Estos últimos necesitan disponer de sus propias redes de apoyo y participar en programas de desarrollo adaptados a sus necesidades para poder afrontar los cambios en el ámbito laboral y en el sector, así como para adquirir conocimientos transferibles. También se debate el desarrollo y la estructura de una actividad de desarrollo profesional a medida, el Simposio de Nuevos Bibliotecarios

(New Librarians' Symposium). Esta exitosa conferencia, que se celebra cada dos años en Australia, podría considerarse como un modelo de desarrollo profesional a medida para otras asociaciones y grupos profesionales.

Mohammad Hanief Bhat. **Open Access Repositories in Computer Science and Information Technology: an evaluation.** [Evaluación de los archivos de acceso abierto en informática y tecnologías de la información.]

IFLA Journal 35 (2009) No. 3. pp. 243–257

En el estudio se evalúan nueve archivos de acceso abierto en el ámbito de la informática y las tecnologías de la información. Dichos archivos pertenecen a OpenDOAR, el directorio de archivos de acceso abierto (<http://www.open-doar.org/>). Los cuestionarios se enviaron por correo electrónico a los administradores de los archivos para determinar la historia, los recursos, las políticas de gestión de contenidos, las políticas de preservación, la gestión de derechos, la promoción, la publicidad, los servicios, la información sobre utilización y las estadísticas de acceso de los mismos. Las conclusiones revelaron que el mantenimiento de la mayor parte de los archivos corre a cargo de miembros de las facultades a tiempo parcial. La plataforma de software más popular es Eprints, por su excelente servicio de asistencia, facilidad de instalación, transparencia de interfaces, facilidad de configuración, la compatibilidad con la Iniciativa de Archivos Abiertos (OAI) y su continua mejora. La mayoría de los repositorios siguen una serie de políticas para seleccionar el contenido y enviar documentos. Disponen asimismo de normas para la retirada de contenido por parte de los autores y de políticas de depósito voluntario para las facultades. Aunque se realizan copias de seguridad para conservar

el contenido a corto plazo, no se han adoptado estrategias para la preservación de los mismos a largo plazo. Los autores son responsables de garantizar que se respetan los derechos de autor de sus artículos en la mayoría de los repositorios. Asimismo, se proporcionan enlaces entre los sitios web de bibliotecas o de departamentos y la mayoría de los archivos para fines promocionales y publicitarios. La mayoría de los archivos ofrecen la posibilidad de que los usuarios faciliten sus comentarios. Algunos de ellos también incorporan estadísticas de acceso. El documento proporciona recomendaciones para la creación y la gestión de archivos de acceso abierto.

Nancy Panella. **The Library Services to People with Special Needs**

Section of IFLA: An historical overview. [La Sección de IFLA de servicios de biblioteca a personas con necesidades especiales: una perspectiva histórica.]

IFLA Journal 35 (2009) No. 3. pp. 258–271

La sección de Servicios para personas con necesidades especiales de IFLA fue creada en 1931 como Subcomité para las bibliotecas de los hospitales. Fue el primer subcomité que constituyó IFLA para un grupo de usuarios con necesidades especiales; en este caso, personas hospitalizadas que no podían utilizar bibliotecas externas. No obstante, el nuevo subcomité pronto descubrió que, debido a la variedad de discapacidades, que a menudo no eran la causa principal de hospitalización, algunos pacientes

necesitaban una ayuda especial para la lectura; por ejemplo, de carácter sensorial o de movilidad. Dichas necesidades también se pusieron de manifiesto entre los miembros de la comunidad, ya estuviesen hospitalizados o no. Con el objeto de dar una respuesta a las mismas, el subcomité amplió su ámbito de actuación para incluir a personas que, por algún motivo, no podían utilizar bibliotecas, materiales y servicios convencionales. Este documento explica la trayectoria del subcomité hasta convertirse en comité y después en subsección, para finalmente ser la sección que actualmente promueve los recursos y servicios de bibliotecas para personas con necesidades especiales de muy diversa índole. Su crecimiento refleja, en parte, la expansión de la propia Federación.

Рефераты статей

Денис Адкинс. **Reading Sources and Reading Spaces in Honduras. [Источники чтения и читательские пространства в Гондурасе.]**

IFLA Journal 35 (2009) No. 3. pp. 215–225

Хотя грамотность зачастую преподносится как универсальное и монолитное достижение, на самом деле она является контекстно-зависимой и во многом зависит от доступности тех или иных видов текстов в определенном сообществе. В данной работе представлены результаты изучения автором практики чтения в Гондурасе, в котором особый акцент был сделан на доступности материалов для чтения, помещений, предназначенных для чтения, а также практическом обучении грамотности. Предметом изучения стали книжные лавки, библиотеки, школы, Интернет-кафе, а также уличная торговля и магазины. По наблюдениям автора, чтение книг – относительно редкое явление, которое, в первую очередь, практикуется в образовательном контексте. Другие материалы для чтения, включая газеты,

журналы и текстовые сообщения, использовались гораздо чаще и намного лучше интегрированы в гондурасское общество. Автор делает предположение, что библиотеки могли бы сыграть более важную вспомогательную роль в рамках усилий Гондураса по достижению всеобщей грамотности.

Эндрю К. Шентон. **Information Literacy and Scholarly Investigation: a British perspective. [Информационная грамотность и научное исследование: британский ракурс.]**

IFLA Journal 35 (2009) No. 3. pp. 226–231

Фраза “информационная грамотность” к настоящему времени хорошо укоренилась в библиотековедении и информатике, но намного меньше известна специалистам-практикам в других дисциплинах, даже в тех из них, куда информационная грамотность напрямую вторгается. Она должна еще достичь какого-нибудь значимого охвата, к примеру, в области образования, несмотря на

то, что обучение базовым принципам, ассоциируемым с данной концепцией, могло бы помочь студентам в проведении различных видов научной работы. В настоящей работе рассматриваются часто выпадающие из поля зрения связи между информационной грамотностью, научными исследованиями и общим исследовательским процессом. В заключение высказывается мнение о том, что для школьного образования было бы полезным сконцентрироваться на тех аксиомах, которые подводят фундамент под все три указанные области. Тем не менее, автор осознает наличие проблем, присущих такой установке. В частности, он отмечает, что те виды деятельности, которые, как может предполагаться, ведут к обретению информационной грамотности, часто подрываются в школах пагубными отношением и правилами, некоторые из которых отдают предпочтение решению других проблем.

Фиона Брэдли, Элисон Дэлби и Эндрю Спенсер. **Our Space: Professional development for new graduates and**

professionals in Australia. [Наше пространство: профессиональное развитие для недавних выпускников и специалистов в Австралии.]
IFLA Journal 35 (2009) No. 3.
pp. 232–242

В данной статье исследуются изменяемые условия труда в библиотеках и в области информационного менеджмента, а также воздействие на новых специалистов и недавних выпускников вузов. Недавние выпускники нуждаются в наличии своих собственных систем поддержки и целевого повышения квалификации с тем, чтобы успешно управляться с изменениями в карьере и сфере занятости и приобретать соответствующие практические навыки. Обсуждается разработка и структура мероприятия по целевому повышению квалификации – Нового симпозиума библиотекарей. Это успешное мероприятие, проводимое в Австралии раз в два года, может рассматриваться как модель для целевого повышения квалификации для других профессиональных ассоциаций и групп.

Мохаммед Ханиф Бхат. **Open Access Repositories in Computer Science and Information Technology: an evaluation. [Репозитории свободного доступа в вычислительной технике и информационных технологиях: оценка.]**
IFLA Journal 35 (2009) No. 3.
pp. 243–257

В работе изложены результаты оценки девяти репозитариев свободного доступа в области вычислительной техники и ИТ. Репозитории были идентифицированы из *OpenDOAR* – директории репозитариев свободного

доступа (<http://www.open.doar.org/>). Анкеты рассылались по электронной почте администраторам репозитариев с целью выяснения исходных данных, ресурсов, принципов управления контентом, методов сохранения, управления правами, продвижения, рекламы, услуг, обратной связи и статистики по доступу к репозитариям. В результате было установлено, что большинство репозитариев поддерживается членами факультета, работающими в режиме неполной занятости. Наиболее популярной платформой программного обеспечения является *Eprints*, что связано с ее отличной способностью обеспечивать поддержку, простотой инсталлирования, прозрачностью интерфейсов, способностью к изменению конфигурации, соответствием ОАИ ("Инициатива открытых архивов) и активностью разработок. Большинство репозитариев проводят политику по подбору контента и представлению документов, предусматривают отзыв контента авторами и правила добровольных факультативных взносов. Хотя для краткосрочного сохранения контента используются резервные копии, для долгосрочного сохранения не принималось никаких стратегий. Авторы несут ответственность за соблюдение авторских прав в своих статьях, размещенных в большинстве репозитариев. Обеспечиваются ссылки из библиотечных или ведомственных веб-сайтов к большинству репозитариев в целях продвижения и рекламы. Большинство репозитариев предусматривают обратную связь от пользователей. Некоторые репозитории предоставляют статистику по доступу. В работе даются рекомендации по созданию и управлению репозиториями открытого доступа.

Нэнси Панелла. **The Library Services to People with Special Needs Section of IFLA: An historical overview. [Секция ИФЛА, занимающаяся библиотечными услугами для людей с ограниченными возможностями: исторический обзор.]**
IFLA Journal 35 (2009) No. 3.
pp. 258–271

Секция ИФЛА, занимающаяся библиотечными услугами для людей с ограниченными возможностями, была образована в 1931 году в виде подкомитета по больничным библиотекам. Это был первый подкомитет, сформированный ИФЛА для группы специальных пользователей, т.е. госпитализированных пациентов, которые не могли пользоваться внешними библиотеками. Однако вскоре в новом подкомитете увидели, что в связи с наличием ряда признаков инвалидности, которые зачастую являются вторичными по отношению к причине госпитализации, некоторым пациентам требовались специальные приспособления для чтения, например, сенсорные или передвижные. Такие потребности стали также очевидными среди представителей этой группы людей, как госпитализированных, так и нет. С целью решения этой проблемы подкомитет сверхурочно расширил сферу своей компетенции, распространив ее на людей, которые в силу различных причин не могли пользоваться обычными библиотеками, материалами и услугами. В этой работе отслеживается эволюция от подкомитета к комитету, далее к подсекции и, наконец, к секции, которая в настоящее время продвигает библиотечные ресурсы и услуги для широкого круга людей со специальными запросами. Рост этого подразделения частично отражает расширение самой Федерации.

IFLA JOURNAL – NOTES FOR CONTRIBUTORS

Aims and Scope

IFLA Journal is a peer reviewed journal which publishes original articles, IFLA conference papers, and news of current IFLA activities. Content is selected to reflect the variety of the international information profession, ranging from freedom of access to information, knowledge management, services to the visually impaired and intellectual property.

Writing for the IFLA Journal

Contributions to the journal may include: original articles and features; news and information about current and forthcoming activities and events in the field of library and information services; announcements of new publications, products or services; information about education and training opportunities, fellowships, honours and awards; personal news; obituaries; letters to the Editor.

Articles and features

Articles and features are normally published only in English. Authors whose first language is not English should not be inhibited from submitting contributions in English because of this; the correction of minor grammatical and linguistic errors in English is considered to be an integral part of the editorial process.

Articles and features should normally be between 3000 and 7000 words in length. Articles must be original contributions which have not been published elsewhere, and which are not under consideration elsewhere.

Article should be accompanied by an English-language abstract of not more than 150 words, five or six keywords, a brief statement of the professional qualifications and experience of the author(s), including current official designation and full address and contact details, and a recent photograph (not a passport photo) of each of the authors suitable for publication.

Authors are expected to check their work carefully before submitting it, particularly with regard to factual accuracy, completeness and consistency. They should provide sufficient background information to enable readers unfamiliar with the activity or country being described to understand it easily. Acronyms and abbreviations should be spelled out in full the first time they are used.

Other contributions

The primary language of publication for contributions other than articles and features is English, but such contributions may be published in the other working languages of IFLA - French, German, Russian or Spanish - if appropriate.

Illustrative material

Contributors are encouraged to submit photographs and other illustrations to accompany their contributions. They should be submitted either in TIF format (300 dpi minimum) or in hard copy as positive prints or transparencies and be clearly captioned and credited to the originator. Please note that colour images will be published in colour online and black and white in print. Further guidance on the submission of artwork available at <http://www.sagepub.com/authors/journal/submission.sp/>

Bibliographical references

References should follow the full form stipulated in ISO 690-1987, *Documentation – Bibliographic references – Content, form and structure*, using either the numeric or the Harvard method of citation in the text. Lists of references should appear at the end of a contribution, not as footnotes.

Copyright

All contributors are required to sign a Journal Contributor's Publishing Agreement' granting to IFLA the exclusive licence to publish. Copyright remains with the author(s). Authors are responsible for obtaining copyright clearance for the publication of any copyrighted material (including illustrative material) which may be included in their contribution.

Format

All contributions should, whenever possible, be submitted in standard electronic formats, as e-mail attachments. The preferred format for textual matter is MS Word. Contributors who are unable to submit their work in electronic format should supply textual matter in clearly typewritten manuscript.

Publication

All unsolicited articles are refereed anonymously by members of the Editorial Committee, whose decision with regard to the publication of any article or feature is final. Other contributions are published at the discretion of the Editor, if necessary after consultation with the Editorial Committee. All manuscripts are reviewed as rapidly as possible, and authors should expect to have reviewer's comments within approximately 6 weeks of submission.

Authors of articles, features and reviews will receive one complimentary copy of the issue in which their work appears and are given controlled online access to a pdf file of their article, in addition to one year's free personal subscription to the print edition of IFLA Journal.

Submission

All contributions (except advertisements), in whatever format, should be addressed to:

The Editor, IFLA Journal, Apt. 1C, Edifício Rosa dos Ventos, Rua Rosa Parracho no. 27, Bairro do Rosario, 2750-778 Cascais, Portugal.
E-mail. zest@sapo.pt