



The Australian Library Journal

Volume 52 N°3 August 2003

The professional duet: *ALJ* and *inCite* 209

Education directions for
new information professionals
Sue Myburgh 213

Truth and libraries
Miroslav Kruk 229

A keyhole to the collection:
the AIATSIS Library Digitisation Pilot Program
Barbara Lewincamp and Julie Faulkner 239

Australian university libraries:
collections overlap study
Roxanne Missingham and Robert Walls 247

Opportunities for the new generation:
the formation of a networking group
*Ursula Henderson, Kate Sergeant,
Kate Sinclair and Robyn Ellard* 261

Librarians are the
ultimate knowledge managers?
Cathie Koina 269

Academic or community resource?
Stakeholder interests and collection management at
Charles Sturt University Regional Archives, 1973–2003
Don Boadle 273

Book reviews 287

The Australian Library Journal

Editor John Levett
PO Box 74, Middleton 7163 AUSTRALIA
phone/fax +61 3 6292 1699
jlevett@southcom.com.au

Book reviews editor: Dr G E Gorman
School of Communications and
Information Management
Victoria University of Wellington
Box 600, Wellington NEW ZEALAND
gary.gorman@vuw.ac.nz

The Australian Library Journal
is published quarterly by the Australian
Library and Information Association Ltd
ACN 090 953 236
PO Box E441 Kingston 2604 AUSTRALIA
phone +61 2 6215 8222 fax +61 2 6282 2249
alj@alia.org.au <http://www.alia.org.au/alj/>

ISSN 0004-9670

Set in Berkeley 9.5/12, design by Ivan Trundle,
film, imagesetting, proofs and printing by
Canprint Communications Pty Ltd

The Australian Library Journal is indexed in *Library
Literature*, *Australian Public Affairs Information
Service*, *Guidelines*, and indexed and abstracted
by the Australian Clearing House for Library
and Information Science for *Australian
Education Index and Library and Information
Science Abstracts*

The Australian Library and Information Association
reserves the right to reproduce
in any form material which appears
in *The Australian Library Journal*

Microfiche edition available by annual subscription
from Microsystems Pty Ltd
PO Box 188 North Sydney 2000 AUSTRALIA

© Copyright in *The Australian Library Journal* is owned
by the Australian Library and Information
Association Ltd 2003 and
vested in each of the authors in respect
of his or her contributions 2003

The professional duet: ALJ and *inCite*

ALJ AND *inCITE* ARE HALVES OF A WHOLE: the vehicle by which the objectives and business of the Australian Library and Information Association are recorded, carried forward and made known to members and the wider environment.

The *Australian Library Journal* has now survived over fifty years, during which it generally flourished: the founders of the Library Association of Australia rightly saw that a mature journal was one of the essential attributes of a profession. Since that time it has gone through several metamorphoses, not all of which could claim to be 'scholarly' or 'scholastic' as the Association presently describes it. Indeed there was a brief episode, in the seventies, of course, which Harrison Bryan once described as 'the tabloid period'. In an effort to make the journal more popular, its production was given over to a journalist, and a curious hybrid emerged. Inside was library-speak: outside was pop-mag, replete with splendidly-endowed members of the profession emerging from the surf with wet t-shirts and stirring slogans. That version lasted for about two years, although at the time it seemed to go on much longer. It still makes interesting reading: free love, if not actually endorsed in its pages, certainly hovered in the background and professional conferences were much less decorous then than they are now. Legend has it that at one conference in this era an Association treasurer [not a librarian] discovered a healthy surplus on the books [General Council meeting then on the occasion of the biennial conferences] and proceeded to shout the bar with it. All night. To my eternal regret, I missed the occasion. The tabloid version had a certain style, and individual issues are now collectable; but all good things come to an end, and ALJ resumed its more serious, 'scholastic' form at the end of that rambunctious decade.

1981 marked the beginning of my first stint as Editor: in deference to popular sentiment, *inCite* was brought into being around that time as a younger, brasher sibling of ALJ; its task was to deliver information, job vacancies and news to members in a more timely fashion than the quarterly frequency of ALJ allowed. It is not unfair to say that *inCite* has grown in stature and quality to a level far beyond that envisaged by its progenitors. It now contains far more than 'news'. It offers, eleven times a year, a wide selection of material ranging from accounts of events such as the launching of ALIANet v5 to such important and timely items such as regular analyses of critical policy documents such as the Federal Budget. It is now much more than a news magazine and compares very favourably with its overseas counterparts which often enjoy much more lavish budgets. Regular columns such as Frontline put the Association's office-bearers and staff in frequent and informative contact with members: feedback is invariably reflected in the 'Letters' column, not always favourable, but usually constructive. Guest contributions on such problematic issues as copyright

in the paintings of Albert Namatjira and the very much wider debate about the rights of indigenous contributors to the national culture are frequent. The format and frequency of *inCite* and its overall quality ensures that it draws a healthy range of advertising, and overall it is a very worthy and fully professional companion to ALJ [or vice-versa].

Does it compete with ALJ? My view is that it does not: its very competent editor, Emma Davis, who also oversees the physical production and typographical aspects of the publication of ALJ is an esteemed and valued colleague, whose judgment, competence and co-operation are to be highly relied on. It could not be otherwise, and the result is a strengthening complementarity between it and ALJ. This is not to say that I do not admire, and occasionally envy its colour, dash and brio, but the Journal's mission is different. It reaches a narrower, possibly more reflective audience, and its format is consistent with its mission; but to describe its role as exclusively scholarly is too limiting. Its task is much broader, but so strong is the impression that its mission is primarily academic that it is sometimes necessary to offer a disclaimer.

In the second issue [my first] for 1981, I declared my position, so that readers [who were not then subscribers] would know what they were in for: in the relaxed mood of the era, the job had not been advertised, there were no obvious selection criteria [and few takers, I might say: some things don't change] no interview, and no formal handover. So I was something of an unknown quantity as far as the Journal was concerned. I took over from Harrison Bryan and I think it is fair to say his was a holding position which he had to relinquish on becoming Director-General of the National Library of Australia. He brought out the first issue for 1981, and it reflected his scholarship: in my turn, I acknowledged the need for intellectual rigour, but there was not then a great surplus of it. We had only a handful of PhDs in the profession, and people were not so accustomed to writing and delivering papers and articles as they are now, nor at the same academic level.

This marks perhaps one of the greatest changes in the profession over the intervening two decades: we are now much more articulate and confident. If evidence of this were needed, one need go no further than the conference papers given by, for example, library technicians: intelligent, articulate, persuasive, committed. Indeed ALIA's refurbished and astonishingly comprehensive and effective website, ALIANet v5, is redolent with writing which would grace the pages of any professional journal. This is not to say that there is a large backlog of contributions awaiting publication in ALJ: and my colleague Dr Peter Clayton, editor of *Australian Academic and Research Libraries* and I agree that a major part of our job as editors is to seek out and secure for publication a representative range of the excellent writing which now flourishes.

The introduction of a refereeing process for some (not all) articles in ALJ has made some potential contributors hesitate, but the process, although rigorous, is not inhumane, and is as transparent as it can be: where referees make extensive comment regarding an article, these comments are made available to the author, sometimes anonymously and sometimes (with of course the referee's concurrence) her/his identity revealed. Along with these rigorous, refereed contributions there is room for other copy: accounts of current practices, problems and solutions have a very important place, and it is not necessary that all of these be refereed. There is also a need, nearly as great as the dearth, for philosophical, speculative contributions which challenge

the status quo: in so volatile an environment, we need to constantly review why as well as what. In addition, many papers are presented at conferences which deserve a place in the journal of record: which brings me to my conclusion.

The primary function of ALJ is to record, within the limits of available space, what it was that engaged the attention of the profession, when. To reflect to the profession now and in the future some indication of the key issues that engaged it at various points in its evolution. It can only do this if it has access to a range of contributions which reflect the extraordinary breadth of the profession, and increasingly, its associated disciplines. In so doing it has a responsibility to encourage and support contribution from all levels and interests, from the technician to the doctoral candidate, from the inexperienced to the seasoned veteran, from within the profession, and where appropriate from outside it. It is a privilege to be its editor.

In this issue we open with another contribution on the continuing debate about the education and preparation of 'new information professionals' in which the articulate Sue Myburgh argues for a fresh approach. Items from her bibliography also appear in that for an article by Miroslav Kruk who takes a philosopher's approach to 'truth and libraries': and from there each author follows a different direction. The divergence in their viewpoints is also reflected in a number of the reviews which appear in this issue: which suggests that we are at a crossroads in how the profession should develop between now and 2010 which the Board of Directors has nominated as the next major waypoint on the profession's Odyssey.

Barbara Lewincamp and Julie Faulkner review the digitisation program at the Australian Institute of Aboriginal and Torres Strait Islander Studies, a program with some very interesting and surprising (to me at least) outcomes. Roxanne Missingham and Robert Walls from the National Library of Australia report on their analysis of the uniqueness and overlap (which turns out to be limited) of the collections of Australian university libraries. Ursula Henderson, Kate Sergeant, Kate Sinclair and Robyn Ellard deliver a very upbeat account of a self-help adventure in South Australia which has already delivered support [and promises a great deal more] to emerging graduates in that State. Cathie Koina asks, more than a little sardonically 'Librarians are the ultimate knowledge managers [aren't they?]' We close the list of articles with a very thoughtful account by Don Boadle of the emergence of the Charles Sturt University Regional Archives from its small beginnings as a library collection; he reveals, in a somewhat understated way, the delicate nature of relations between the University and its constituent community over a thirty-year period as the Archives evolved. And of course [I sound like Peter Cundall of the ABC's Gardening Show] there is the usual crop of reviews co-ordinated by that supporter of lost causes and curious umpiring decisions, Dr Gary Gorman.

And another thing Go and have a look at the list of ALIA Fellowships on ALLAnet v5 [<http://alia.org.au/awards/>]: you may be surprised at some of the names that are not there. The nomination of one's colleagues for a Fellowship has to come from the membership: it can't be done from the top down. It's a curious thing, but the Australia Day honours list sometimes seems to get the jump on us when it comes to honouring outstanding contributions from within our ranks.

Ever thought of becoming a referee for ALJ?

It's not an onerous task, and intermittent, rather than continuous. Our referees tell us that it is an interesting and occasionally challenging job, and that it stimulates reflection on their particular areas of expertise. Articles submitted at the refereed level are usually about 5000 words long, and are often contributed by those making their first foray into writing for and about their profession. ALJ uses the 'double-blind system' so that neither author nor referee are aware of the other's identity. If referees suggest major changes to an article, their comments are made available [anonymously] to the author who can then decide how to react to them. The editor may act as an adviser at this or any other stage of the process. The possibility also exists with the consent of both parties to open a dialogue between referee and author. If you would like to join our cadre of referees, please drop me a line at PO Box 74 Middleton, Tasmania 7163, or jlevett@southcom.com.au, setting out your areas of interest or expertise. Whether or not your services are called upon depends entirely, of course, on the articles submitted, but if you are called upon, you will find it an interesting exercise. And you won't need a whistle.

John Levett

Education directions for new information professionals

Sue Myburgh

Caveat: The views expressed in this paper are mine alone (except where cited), and do not represent those of the University of South Australia.

Information professionals and those who educate them face enormous challenges. Increasingly easy access to communication media and information is altering perceptions of the very nature of information work, globally. There is no doubt that there are many challenges facing present and prospective information professionals too. These include issues around internationalisation and accreditation; the level and structure of programs for first professional qualifications and competition from neighbouring disciplines.

This paper was presented at the 11th Information Online Conference and Exhibition of ALIA, Sydney, 21–23 January 2003. The major sponsor of the conference was Factiva, a Dow Jones and Reuters Company.

Introduction

TRADITIONAL ROLES ARE BECOMING LESS FREQUENT IN THE ARRAY OF CAREERS NOW open to information professionals, and an assortment of different competencies, skills and graduate qualities is required to suit such opportunities. The kind of work traditionally performed by those dealing with groups of published documents such as journals and books (covered by national and international standardisation, legislation and bibliographic control mechanisms) is different in kind and degree from the work required in a hypertext, networked, digital environment; the work required in a physical institution like a library is different from that required for managing virtual information flows in intelligent, learning, networked organisations. Education for library and information science (LIS) is no longer only technical, but must include consideration of new cognitive, social and situational

Because of the multi-disciplinary nature of the new information jobs, LIS education (and associations) no longer have a monopoly on controlling entry to the profession — or to the jobs...

processes. Ultimately, it is actually information (the content of the artifact/document) that users want in order to satisfy their information needs.

This paper argues that there needs to be a shift from a document management perspective, to an information management perspective, which locates users, technology and information professionals within a socially constructed, complex context. This model should not only provide professionals with the necessary skills with which they can gain employment upon graduation, but also the vision and understanding which might help them cope better with the rapidly changing world in which we live. In this paper, I argue that a fresh approach needs to be taken concerning the education and development of the New Information Professional (NIP).

Change in the information professions

There are a number of reasons why the library and information science profession is undergoing change, and it is urgent that there is a suitable response from practitioners, the professional associations and those who educate for the profession. We can note that the sources of change are multiple, and it will not be possible to address each of them in equal depth in this paper.

- Social and cultural forces. We must become aware of the magnitude of social flux occurring that changes the ways in which communication takes place and thus alters the nature and fabric of societies and organisations, predicated as they are upon their information flows.
- Recognition of the fact that the domain of information is ever-expanding.
- Increasing use of Information and Communication Technology (ICT) and keeping up with its obsolescence provide challenges, especially as most ICT already has more utility than we need, and we need to learn how to use properly what is already there.
- ICT convergence changes the nature of information creation, storage and communication. Librarians have not been imaginative or innovative in their exploitation of technology, largely through lack of confidence.
- The issue of invasion of the territory by 'rival' information groups, often be-deviled by the phenomenon of re-invention of the wheel; as well as
- Competition from other organisations, tools and services.
- Emphasis on information as a commodity, and its strategic and competitive importance.
- Dis-intermediation.
- The changing nature of information work itself — especially trying to stay on top of information.
- Vacillating funding provisions.
- The aging population of practising librarians and the need to attract more students into revitalised programs, particularly with opportunities now available.
- Future of libraries — will libraries and librarianship will survive at all? If they do not survive, will the profession have lost anything?
- Job differentials — even in a single traditional setting, graduates do vastly

different jobs.

Other disciplines are not immune to such changes in a general sense, either. Robert Wright, a Professor of Landscape Architecture, included the following points in an e-mail he sent to the *Landscape Architecture Forum* on 5 October 1993. These issues seem just as applicable to LIS:

- Static disciplinary boundaries and institutional frameworks are now impediments to the development of critical knowledge and creative approaches needed to solve complex problems.
- The educational needs and skill sets of practitioners are rapidly changing due to the increasing specialisation of knowledge and the subsequent fast pace of technological development.
- Career paths of young practitioners are becoming increasingly fragmented, long-term experience in a single job setting is becoming rare and opportunities for induction programs based on apprentice-mentor training are diminishing.
- There is an increased need to access extra-disciplinary knowledge and to engage in meaningful trans-disciplinary activities.
- There are increasing demands by social institutions on professional and applied disciplines to justify their existence and relevance related to perceive social needs.
- There is a diminishing amount of mutually beneficial knowledge being exchanged between our educational institutions and professional practitioners.

Survival of LIS will almost certainly not occur in its present form or paradigm, and perhaps the most dangerous threat to the profession is what I call the 'librarian mindset'. This is to be found in LIS educators, associations and practitioners. IFLA (2000) stated that traditional LIS programs:

... have focused on developing physical collections of books and other materials in library buildings staffed by people who have learned to select, acquire, organise, retrieve and circulate these materials... [but] today the emphasis is on the individual practitioner and the concentration is on information provision in a variety of contexts...

This summarises the kind of changes which have already taken place — changes which are almost paradigmatic. We need to identify the boundaries and shape of this change, so that we can move forward in a positive way. This Kuhnian change of paradigm is intermittently paid some lip service, but the responses to change that we have seen — in practice and in education — have been modest and slight (for example, changes of name). Van House and Sutton (1996) explain this in terms of Bourdieu's notion of 'habitus', which constructs a kind of invisible game, with rules and actions than only those who share the same habitus are able to understand. This results in a perpetuation of the game:

A key concept in Bourdieu's analysis is that of habitus, a system of dispositions determined by past experience, particularly by one's class, education, and profession. Habitus functions as a matrix of perceptions, appreciations, and actions. Habitus is the means by which a field perpetuates itself through the voluntary actions of its members. It gives the appearance of rationality and intentionality to behaviour that is less than fully conscious. How individuals interpret a situation and the actions that they consider

possible are unconsciously constrained by their habitus. *Action guided by habitus has the appearance of rationality but is based not so much on reason as on socially-constituted dispositions.* (Author's emphasis). (Van House and Sutton, 1996).

Amongst the characteristics of the LIS habitus are:

- a focus on the library as the location of the profession, which has a physical presence, rather than on the skills and knowledge that librarians bring to it;
- a view of the profession which legitimises this stance, and in so doing, places undue emphasis on the tasks performed within such a place, rather than on an overall view of information creation, evaluation, seeking and use functions;
- a resulting emphasis amongst LIS educators (partly in order to meet ALIA's accreditation rules) on programs that are library-centred, tied to institutions and tools, rather than on abstract observations and analysis of information work as a whole.

The core assumption of the 'librarian mindset' is that information exists independent of human action and that LIS's value lies in describing reality; information then develops its own order and organisation. This is reinforced by Popper's description of *World 3*, the world of documents which contain information. As Radford (1998) indicates, the library has long been taken as a metaphor for order and rationality, as it 'represents, in institutional form, the ultimate realisation of a place where each item within it has a fixed place and stands in an a priori relationship with every other item. The rationality of the library in many ways represents the description of nature idealized by the institution of positivist science.'

He reminds us of the inaccessible library in the Umberto Eco epic, *The name of the rose*, where access is only available via the librarian. The librarian-god becomes the guardian of rationality and knowledge. The tendency to set the user aside can be explained within this paradigm, as the librarian seeks to exercise rationality and control over the collection and the user can be seen as a chaotic interrupter. Today's 'user-centredness' often is reduced to the nature of the user's relationship with the information system, rather than the user's *engagement* with the universe of knowledge creation and information behaviour.

Challenges for educators

An educator in LIS is engaged in preparing people for a career in the field. This requires a concern with the wider social context within which these careers will unfold over time. The unpredictability of the present environment makes both these tasks very difficult. Many factors in the sophisticated and complex society in which we now find ourselves have compelled a substantial reassessment of the educational requirements for careers in information management. These include changing human information behaviours, education and work competencies, and the increase in the value of information as a strategic and economic commodity. I am unable to address all of these within the scope of this paper, but will select a few for further discussion. Some of these are:

- lack of funding to universities in general, and to small LIS teaching teams in particular;
- the usurping of substantial parts of the discipline by others — such as knowledge representation and management, information retrieval, information be-

haviour and so on;

- the role of technology and how it fits into LIS;
- growth of information industry employment, particularly in special libraries and in corporate or organisational positions;
- erosion of boundaries between library and information science: and also the boundaries with business education, communications, journalism, media and computer science;
- shift of LIS's position to become part of the entrepreneurial market economy, rather than remaining in the cultural bastion;
- closure of several large library schools in North America, and renaming and refocussing of others — an example which might well be followed here.

In broad terms, we are facing a very different social, cultural, economic and technological environment from any that has ever existed previously. Such complexity is difficult to analyse; also, within the tenets of systems theory, there are ripple effects throughout whenever a change occurs. As we face such momentous and constant change, it is hard to predict all effects or suitable responses.

Social responsibility

A strong tradition in LIS is that of service — for the purpose of education, enculturation, social uplift — as well as the notion of the development of social capital. There is no doubt that information workers carry a professional responsibility that is of utmost importance in today's society, although I believe the scope of this responsibility is now much broader than previously. With the twin effects of global cultural imperialism conveyed through the media, and endemic information overload that is simply too much for most to deal with, information workers can play a role in reducing cultural and ideological differences because of their influence over information. We can assist in understanding similarities and diversity, and encourage appreciation of the contribution all can make to the international community.

Because of the richness of the information with which we deal, librarians can balance the negative tendency of globalisation to reduce cultures to superficial components, and instead emphasise the need to expand communications strategies, adopt pluralist perspectives and learn how others communicate and why. These should be principles that are incorporated into educational programs, and which go beyond mere descriptions of the insulting notions of 'information rich' and 'information poor', which deny indigenous knowledge systems, for example.

Disjointed incrementalism

There is no doubt that the situation that LIS now faces is complex, and many issues remain unexplained and therefore cannot be dealt with by the present dominant paradigm. As a result, anomalies have accrued: if knowledge is power, why don't librarians run the world?

Most LIS educational programs both here and internationally have dealt with such anomalies in a piecemeal way, adding various courses such as web page design, records management, database construction and the like in order to increase the job opportunities for graduates. In 1963, David Braybrooke and Charles Lindblom (quoted by Neill, 1992) published a study of policy-making and concluded that

the normal method for deciding on policies was that of 'disjointed incrementalism'. Policy change was incremental in that it was not revolutionary or on the grand scale. Small, or relatively small, problems were involved, and the solutions were prepared and proposed by individuals or by committees.

Incremental change seems to be what people can handle most comfortably. Any large change is psychologically threatening, and in any case, the necessary information to predict the consequences of action simply isn't available. This phrase describes very well the developments in LIS education. I suggest that 'disjointed incrementalism' is what all LIS educators have suffered from for the last twenty years. The use of different titles and terms in education for LIS professionals is an example of 'disjointed incrementalism'.

We are often overwhelmed by all this change, by the accretion of change, and by invasions from and developments elsewhere, but this is a poor excuse for avoiding or postponing a fresh and holistic look at where the profession is going. We cannot be like incremental policy analysts, who 'often rule out of bounds the uninteresting (to them), the remote, the imponderable, the intangible and the poorly understood, no matter how important (Neill, 1992, p126).

If this is not addressed, Wilson's view (2000) is that what will happen is catastrophic change — a point when systems undergo sudden and rapid change. This does now seem to be happening in some areas, such as the Universities of Washington, Michigan and Texas (although this was planned, rather than unexpected). In LIS, when this has happened, we have mostly attempted to react only after the event, which is a frequent way of dealing with catastrophe.

Collaboration, convergence and diversification are suggested by Wilson as means of survival. He suggests that the way to overcome the problems of sudden, discontinuous change is carefully managed continuous change. I would argue that this has not been a model that has served us, as information workers, or the profession, very well. We can say instead perhaps that we have had continuous change, but it has not been carefully managed. On the whole, there have been more setbacks than gains; those who teach LIS in Australia have become fewer and fewer, and ALIA is battling to keep up membership figures. Libraries are increasingly by-passed as clients access the internet.

Internationalisation and globalisation

Internationalisation is an issue in the education for NIPs because of their fluid and mobile lives, and the multi-national companies that they might work for. The whole world is interconnected on every level. NIPs need transportable and internationally recognised qualifications. This makes accreditation an issue, across the range of professional associations now accessible by information workers, and across international boundaries. We are not educating for a homogenous, domestic market any more. This applies to universities in general, as well as our profession.

As well as this, a major feature of the so-called 'information society' or 'information economy' is its global nature. Much 'globalisation' is a Western phenomenon — specifically North American. However, the ideology of globalisation can be perceived as a threat to basic human rights, in the information sphere if nowhere else. It is also a threat to libraries as social institutions, rather than places. Koltutsky notes that 'An

institution that allows the individual to access information at no cost [is] viewed as a threat to... profits... The library's role in keeping information in the public sphere is... marginalised' (Koltutsky, 2001). This is a challenge that must be boldly and imaginatively faced, if we are to succeed.

Librarians are on a social mission to protect rights of access to information (not documents). The cultural and social location of the origin of information needs to be taken into account: information is a product of its society. This is, of course, related to the issue of social responsibility mentioned above. Information professionals can no longer be neutral.

Access to ICTs (which support globalisation) is not global or democratic. Theoretically ICTs can build a worldwide network that breaks down the boundaries between countries and removes the cultural barriers between people from different cultures. In reality, this is not the case: not while there are six billion people on the planet, and only about one billion have regular access to the internet, and the rest are not likely to in their lifetimes. Librarians have a role to play in this that poses a challenge to the profession: how is it to be done? Should information professionals from the English-language nations be able to speak at least one other language?

Globalisation ensures that masses of information are available internationally, but it also has the side issue of privatisation of information access — increasingly this costs more. Information is an enabler, but globalisation is making it a purchasable good. This is what creates a digital divide. Herbert and Anita Schiller (1988) are concerned about increasingly blocked access to information, and its costs:

Commercialisation and privatisation are means to institutionalise a process whereby information is restricted to those with the ability to pay. Governmental administrative measures assist the process when they are aimed at removing huge quantities of information from the public domain and transferring basic informational functions from the government to the private sector (Schiller, 1988)

They are further of the opinion that growing privatisation of information may cause libraries to be bypassed altogether — and this view was expressed in 1988, before the widespread use of the internet which has in fact emphasised this.

Information as a strategic commodity

This brings us to the value of information as an economic commodity. A critical environmental change is the increase in the value of information as a strategic commodity. Information's role in creating power and wealth is attracting the attention of powerful new players — and new competition for LIS. Vincent Mosco has observed that 'Commodification refers to the process of turning use values into exchange values, of transforming products whose value is determined by their ability to meet individual and social needs into products whose value is set by what they can bring in the marketplace' (Mosco, 1996).

However, information must be viewed as a public good even while it may also exist as a commodity with a dollar value. The commodification of information and knowledge not only has an impact on LIS, but profound implications for social values and the community at large — outcomes which information professionals, including librarians, need to be considering now.

Multi- and inter-disciplinarity

Hayek commented nearly half a century ago: 'There is scarcely an individual phenomenon or event in society with which we can deal adequately without knowing a great deal of several disciplines...' (Hayek, 1956, 464). Many LIS problems are interdisciplinary — but we show a reluctance to address such issues. Multi-disciplinarity leads to more interdisciplinary work. Most programs are too narrow to address the increasing challenges of the profession, concentrating instead on the identification of core. We must, equally importantly, examine where the boundaries of the profession lie. There is some growth: the infusion of multi-disciplinary perspectives results as LIS educators conduct research with people from cognate fields, and when they offer joint programs/courses with other academic departments (such as is done at the University of South Australia). Such developments could encourage a fresh examination of LIS, and an appreciation of the field as a kind of meta-discipline, dealing as it does with knowledge.

Preparing graduates for a career

I do not wish to diminish the wider social responsibilities of the institutions of education and organisations such as universities, but there is no doubt that the modern student typically undertakes further education primarily as a means of securing a job. Attracting the 'right' type of student to LIS courses is a dilemma in and of itself (do we really need more female arts graduates?); ensuring that they gain employment on graduation is critical. Several researchers have undertaken studies which explore exactly what organisations are looking for, including Myburgh (2000, 2002), Willard and Mychalyn (1998) and Feret and Marcinek (1999).

Willard and Mychalyn (1998) looked at the relationship between available jobs, qualifications of LIS graduates and the successful applicants. They arrived at the conclusion that such new jobs are diverse, and the link between necessary qualifications and the job was not obvious — suggesting that LIS graduates need to think carefully about what they know and how they can use such knowledge.

Myburgh (2000, 2002) undertook a five year longitudinal study based on job advertisements for information professionals, appearing in *The Australian* (a national newspaper in Australia); *The Advertiser* (a South Australian newspaper) and announcements posted on ASIS-L, PACS-L, RECMGMT-L and RMAA-list — information-related listservs on the internet. A random sample [seventy-six advertisements] was taken for the purpose of this exercise. Specifically, the competencies demanded for each job were analysed and considered, rather than job titles (which were viewed as often misleading and uninformative). From them, phrases and terminology were drawn which described the characteristics and qualifications of the kind of staff they were looking for. The top desirable characteristics were as follows — and it is worth emphasising that elements such as knowledge of AACR2 and other such 'core' knowledge were mentioned only once or twice:

Desirable attributes, skills and understandings		Frequency
1	Social impact of information and communication technologies. Effect of ICT on the development and conduct of scientific research. Role of information in national/international development. Effect of ICT on the development and conduct of scientific research	36
2	Knowledge of records management principles and electronic record-keeping, records/information and business procedures. Understand the interplay between the information and business needs of large companies	23
2	Assessment, implementation and monitoring of new technological systems. Technological expertise and understanding	23
3	Knowledge of software and relational databases; ability to create data structures which facilitate the indexing and retrieval of information. Textual contextual analysis	21
4	Assessment of the needs and usage styles of consumers of digital media	18
5	Interpret and apply legislation and regulation	14
5	Understand and implement classification and functionality systems; The definition, organisation and design of information systems; indexing and thesaurus development	14

Feret and Marcinek (1999) rank their findings as follow. It can be seen that there is a congruence with the results given above:

1. Communication/training skills.
2. IT skills.
3. Managerial.
4. Commitment — including an entrepreneurial approach.
5. Subject knowledge/profiling.

They add, when describing the librarian of 2005:

...his/her most important characteristics are very good interpersonal and communication skills, language proficiency, team-working skills, user friendliness and customer orientation. In order to fulfil at least the above expectations and to work with no hope of a reasonable salary, a candidate for the 2005 librarian needs to have a really good sense of humour.

It is interesting to compare these studies with the work done by Brittain in 1995. He indicates that only twenty per cent of LIS graduates end up in the profession, and that seventy-five per cent of the potential employment market required skills, knowledge and experience that was not provided in LIS schools. One can therefore conclude that changes in curricula would enable students to have access to a much wider variety of information jobs — or indeed, make the difference between a career in information management or not.

These studies and others like them need to be taken seriously by the profession and its educators.

A new paradigm for professional education

Many of our problems are associated with our own lack of clarity in knowing exactly what our cultural niche actually is. We are not entirely sure of what game we are playing. What epistemological framework can we establish which will guide the profession

through times of low funding, virtuality, commodification, globalisation, diversification and mobilisation? What is the paradigmatic basis? We need a framework so that we can understand how the roles and relationship within library institutions become constituted and the systems of power that they inevitably serve (Radford and Budd, 1999). Much of this paper has dealt with identifying challenges to the profession, and education, and now we need to address how we may deal with them.

Information professionals have shown, through the embodiment of their profession in collections of selected and managed documents, a long-standing leitmotif: the provision of access to information on a socially and institutionally co-operative and non-profit basis. It should therefore be no surprise that the skills that are used to achieve these goals in the analogue world should be used, for the same ends, in the contemporary digital world — but we require a wider, theoretical framework, not based only on a set of skills. A *knowledge* base is most likely to offer the most to a neophyte information worker than a collection of rapidly dated *skills*, as the graduate must be able to respond to new and uncharted problems during his/her career. In addition, as Sutton (1998) suggests, we may need to ‘embrace the inevitable and deliberate obsolescence of extant professional knowledge and skills’.

One aspect is that such a paradigm will be inclusive. Even more significantly, such a paradigm should be reflective of a different world view towards the processes of information management, and, as such, identify the core knowledge of the field (rather than cataloguing, seeing the broader issue of knowledge representation and organisation and its culturally determined roots). Additionally, such knowledge must focus on theory analysis and critique. Ostler and Dahlin (1995) note that Dewey was not interested in the theoretical underpinnings of the profession, but rather with its practice: this seems to have set the tone for much subsequent LIS education. As a result, as social and economic circumstances change, there is no unified body of theory to provide a lens with which to view new problems and deal with them.

For example, considering the work of modern philosophers such as Foucault might prove an interesting starting point. Radford and Budd (1999) note Michael Harris’ interesting point that ‘Foucault ... [has made a] contribution to LIS in terms of a desire to overturn the power of positivism in the social sciences and understand the political economy of knowledge in new and innovative ways. Harris (1993) states that ‘one can only wonder at the extent to which Foucault’s work has been ignored by such professions as librarianship and social work that would seem to be in a position to benefit significantly from his insights’. There has recently been some work in the area of postmodernist librarianship, by Radford (1998), Day (1996), Capurro (1985, 1996, 2000), and Frohmann (1994), which does offer fresh insights into the LIS role and ethics.

As noted, we must learn to focus on information and knowledge, and not its containers:

The traditional focus of LIS has not been on information at all but rather on its containers — books, journals, maps, and so on. It acquires, describes, stores and disseminates them without much concern for how their intellectual content is used. John Perry Barlow... compared information to fine wine: ‘We thought for many years that we were in the wine business. In fact, we were in the bottling business. And we don’t know a damned thing about wine’ (Van House and Sutton, 1996)

It is the information itself with which information professionals should be concerned. Just what this information is, and how it can be managed, is clarified further below, as this is a pivotal point. In passing, it is worth noting that the future of libraries themselves (as storehouses of physical objects) is incidental or even irrelevant to the profession.

Abbott (1998) suggests two ways of dealing with the 'new' problems mentioned above: reduction and abstraction. In the first, a problem is seen as part of an area which is already disciplinarily defined. In the second, new problems are related to underlying theories which have already been developed in a discipline. In librarianship, there is a paradox in that we seek to describe the content of documents in words that best express the content, without studying linguistics or semiotics, or understanding the social construction of knowledge, or the contextual base for meaning. Thus, knowledge of the broader issue of classification theory assists more in organising hypertext documents than does knowledge of how to apply the Dewey Decimal System.

Among the specifics of such a program, it is possible to note a few areas:

1. There should not be too much focus on specific information resources and how to use them, but rather on how knowledge is created and organised in different fields, where it comes from, how to assess it and finally the discipline-specific problems with accessing it. Students from a first professional degree cannot be expected to graduate with a full working knowledge of all information resources across the entire field of knowledge.
2. It is also necessary to look at information management itself in more detail, which involves a close analysis of what information is, as opposed to documents, and how information, data, documents, knowledge and technology are each managed in quite different ways. Included here should be the uses to which information is put; how users assess quality and relevance (especially, once again, across disciplines); where information is used in different ways by different users; and issues of privacy, intellectual property and the like.
3. Social issues, such as access, information's contribution to social uplift, the role of information policies in organisations and countries, and the relationship between society and technology is vital for a professional and international perspective.
4. There is no denying that today's graduates need to be fluent in information systems and technologies of all kinds. In particular, they need to be aware that such technologies are not a surrogate for professional activities, but support and expand them.
5. The program should focus on more general practices and principles in a wider range of information environments and with a larger number of document formats. I believe Marfleet and Kelly (1999) put this very well:

In order to avoid misunderstandings and provide good service, information professionals realised that what was needed was a better understanding of the cognitive, affective and social processes underlying information needs, searching, interpreting and problem-solving. The new model for the information professional is that of an INTER-MEDIA-RY: someone who analyses the customers' needs in a broad sense — the kinds of problem-solving they are doing, their goals, the social and organisational matrix of their activities,

their knowledge states, their preferences for information search strategies and formats, etc. This customer knowledge is then put to use not to stockpile materials and 'dish them out' to passive clients, but rather to provide a customised gateway to widely-distributed resources — both people and 'things' — which can help the customer make non-random decisions and find the paths toward desired goals.

6. Lastly, the important interaction between information, society and humans should be examined — as well as human interaction with information systems.

Van House and Sutton strongly suggest that the profession disassociate itself from libraries, a trend that we are already seeing in North American library schools.

... we suggest that LIS education needs to (further) decouple itself from libraries. Currently, much of the discussion around LIS education is less of an abstraction of its knowledge base than a simple extension of its core institutional focus, libraries. Arguing that new problem areas and institutions are much like libraries is not a powerful argument for domain in competition with professions that are larger, more flexible, have more public visibility and perhaps credibility, and are more competitive (Van House and Sutton, 1996).

The educational ramifications of these changes are considerable. There needs to be more orientation toward the corporate and information industry constituency; more emphasis on data and information structuring and the design of information systems; development of a more entrepreneurial and market orientation; development of a more international orientation; and the development of a core competency that is general to information professions and not specific to librarianship, in recognition of the great employment mobility of information professionals.

Undergraduate vs postgraduate

Undergraduate education in LIS is a fairly recent phenomenon, and has not been successful in most parts of the world where it has been tried. In Australia, RMIT is closing down its degree from 2003; the University of South Australia will do so as soon as it can after that. Dropping numbers, and in general the poor quality of students have led to these decisions. At most, LIS undergraduate courses have been offered as electives to other degrees, notably education (where one can see a clear link). In general, such individual courses have not been seen as offering essential skills in the information society.

In my experience, undergraduates (if they have come directly from school) typically do not have the life experience which is necessary to understand this complex and sophisticated blend of art and science that forms the backbone of the profession. It is only after more experience of human nature, individually and within organisations, that some appreciation of the role of information and knowledge (not reading or documents) can be fully understood.

There is a need for more comprehensive initial training. I am of the view that a post-bachelor Master's degree should become the basic pre-professional training. The Graduate Diploma is not enough. It is not possible to meet the needs of the profession within this framework. We don't need more superficialists, who train within a one-year time frame, and have a smattering of bits and pieces of knowledge across a discipline area that is too wide to capture within one year. It should be noted that a Master's degree has become the first professional qualification internationally in LIS (and across many other professions as well). The Graduate Diploma seems to

survive only in Australia and South Africa — and it is being phased out in the latter country.

Added to this, if the first professional degree is offered only at a post-graduate level, this means that the new graduate has more than one string to his/her bow: they will already have some in-depth knowledge about some other discipline, and an understanding of how knowledge, theory and a literature base is created within such a discipline. This can then be extrapolated upon to construct an understanding of dealing with the body of knowledge found in other areas.

To say the graduates will not earn salaries commensurate with the time they take to study is to deny the central role that they should be assuming in modern society which is the *raison d'être* of the field.

Impediments to new era

There are some immediate problems with such a proposal which cannot be fully explored here, such as the tradition-bound university and the conflict between striving for graduate-level scholarship, encouraging students to pursue research which advances the profession, and satisfying employers who pay most attention to skills-level details and competencies. Abbott (1988), however, states quite clearly that a profession's strongest claim of jurisdiction over a problem is that its knowledge system is effective in the task domain. However, this is not the case with traditional LIS education; it is both why LIS graduates don't get jobs, and why so much information work is not performed by those who are educated in this area.

There are different career stages which require different educational outcomes, as well. At first, graduates might feel that they require more practical skills; later on, there is more need for managerial accomplishment; later, more theory and professional context; even later, the interaction between information and society, and the manner in which knowledge is created in a variety of fields, becomes central to the professional view.

Because of the multi-disciplinary nature of the new information jobs, LIS education (and associations) no longer have a monopoly on controlling entry to the profession — or to the jobs. The education of skilled information professionals must evolve to meet the many new challenges that have resulted from the complex, knowledge-based environment in which we live and work. In this model, there is an attempt to model professional education so that graduates are provided with the necessary skills with which they can gain employment upon graduation, as well as the vision and understanding which might help them cope better with the rapidly changing world in which we live.

We must be able to tie together the reality of the Information Society, and the work that must be done within it, and the education and training necessary for such pivotal roles.

Bibliography

- Abbott, Andrew Delay (1998) 'Professionalism and the future of librarianship.' *Library trends* 46 (3): 430–444.
- Abbott, Andrew Delay (1988) *The system of professions: an essay on the division of expert labor*. Chicago: University of Chicago Press.

- Brittain, Michael (1995) *New job opportunities for information professionals in Australia*. [Unpublished].
- Budd, John M (1999) *The information professions as knowledge professions*. [Online] http://conference99.fh-hannover.de/fulltext/budd_f.htm
- Capurro, R (1985) 'Epistemology and information science'. One of three lectures at the Royal Institute of Technology Library (Stockholm, Sweden), published as Report Trita-Lib-6023 August 1985, Stephan Schwarz. Ed. [Online]. <http://www.capurro.de/trita.htm>
- Capurro, Rafael (1996). 'Information Technology and Technologies of the Self.' *Journal of Information Ethics* 5 (2): 21, 26.
- Capurro, R (2000) 'Hermeneutics and the phenomenon of information'. In Carl Mitcham, ed *Metaphysics, epistemology, and technology: research in philosophy and technology* 19: 79–85. [Online]. <http://www.capurro.de/ny86.htm>.
- Danner, Richard A (1999) *Redefining a profession*. [Online] <http://www.law.duke.edu/fac/danner/Callweb.htm>
- Day, R (1996) 'LIS, method, and postmodern science.' *Journal of Education for Library and Information Science*, 37 (4). [Online]. <http://www.lisp.wayne.edu/~ai2398/method.html>
- Day, Mark Tyler (1998) 'Transformational discourse: ideologies of organizational change in the academic library and information science literature' *Library trends* 46 (4): 635–668.
- Feret, Blazej, Marzena Marcinek (1999) *The future of the academic library and the academic librarian: a Delphi study*. [Online] <http://www.educate.lib/chalmers.se/IATUL/proceedcontents/chanpap/feret.html>
- Foucault, Michel (1972) 'The discourse on language' in *The archaeology of knowledge*. Trans. By Rupert Sawyer. New York: Pantheon, 1972.
- Foucault, Michel (1980) 'Truth and power' in *Power/knowledge: selected interviews and other writings: 1972–1977*. Trans. By Colin Gordon. New York: Pantheon.
- Frohmann, Bernd (1994) 'Discourse analysis as a research method in library and information science.' *Library and Information Science Research* 16: 119–138.
- Garrod, Penny and Ivan Sidgreaves (1998) *Skills for new information professionals: the SKIP project*. [Online] <http://www.ukoln.ac.uk/services/elib/papers/other/skip.htm>
- Greisdorf, Howard and Amanda Spink (2000) *Recent relevance research: implications for LIS education*. [Online] http://www.lise.org/nondiscuss/conf00_Greisdorf_Spink.htm
- Harris, Michael (1993) 'Review of Michel Foucault'. *Library quarterly*, 63: 115–116.
- Hayek, F A (1956) 'The dilemma of specialization'. In L D White (ed) *The state of the social sciences*. Chicago: Chicago Press. 462–473.
- Hayek, F A (1945) 'The use of knowledge in society'. *American economic review* 35 (4) 3–17.

- IFLA (2000) *Guidelines for professional library/information educational programs, 2000*. [Online] <http://www.ifla.org/VII/s23/bulletin/guidelines.htm>
- Koltutsky, Laura (2001). *Information technology and globalisation*. [Online]. <http://www.slis.ualberta.ca/cap01/laura/ithome.htm>
- Marfleet, Jackie, Catherine Kelly (1999) 'Leading the field: the role of the information professional in the next century'. *Electronic library* 17 (6) 359–364.
- Mosco, Vincent (1996) *The political economy of communication: rethinking and renewal*. London: SAGE Publications.
- Neill, SD (1992) *Dilemmas in the study of information: exploring the boundaries of information science*. New York: Greenwood.
- Ostler, Larry J, Therrin C Dahlin. (1995) 'Library education: setting or rising sun?' *American libraries* 26:683.
- Radford, Gary P (1998) 'Flaubert, Foucault, and the Biliotheque fantastique: toward a postmodern epistemology for library science'. *Library trends* 46 (4): 616–635.
- Schiller, Herbert and Anita (1988) 'Libraries, public access to information, and commerce.' in *Political economy of information* ed by Vincent Mosco and Janet Wasko. Madison: University of Wisconsin Press.
- Shamel, Cynthia L (2002). *Building a brand: got[a] librarian?* [Online]. <http://www.infoday.com/searcher/jul02/shamel.htm>
- Sutton, Stuart A (1998) *The panda syndrome II: innovation, discontinuous change, and LIS education*. [Online] <http://wricir.syr.edu/~ssutton/panda/Panda2.htm>
- Van House, Nancy A and Stuart A Sutton. (1996) 'The panda syndrome: an ecology of LIS education'. *Journal of education for library and information science* 37 (2):131–147.
- Willard, Patricia and Janette Mychalyn (1998) 'New information management work in a changing world: an Australian survey'. *International journal of information management* 18 (5): 315–327.
- Wilson, AM and Robert Hermanson (1998) 'Educating and training library practitioners: a comparative history with trends and recommendations'. *Library trends* 46 (3): 467–505.
- Wilson, TD (2000) *Curriculum and catastrophe: change in professional education*. [Online]. http://www.alise.org/conferences/conf00_Wilson--Curriculum.htm

Sue Myburgh is senior lecturer and program director, Management and Internet Communication Strategies School of Communication, Information and New Media Foundation Director, Centre for Internet Studies University of South Australia, St Bernard's Road, Magill, SA 5072 ph: 08 8302 4421 fx 08 8302 4745 sue.myburgh@unisa.edu.au, <http://www.unisa.edu.au>

All Haworth Journals Are Now Available Online And Can Be Accessed SITE-Wide At No Extra Charge With A Library Archival Print Subscription!

REQUEST FREE SAMPLE COPIES OF ESTABLISHED AND NEW JOURNALS in library and information science and in the many subject areas in which we publish. To receive your FREE sample copies, attach your business card to this ad and mail to us, visit our Web site at www.HaworthPress.com, or send an e-mail to orders@HaworthPress.com. **NOTE:** Please note that not all journals are available at this time. We will hold your request and send your sample copies once the charter issue comes off press.

SIGN UP TO RECEIVE ADVANCE TABLES OF CONTENTS BY E-MAIL! Just attach your business card to this ad and mail to us or go to www.HaworthPress.com/toc to sign yourself up in your fields of interest.



Free
Site-Wide
Electronic
Access!

Internet-Related Librarianship Journals

First Box: Free Sample Copy / Second Box: Table of Contents E-mail Service

- | | |
|---|---|
| <input type="checkbox"/> <input type="checkbox"/> Internet Reference Services Quarterly | <input type="checkbox"/> <input type="checkbox"/> Journal of Electronic Government Information / <i>In Development</i> |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Digital & Electronic Acquisition ←Forthcoming! | <input type="checkbox"/> <input type="checkbox"/> Journal of Electronic Resources in Law Libraries ←Forthcoming! |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Internet Cataloging | <input type="checkbox"/> <input type="checkbox"/> Journal of Electronic Resources in Medical Libraries ←Forthcoming! |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Consumer Health on the Internet (formerly <i>Health Care on the Internet</i>) | |

Additional Journals For Library & Information Science Professionals

First Box: Free Sample Copy / Second Box: Table of Contents E-mail Service

- | | |
|--|---|
| <input type="checkbox"/> <input type="checkbox"/> The Acquisitions Librarian | <input type="checkbox"/> <input type="checkbox"/> Journal of Library & Information Services in Distance Learning ←Forthcoming! |
| <input type="checkbox"/> <input type="checkbox"/> Behavioral & Social Sciences Librarian | <input type="checkbox"/> <input type="checkbox"/> Journal of Map & Geography Libraries ←NEW! |
| <input type="checkbox"/> <input type="checkbox"/> Cataloging & Classification Quarterly | <input type="checkbox"/> <input type="checkbox"/> Journal of Religious & Theological Information |
| <input type="checkbox"/> <input type="checkbox"/> Collection Management | <input type="checkbox"/> <input type="checkbox"/> Legal Reference Services Quarterly |
| <input type="checkbox"/> <input type="checkbox"/> College & Undergraduate Libraries | <input type="checkbox"/> <input type="checkbox"/> Library & Archival Security |
| <input type="checkbox"/> <input type="checkbox"/> Community & Junior College Libraries | <input type="checkbox"/> <input type="checkbox"/> Medical Reference Services Quarterly |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Agricultural & Food Information | <input type="checkbox"/> <input type="checkbox"/> Music Reference Services Quarterly |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Access Services ←NEW! | <input type="checkbox"/> <input type="checkbox"/> Public Library Quarterly |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Archival Organization ←NEW! | <input type="checkbox"/> <input type="checkbox"/> The Reference Librarian |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Business & Finance Librarianship | <input type="checkbox"/> <input type="checkbox"/> Resource Sharing & Information Networks |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Hospital Librarianship | <input type="checkbox"/> <input type="checkbox"/> Science & Technology Libraries |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Interlibrary Loan, Document Delivery & Information Supply | <input type="checkbox"/> <input type="checkbox"/> The Serials Librarian |
| <input type="checkbox"/> <input type="checkbox"/> Journal of Library Administration | <input type="checkbox"/> <input type="checkbox"/> Slavic & East European Information Resources |
| | <input type="checkbox"/> <input type="checkbox"/> Technical Services Quarterly |

Visit our new web page created especially for Library and Information Service Professionals!



www.HaworthPress.com/library

(You'll find free downloadable posters for your library!)

The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580 USA

Tel: 1-800-342-9678 • Fax: 1-800-895-0582 • Visit our website at www.HaworthPress.com

For a complete listing of Haworth journals,
visit www.HaworthPress.com/journals/journallist.asp

PA003

Truth and libraries

Miroslav Kruk

The postmodernist model of librarianship is a threat to libraries. Voices calling for a revolutionary change in librarianship are a sign of disturbing broader trends in modern societies. There is a clear tendency towards relativism and even irrationalism and this is reflected in librarianship. Concepts such as truth and objectivity are being questioned and often rejected. Yet, libraries cannot exist without them. A restoration of Platonism is necessary if libraries are to survive.

Manuscript received January 2003

The will to truth which will still tempt us to many a venture, that famous truthfulness of which all philosophers so far have spoken with respect — what questions has this will to truth not laid before us! What strange, wicked, questionable questions! We asked about the value of this will. Suppose we want truth: why not rather untruth? and uncertainty? even ignorance? The problem of the value of truth came before us — or was it we who came before the problem? It is a rendezvous, it seems, of questions and question marks. And though it scarcely seems credible, it finally almost seems to us as if the problem had never even been put so far — as if we were the first to see it, fix it with our eyes, and risk it. For it does involve a risk, and perhaps there is none that is greater.

Friedrich Nietzsche *Beyond Good and Evil*

The need for certainty and Truth, to know the world as it verily is, is not a privilege of philosophers or their contrivance; it simply is human, and it is most unlikely that it will ever be extirpated... Truth will remain always the great word that lets the heart beat more strongly.

Leszek Kolakowski *Debating the state of philosophy*

Knowledge and opinion, fiction and non-fiction

It is often stated that the aim of libraries is to provide access to information. Apart from public libraries, which may collect recreational materials, all other libraries are focused on allowing readers to learn and become more knowledgeable. In secondary schools, teachers emphasise the role of independent research in the process of learning and encourage students to use school libraries, often called learning resources centres, for this purpose. The role of university libraries is even more important. It is impossible to imagine a good university without an extensive library. Libraries are assumed to contain materials that present a true picture of the world. Readers have confidence in books they find in libraries. They assume that authors are honest in their presentation of the matter they write about and do not want to trick them. Readers also trust librarians who, they believe, would not collect

It seems that librarians rigorously apply themselves to give the public access to a true representation of the world. They insist on the division of the collection into two clearly separated domains, fiction and non-fiction.

books written by malicious writers who purposefully distort the image of reality.

This confidence in books finds its fullest expression in the core of any library, a reference section. This part of the library is treated with reverence as a place where Truth abides. The reader who takes an encyclopedia into his/her hands assumes that its authors made every possible effort to get the facts right — a fact must be true if it is presented as such in the encyclopedia. Are these expectations of readers reasonable? Are librarians ‘guardians of truth’? Are libraries ‘temples of knowledge’? The classical theory of knowledge is based on the opposition of knowledge and opinion. Plato says that opinion (Gk. *doxa*) is inferior to the genuine knowledge (Gk. *episteme*). Opinion is an expression of a belief which is not always justified. Only by rational examination of a belief we can determine whether it may be accepted as knowledge. Knowledge, is therefore, a collection of justified beliefs that correspond with reality. In other words, knowledge is about how things really are while opinion is how things appear to be.

It seems that librarians rigorously apply themselves to give the public access to a true representation of the world. They insist on the division of the collection into two clearly separated domains, fiction and non-fiction. Fiction denotes imaginary writing, in other words, made-up stories. Non-fiction is restricted to books containing truthful representation of facts. When readers enter the non-fiction section they assume that they have access to knowledge and not mere opinions. A *Statement on Core Values of Librarianship and Information Service*, prepared by the American Library Association, gives the readers ‘assurance of free and open access to recorded knowledge, information and creative works’. Creative works describe imaginary characters and situations, existing only in authors’ and readers’ minds. In contrast, knowledge and information is a representation of the world as it really is, perceived by our senses and organised by our minds in a coherent mental picture of the world. Novels describe events that did not really happen. Even in historical novels, which are partly based on facts, the fictional and subjective character of the story is self-evident. The author acts as creator and his role is deemed so important that books in the fiction section of the library are arranged according to the authors’ names. Entirely different rules are applied in the non-fiction section. Here, the author is less important. The focus is on the reality that is recreated in author’s mind. Re-created and not created — or invented — as in fiction.

This dichotomist model of the library is based on several basic unstated convictions about the nature of the world, as reflected in human minds and expressed in words: the world exists independently from our minds; our minds mirror the world; objective knowledge about the world is possible; knowledge transcends individual experience; it can be expressed in words; it is fundamentally different from opinion. It seems that these assumptions are quite reasonable and acceptable to all librarians. However, not everyone is satisfied with them. For John M Budd, assumptions of this kind are of positivistic nature. Budd asserts in his article ‘An epistemological foundation for library and information science’ (*Library Quarterly* 65 [3], July 1995) that library and information science is firmly grounded in positivism. However, it is questionable whether such a narrow understanding of the most fundamental assumptions made by librarians is legitimate. Budd wants to cast off positivism as the epistemological foundation of modern librarianship and replace it with the

phenomenology of Edmund Husserl. He tries to disarm potential defenders of the current model of librarianship by showing that what they want to defend deserves only to be discarded. Positivism for him manifests scientism, empiricism, reductionism, uniformity in its approach to different sciences and its inability to recognise the special character of human sciences (Dilthey's *Geisteswissenschaften*).

Attack on reason

Similar criticism is made by other writers on librarianship. In fact, modern librarianship is under pressure to reinvent itself. One of the most radical re-evaluations of the epistemological foundation of librarianship is proposed by Gary P Radford in his article 'Flaubert, Foucault, and the Bibliotheque Fantastique: towards a postmodern epistemology for library science' (*Library Quarterly* 62, October 1992). Radford is dissatisfied with the model of the library as a mirror of reality. In his view, the library has existed as an institution that imposed constraints on readers and limited their freedom to explore the world and to express freely their opinions. In the past, readers visited libraries with the sole purpose of searching for information. Their actions had to take place within rules devised by librarians. Readers had to meet the expectations of librarians and were forced to play the role of those who always wanted to know more. In Radford's model they had no other choice but to accept the rules of the game imposed on them by librarians who reserved the right to define and determine the nature of social intercourse occurring in libraries. The whole process was highly institutionalised. Only certain forms of knowledge were sanctioned by librarians. Knowledge was systematically organised and there was no room for dissent. Only one side had the right to decide what was 'true': knowledge was intimidating because it was Truth itself, imposing and non-negotiable. Radford wants this allegedly positivist conception of the library to be smashed into pieces. Readers must be liberated from the stifling embrace of librarians. Radford writes approvingly of Michel Foucault's refusal to differentiate between the library and the fantastic, reason and madness, scholarship and dream. In this view librarians have always controlled reading materials and kept readers in subjugation but the time has come to set readers free. Librarians must be stripped of authority. They will no longer be allowed to interpret, filter and evaluate what library users want to read.

Radford therefore proposes a post-modernist revolution: In the 'bibliotheque fantastique', there is no longer a canon to turn to and master. Everything is potentially valuable or worthless, depending on its position in the temporary contexts that are created in individual library searches. Dichotomies such as the true and the false, the important and the trivial, and the enduring and the ephemeral lose their previous importance. For Radford and his fellow postmodernists, knowledge is constructed and not discovered and has no universal pretensions. What Radford finds exhilarating is the boundless energy of the reader, encompassing irrationality and madness. As Budd before him, he also uses the epithet of positivism to castigate librarians who are still attached to the allegedly old-fashioned concepts of rationality and objectivity:

The positivist framework cannot conceive of a library where collections are temporary rather than universal, subjective rather than objective, and which follows structures of rationality that may be entirely different from those imposed by the library system. The search for knowledge is replaced by the idea of the construction of knowledge in the experience of the fantasia. Should librarians capitulate and accept the postmodernist model of librarianship? If they are inclined to do so they might be well advised to

contemplate what the consequences of such a move would be.

A proto-postmodernist reader

Let us look closer at one historical personage who well exemplifies the problem of library users having boundless freedom. It is the first decade of the twentieth century and our reader, a young man, is coming from a provincial town to Vienna, a modern Central European metropolis. He is ambitious and idealistic and has a burning desire to understand the world. It is not an easy task in the Austro-Hungarian empire in the last years before the First World War. The empire is a conglomerate of ethnic communities which just recently discovered, or created, their national identities. The young man belongs to the ruling ethnic minority which finds it increasingly difficult to keep the lid on the boiling kettle of ethnic, religious and political tensions. He is a keen observer and also reads voraciously. He spends whole evenings in libraries. He is a member of several large, state-supported libraries and also belongs to smaller lending libraries. He will later write that he had always been surrounded with books. Books were his whole world, as his friend, August Kubizek, would reminisce. Gradually, he develops a *Weltanschauung* of his own. He believes that observations of the external world and knowledge gathered from printed matter allow him to grasp the truth about the world.

Libraries played a crucial role in this process although he used them in an independent manner. He was an autodidact who avoided the undue interference of librarians. He was not interested in librarians' opinions and did not seek anyone's assistance. Neither was he intimidated by immensity of knowledge he found in books. He knew he could discover Truth on his own. Books provided him with raw material out of which he constructed his own vision of the world.

Outside my architectural studies and rare visits to the opera, for which I had to deny myself food, I had no other pleasure in life except my books. I read a great deal then, and I pondered deeply over what I read. All the free time after work was devoted exclusively to study. Thus within a few years I was able to acquire a stock of knowledge which I find useful even today. But more than that. During those years a view of life and a definite outlook on the world took shape in my mind. These became the granite basis of my conduct at that time. Since then I have extended that foundation only very little, and I have changed nothing in it.

Radford would nod approvingly. That is what he advocated — a reader who gives himself freedom to create his own world view, not constrained by objectivity and rationality. This is the case of reading that is liberated from limitations imposed by librarians. It is an exemplification of the reader-centred model of librarianship. The trouble is that the young man was Adolf Hitler.

What he sought in libraries was to reinforce his pre-conceived ideas, a vulgar and poisonous mixture of chauvinism, xenophobia, social Darwinism, megalomania and a predilection for violence. Now, either we accept that Hitler had the right to read what he wanted and draw any conclusions he deemed truthful or we do not give him such a right. The same observation applies to other readers. Hitler gave himself the right to find Truth on his own. In his view he was the only judge of what was true and disregarded objective reality. He had a Romantic vision of reality in which individuals have the power to shape the world according to their own will.

Postmodernism is also a Romantic movement. It is often said that postmodernists reject the great project of the Enlightenment when people wanted to build a civili-

zation based entirely on Reason. We are faced once more with the choice between two philosophies of life. The question of truth, or Truth, is again at the centre of our attention. We must ask ourselves: is truth eternal or changeable? Discovered or created? Monolithic or pluralistic? Is it liberating or enslaving? Revealed to us by Being itself or imposed by us on it? Or maybe, it is a correspondence between our thoughts and the external world?

The reader-centred model of librarianship

If we accept, as postmodernist librarians want us to, that every reader is entitled to have his own opinions and is free to read books in any way he finds fit, libraries will lose their reason for existence. In a traditional library, readers are under pressure to accept a rigorous method of searching for information. Books make demands on them. Rules of searching for truth are clearly defined and knowledge is differentiated from opinion. Radford and other postmodernists want to give people total freedom in expressing their views about the world. In the past, knowledge was built from coherent and testable statements that corresponded with reality. Hence, broadly speaking, there were three theories of truth depending on what characteristic was stressed (the correspondence, the coherence and the pragmatic theories of truth). Postmodernists not only rejected these theories but, quite simply, they lost interest in truth. What they want is a kind of vulgar and individualistic pragmatism. A postmodernist reader would say: I believe in what is good for me; I create my own version of the world; I do not have to justify my opinions and can change them any time because I am my own authority. Postmodernists are guilty of creating a mental environment in which all ideas are permitted. They want to replace philosophy, which is a love of wisdom, by philodoxy, which is the love of opinion.

This hostility to truth leads to confusion and detachment from reality. In the postmodernist world, we are stuck in a limbo between objects and words. Our verbal utterances do not reflect what really is because there is nothing behind the words. To Nietzsche, there are no facts: only interpretations. To Derrida, there is nothing outside the text. This atmosphere is well expressed by Czeslaw Milosz in his poem *Oeconomia divina*:

I did not expect to live in such an unusual moment.
 When the God of thunders and of rocky heights,
 The Lord of hosts, Kyrios Sabaoth,
 Would humble people to the quick,
 Allowing them to act whatever way they wished,
 Leaving to them conclusions, saying nothing.
 It was a spectacle that was indeed unlike
 The age-long cycle of royal tragedies.
 Roads on concrete pillars, cities of glass and cast iron,
 Airfields larger than tribal dominions
 Suddenly ran short of their essence and disintegrated
 Not in a dream but really, for, subtracted from themselves,
 They could only hold on as do things which should not last.
 Out of trees, field stones, even lemons on the table,
 Materiality escaped and their spectrum
 Proved to be a void, a haze on a film.
 Dispossessed of its objects, space was swarming,
 Everywhere was nowhere and nowhere, everywhere.
 Letters in books turned silver-pale, wobbled, and faded

The hand was not able to trace the palm sign, the river sign, or the sign of ibis.
A hullabaloo of many tongues proclaimed the mortality of the language.
A complaint was forbidden as it complained to itself.
People, afflicted with an incomprehensible distress,
Were throwing off their clothes on the piazzas so that nakedness might call
For judgment.
But in vain they were longing after horror, pity, and anger.
Neither work nor leisure
Was justified,
Nor the face, nor the hair nor the loins
Nor any existence.

According to postmodernists, truth is dead. Richard Rorty, American philosopher and a self-confessed pragmatist, dismisses questions about the nature of truth as pointless. He claims that, so far, nothing interesting has been written about the subject. The Platonic tradition with its questions about the nature of Truth, Beauty and the Good is not worth continuing because these big questions have lost their relevance. It is permissible to ponder about what is true, beautiful or good but no conclusions will ever be reached. Turning these adjectives into nouns and capitalising them is unjustifiable. For Rorty, Platonic concepts only obscure philosophical problems.

The Platonic foundations of librarianship

The alleged death of Truth is part of a broader trend. It is common among philosophers to claim that Platonism is dead. Similarly, when Radford and like-minded critics attack the current model of librarianship they are not only against Positivism but also against Platonism. Yet, Platonism in librarianship is still adhered to by many librarians. It may not be explicitly expressed but is nevertheless present. A librarian-Platonist believes that:

- The universe is intelligible.
- Man uses reason to understand it.
- Language can grasp reality as it is.
- Man has a natural inclination to seek beauty, truth, good.
- As a social creature, man shares his knowledge with his fellow human beings.
- Knowledge is fundamentally different from opinion; its core is permanent, immutable and universal because such is human nature.
- Truth and knowledge are trans-national and trans-cultural.
- Libraries are places where knowledge is stored and disseminated.
- Librarians are guardians of knowledge and truth.
- There are many paths leading towards truth; however, pluralism should not lead or be confused with relativism.
- The primary concern of librarians is how to serve truth and not their political masters nor the multitude.

But it must be admitted that Platonism is not without its own dangers. Plato has often been accused of being a patron saint of people with authoritarian if not totalitarian tendencies. Karl Popper holds him responsible for the anti-democratic strain

in European thought. Indeed, Plato thought that vulgar people could only see mere opinions while knowledge was accessible only to the chosen.

Platonist librarians could be accused of a tendency to impose their ideas, or rather Ideas, on library users in an un-democratic manner. Books that do not conform to their standards of good, truth and beauty would not be found on library shelves. They do not agree that they are servants of readers. Their primary duty is to maintain and develop a book collection which would reflect what is best in humanity. They believe that high standards must be rigorously adhered to. There is no place in the library for books read for mere entertainment. Reading is identical with thinking, therefore only books that make people think are worth reading. Platonists claim that values and ideas are outside of history and eternally true. Good books are immortal as they reflect eternal Truth.

For post-modernists, grand questions about the nature of reality and our place in the universe are pointless. There is no Truth; there are only provisional statements that are neither valid nor invalid. Distinctions between good and evil, beautiful and ugly and true and false are not discernible any more. There are no good books and no bad books. No one has the authority to make such judgments. Consequently, there is no canon. No group of people can claim that they know what reality is. We apparently *create* meaning and do not discover it. Post-modernist librarians do not pay much attention to collection development. Books are to be read here and now because they will soon be superseded by new books. Books resemble newspapers in their ephemerality and unimportance. Reading is not a serious engagement and does not lead to the discovery of truth. It is rather like a distraction.

A quarrel between Platonists and Postmodernists can be understood as a dispute between conservative and supposedly progressive forces within the fraternity of librarians. Platonists look back into the history of librarianship and they like what they see. Postmodernists are dissatisfied with the past. Platonists long for the lost Golden Age in librarianship which they locate in the nineteenth century. Then, libraries belonged to the sphere of the sacred. There was a clear pattern in the way public space was organised. A church, cemetery, town hall, school, university, courts and a library were not ordinary places. Their special character was indicated and reinforced by their architectonic style. Libraries were housed in grandiose buildings that resembled Greek or Roman temples. It was a conscious link to the values that ancient architecture symbolised such as Order, Divine Benevolence, Virtue and Temperance. The Universe was like a book that could be read. Learning was to read the *Liber Mundi*, or discover a divine pattern and order in the universe. One could see in reading a form of worship, perhaps a divinely inspired activity. It is not an accident, then, that library buildings resembled churches. Big nineteenth century libraries inspired awe through their imposing structure.

In contrast, modern libraries are entirely practical. While libraries in the past had vertical orientation modern libraries are horizontal. They are not meant to be places of special character. Churches, universities, town halls, cemeteries met the same fate. Public space lost meaning and moral significance. Yet, the sacred has not disappeared entirely from our lives. It returned as its own caricature. Now we are inclined to feel awe in front of gigantic office buildings, inside shopping malls and during rock concerts and mass sports events. The message the new library seems to

be sending is that reading is of no consequence and that there is nothing noble in reading. Modern libraries point towards the everyday, mediocrity, secularity, nonsense. Nothing is serious any more, everything is a game, including reading. Most people read for the fun of it. Reading is not a special activity, as in the past, when it was a solitary contemplation of words that represented reality.

One can find this veneration for books well exemplified in the paintings of Rembrandt. In 'Two philosophers', two men are bent over a book that is illuminated by the Divine light. The rest of the room is in darkness. Another book is placed vertically on a desk suggesting that books direct the mind upwards. Through reading, Rembrandt believed, people have access to Divine Wisdom. Through books, Being exposes itself, if one can use the imagery of Heidegger.

Platonism versus post-modernism

To understand what is at stake in discussions about models of librarianship for the future it is necessary to reflect upon the prevailing trends in modern thought. We are being told that we live in times of absence of grand narratives. Platonism, a grand narrative on which European or Western civilisation is based, is said to be dying. Platonism is based on the belief that behind the world of appearances there is a domain of ideals — Truth, Beauty and Good — of which material reality is a mere reflection. Plato thought that we live in the world of Becoming where everything is in a state of flux but that we aspire to access the world of Being where pure and abstract ideas reign. Our perception of reality is, according to Platonists, based on clear boundaries between *sacrum* and *profanum*. Our lives have temporal and spatial limitations but we refuse to recognise them. In Christianity, which absorbed Platonism through Neo-Platonism, there is a tension between our bodies, dragging us down, and souls, lifting our spirits upwards. One can make similar observations of dichotomy between Becoming and Being, vertical and horizontal, sacral and ordinary, carnal and spiritual in many aspects of our lives. Postmodernists want to get rid of this allegedly antiquated worldview. They insist that there are no ideals behind appearances; there is only Becoming and not Being; *profanum* and not *sacrum* and everything is ordinary. People are motivated by base instincts, human behaviour is just a power game and nothing is serious any more.

Postmodernists dethroned the concepts of Truth, Beauty and Goodness. They do not see the need for any coherent vision of us and our place in the universe. They declare that Truth is dead. They are attached to cultures and distrust civilisation. As Truth is necessarily supra-cultural it can only flourish in an atmosphere in which civilisation is valued more than cultures. What is true must be true in all cultures. Postmodernists distrust Reason. For Platonists, belief in Reason is the core itself of philosophy. Socrates linked Reason with the Good. God was for him good and rational; He created an orderly world and gave us mental powers to discover this order. The orderly character of the world may be hidden behind layers of appearances and might be difficult to discover but it is nevertheless there. Western civilisation is based on faith in God's reasonableness and goodness.

All these metaphysical assumptions penetrated the lives of our ancestors for centuries. They were necessarily reflected in public institutions, including libraries. Until recently, the pillars of librarianship were firmly grounded in Platonism. Only now, in our post-Christian and post-Platonic times, they are being questioned or rejected. We

live in a Romantic period when feeling is more valued than thought. We are being told that all cultures are equal and that they are superior to civilisation. Cultures are supposedly warm and human-friendly while civilisation is cold, brutal and destructive. Cultures are a testament to the diversity of human experience while civilisation is apparently a simplistic invention of the Enlightenment when Reason was glorified, if not deified as during the French Revolution. Feelings are considered superior to Reason which, embodied in science, is being blamed for destroying Nature.

Libraries in the current social and political climate

Liberals and socialists in the nineteenth century thought that people were essentially good. They hoped that once people broke the social chains imposed on them by cruel political and social systems and freed themselves from material privations they would be able to elevate themselves to a higher level of humanity. Marxists believed in the proletariat, liberals put their trust in ordinary people. However, to the horror of both, people used the newly gained freedom from hunger and oppression not for elevation but for spiritual degradation. What could socialists do now? Their beloved people chose ignorance instead of enlightenment, vulgarity instead of refinement and moral degradation instead of elevation. The only solution was to approve the people's choice because the people were the salt of the earth. The old values have been rejected in expectation that the people will institute new values and will tell us what is good, beautiful and true.

As Constantine Cavafy writes, we are 'Waiting for Barbarians',

What are we waiting for, gathered in the market place?

The barbarians will come today.

Why is there no activity in the senate?

Why are the senators seated without legislating?

Because the barbarians will come today; what laws can the senators pass now?

The barbarians, when they come, they will pass the laws.

According to post-modernists, there are no Platonic essences any more. No more fixed values independent of man's changing judgment. The people are the ultimate judge of values. No-one has the right, the argument goes, to dictate to the people what they should read, listen to or watch. People know very well what is good for them. The motives of elitists who insist on canons, standards and values are highly suspicious. What they really want is to restore an *ancien régime* and create an intellectual apartheid. In contrast, Platonists believe that we live in a world of Becoming and that there exists a world of Being above us to which we should strive to come to as closely as possible. However, it requires strength of character, discipline and hard work. It is unrealistic to believe that the majority of people are prepared to reject the temptation of mental comfort and to look for Truth at any cost. Stephen Hart describes the road to truth, in 'The Wayfarer', as a pathway 'thickly grown with weeds' where 'each weed was a singular knife'. No wonder that 'none has passed here in a long time'. The democratisation of truth and moral norms, when only the majority has the power to legitimise them, is the source of today's relativism. Platonism was as a shield against crude pragmatism, vulgar utilitarianism, skepticism, relativism and irrationalism. Postmodernism has opened a Pandora's box with all these plagues. Truth has been one of postmodernism's first casualties.

Quo vadis?

If libraries are to survive as public institutions working for the common good they must be defended from the postmodernist attack. Once we lose the ability to discern between knowledge and opinion, there will be no need to consult the approved version of the world as presented in library collections. Postmodernists want to label all books in the library as fiction. If they succeed in convincing readers that all versions of the world presented in books are equal there will be no need to read in order to learn. It will be logical to conclude that what readers already know is as good as what they would learn if they read more.

If all interpretations are permitted there is no need to challenge oneself by exposure to new ideas. Reading loses its meaning as learning and becomes a mere entertainment or distraction. Restoration of Platonism in librarianship is necessary if libraries are not to become superfluous, but it would be foolish to advocate a return to some authoritarian form of Platonism: certain postmodernist ideas — such as irreverence towards authority, cultural and linguistic sensitivity, rejection of nationalism, sympathy for the underprivileged and dispossessed — are certainly worth retaining. However, generally speaking, postmodernism is a threat to libraries because of its attack on the most basic Western assumptions about truth, common good and objectivity without which libraries cannot exist.

Bibliography

- Adolf Hitler *Mein Kampf* translated and annotated by James Murphy. London: Hurst and Blackett, 1939.
- American Library Association *Librarianship and Information Service. A Statement on Core Values* 5th Draft (28 April 2000); <http://www.ala.org/congress/corevalues/draft5.html>
- Budd, John M 'An epistemological foundation for library and information science' *Library Quarterly* 65, July 1995 295–318.
- Kubizek, August *the young Hitler I knew*. Trans EV Anderson. Westport Conn. Greenwood Press, 1976.
- Radford, Gary P 'Positivism, Foucault, and the fantasia of the library: Conceptions of knowledge and the modern library experience.' *Library Quarterly* 62 October 1992, 408–424.

Mirosław Kruk undertook his studies in librarianship at the Department of Librarianship, Archives and Records at Monash University. He works as an information analyst at Abix, a Melbourne-based provider of business information. His e-mail address is mirek@net2000.com.au.

A keyhole to the collection: the AIATSIS Library Digitisation Pilot Program

*Barbara Lewincamp and Julie
Faulkner*

The AIATSIS Library Digitisation Pilot Program (LDPP) commenced in 2001 with funding for two years. Prior to the LDPP the Library had few electronic holdings, no equipment dedicated to digitisation and no policies to deal with the management of digital material. The pilot program has revealed the complexity of the digitisation process particularly when dealing with an indigenous collection.

This paper was presented at the 11th Information Online Conference and Exhibition of ALIA, Sydney, 21 — 23 January 2003 The Major Sponsor of the Conference was Factiva, a Dow Jones and Reuters Company

The Vision

THE AUSTRALIAN INSTITUTE OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDIES (AIATSIS), the first Commonwealth statutory authority to focus on Australian Indigenous cultures, was established in 1964 as the Australian Institute of Aboriginal Studies. AIATSIS is the world's leading research, collecting and publishing organisation in Australian Indigenous studies. It is a network of Council and committees, members, staff, and other stakeholders working in partnership with Indigenous Australians to carry out activities that add knowledge, affirm and raise awareness of Australian Indigenous cultures and histories, in all their richness and diversity. The Library of the Australian Institute of Aboriginal and Torres Strait Islander Studies and its Audiovisual Archives holds the world's premier collection of materials relating to Aboriginal and Torres Strait Islander studies. As a research collection, the Library contains both current and historical resources.

In 2001 AIATSIS relocated to its new premises on the Acton Peninsula in Canberra — heralding an exciting and challenging era. For the first time in the modern history

Digitisation is now an integral part of the way the Library manages its collections and provides access to them...

of Australia an Indigenous organisation has received national prominence on a site of international importance. This gives us the opportunity to showcase Indigenous cultures and the richness of our collections in a manner never before possible. A fundamental activity on the new site is to ensure that all Australians have the best possible access to the rich and diverse materials that comprise the library collection.

In the 1960s the Institute's Library was little more than a bibliographical reference centre, situated in a small office in Mort Street, Braddon. Today the Library, housed at Acton Peninsula, alongside the National Museum of Australia, Canberra is the major repository of resources concerning Aboriginal and Torres Strait Islander studies. The Library is also a very active centre for research by Aboriginal people.¹

Many institutions within Australia and internationally are building digital collections to enable greater access to their holdings, as well as a part of preservation strategies. Recognising the need to create digital collections, AIATSIS sought funding for a two-year institute-wide digitisation program. Funds were obtained from ATSIAC (Aboriginal and Torres Strait Islander Commission). The library established a pilot digitisation program with the aim of creating, managing and delivering electronic information resources and services to clients via the AIATSIS website and the AIATSIS collections catalogue (Mura).

Putting the vision into practice

The pilot program revealed the complexity of the digitisation process — that it is inherently more than simply scanning the material. At the foundation or core of the program are the users and the collections. These needed to be defined and described in relation to digitisation. For example: where are the users located and what are their computer literacy levels? Once the foundation had been clearly defined, the initial resources were acquired. These included staff and the technical and physical infrastructure. Additionally underlying policies needed to be established to cover electronic delivery, electronic access, Metadata, persistent identification and resource location, and electronic archiving/management. All these policies impact on the staff and technical/physical infrastructure requirements — for example the standard for file resolution dictates the requirements for hardware such as computers and scanners.

The library had no digitising equipment prior to the commencement of the project. The LDPP has acquired six appropriate computer workstations, two Microtek A3 scanners, a Canon A4 scanner, and an Imageware Bookeye scanner and the required software. The Bookeye is an overhead scanner capable of scanning books, newspapers, files, plans, without damage to the originals. A program manager, copyright clearance officer and two digitisation officers have been recruited to non-ongoing positions. They provide the technical and professional expertise, and the management skills required for the successful conduct of the program. With these needs met, the process could then advance through the following stages: selection and project planning, copyright, community consultation, conservation, cataloguing, digitisation, quality control, Metadata creation, image processing, systems building, access, preservation, and management.

Each stage of the process revealed its own issues and problems. The issues were:

- Selection
- Benchmarking and standards

- Copyright issues and community consultation.

Selection

One of the first policy papers written was the program's 'Selection criteria'. It was anticipated that the library's collection managers and clients and AIATSIS researchers would suggest material to be digitised from the library's collection, which would then be assessed against the selection criteria. These criteria include copyright, community agreement, volume of demand, client demand, anticipated increase in demand, and institutional benefits.

The first project of the LDPP was the Treaty website. The material digitised for the website was selected to focus attention on the Treaty debate and its history. The website was designed to inform the debate and to stimulate further discussion and interest.

It was foreseen that this project would be simple in regard to copyright and community consultation as the majority of the material had been previously published. This was not the case. Approximately sixty items were digitised, cleared for copyright, catalogued and made available electronically (including four books). Much of the material selected had many authors and or copyright holders. The digitisation program proved to be capable of the challenge and the website that resulted has received a great deal of praise. It is accessed by a wide audience including students, researchers, and the general public.

One of the major driving forces of the retrospective digitisation of material from the library's collection is the return of materials in digital format to indigenous communities. While there is no legislative requirement for cultural organisations to repatriate significant cultural property, most have policies in place that support the right of Aboriginal and Torres Strait Islander peoples to decide the future of their cultural property. According to the Return of Indigenous Cultural Property (RICP) Program — an initiative of the Cultural Ministers' Council — 'The return of this cultural property is a key part of the reconciliation process'.²

Many communities are setting up knowledge centres and keeping places where they plan to store their cultural property in digital formats. The demand for materials is growing exponentially. A two-year program is scarcely able to make an impact on this demand. What is required are long term funding and strategic planning.

On a more positive note, selections have met with great interest and enthusiasm from those communities participating in the project. The first newsletter digitised for the Community Newsletters Project was the *Maningrida Mirage*. The Maningrida community has supported the project. Community consultation was completed and copyright issues were easily resolved. All volumes of the community newsletter (the *Maningrida Mirage*) between 1969 and 1974 have been digitised and returned to the community as PDF files. The files will now be stored on CD-ROM in both the Cultural Research Office and the school. This will allow the whole community easy access to the information about their community, family and friends in the early seventies. The files will also be available via the AIATSIS website shortly. In the digitisation program's schedule for the next five years (dependent on external funding) another thirty newsletters from all over Australia have been selected for digitisation and return to the communities.

Further selections for the two-year Program include:

- Wentworth Lectures — twelve papers digitised, catalogued and available electronically.
- Community Newsletters — first being *Maningrida Mirage* — 218 volumes digitised, catalogued and available electronically.
- Gumatj language readers — approximately 75 language readers/workbooks digitised catalogued and available electronically.
- *Dawn* and *New Dawn* magazines — 267 volumes digitised catalogued and available electronically.
- *The Australian Race, its origin, languages, custom, place of landing in Australia, and the routes by which it spread itself over that continent* by Edward Curr, — three volumes digitised, catalogued and available electronically.
- *Reports of the Cambridge Anthropological Expedition to Torres Straits* — five volumes digitised, catalogued and available electronically.
- Gerhardt Laves language material — 2270 vocabulary slips and ten field notebooks digitised and catalogued.
- *The Aurukun Diaries* by W F Mackenzie & G Mackenzie — twenty-three diaries digitised and catalogued.
- *Sorry Book* images — a selection catalogued and available electronically.
- Representations — Colour plates from rare books digitised, catalogued and available electronically.

Best practice and standards

From its inception the LDPP has researched developing standards and best practices that will ensure the ongoing accessibility of digital collections. National and international standards have begun to emerge — particularly in the area of strategies intended to preserve access to large collections of digital resources, such as migration and emulation.

The issue of best practice and standards is particularly complex in that the institutions and organisations at the forefront of the digital collections are often larger institutions with greater resources to devote to digitisation. The AIATSIS Library operates on a much smaller scale. Staff are multi-skilled. In researching the information technology issues for electronic access, our enquiries were often met with ‘We don’t do that — that’s IT’s job’. In a small organisation our team has to work closely with IT staff and take on many activities from planning the projects to creating the website. In doing so we often need the expertise of a staff member from the rest of the library and or the institute. This meant that expectations were placed on staff throughout the Institute in order for the program to succeed.

Fortunately everyone involved in supporting the program has recognised the importance of digital formats in providing access to the collections. Staff have contributed greatly. It has also been of paramount importance in taking on the standards set by other institutions to take into consideration the differences between organisations. The LDPP’s aim is access not preservation — therefore the standards required are different to those of an institution digitising for preservation. Also copyright of the

material in our collections is rarely held by the Institute and often there are access restrictions set by depositors. As well, there are issues of community consultation which are dealt with below as part of copyright issues and community consultation. Whilst taking into account the standard requirements of the LDPP, it has been important to follow best practice standards currently available in order to allow the possibility of collaboration with other institutions in the future.

Copyright issues and community consultation

For electronic access to material — which is the LDPP's prime aim, the copyright and access issues are exceedingly complex. Even for historical materials, access restrictions must be considered and community consultations practised as required. Restrictions may be necessary for some items not only to comply with copyright law, but also because of conditions set by donors and the general legal concerns of privacy and publicity.

The LDPP has demonstrated the need for a dedicated copyright officer within the library. Initially it was planned that selections would be made with the view to using material for which AIATSIS held copyright such as the Aboriginal Treaty Committee (ATC) Papers. This apparently simple selection from a copyright perspective turned out to be more complex. AIATSIS held copyright for the material that had been written by ATC members and published by the ATC. However, materials that had been published by the ATC and credited to a particular author in their own right had copyright held by that author and permission was required to provide electronic access. Also any illustrations or photographs that were included in the ATC papers required research to ensure that copyright was owned by the ATC and therefore able to be handed over to AIATSIS.

Apart from the legal copyright issues there are the moral rights to consider. *The Copyright Amendment (Moral Rights) Act 2000* was passed on 7 December 2000 and applied from 21 December 2000. The Act provides for three moral rights: an author's right to be identified as the author of a work (the right of attribution of authorship); the right of an author to take action against false attribution (the right not to have authorship of a work falsely attributed); and an author's right to object to derogatory treatment of his or her work which prejudicially affects his or her honour or reputation (the right of integrity of authorship of a work).

The Library has adopted the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services. The protocols are complex with wide ranging implications. One of the intellectual property requirements is to 'develop proper professional recognition of the primary cultural and intellectual property rights of Aboriginal and Torres Strait Islanders and consult with appropriate Aboriginal or Torres Strait Islander peoples on their application'.

Information has been gathered on the status of many items. Some items will not be digitised or have been withheld from distribution because of the need to restrict access or re-use. Some digitised items may be accessible in the library's reading rooms or on CD ROMS accessible by the communities but not over the internet. There is also complexity in the deposit history of much of the collection. With the assistance of research staff, the library has used the digitisation program to further work on establishing procedures, clarifying the legal position for items and collections not clearly in the public domain, and securing explicit permission where possible.

Another aspect of the copyright issue that has been highlighted lies with the deposit forms held by the library. There are difficulties with old deposit forms where contact details have not been updated. This is particularly important where there are access conditions which require the depositor's permission. It is essential that the library has up-to-date contact details and deposit conditions. One of the requirements for the digitisation program was to create a contacts database for use by the library and the Audiovisual Archives. The copyright clearance officer has begun the task of updating the deposit conditions and contact details and renegotiating for internet access where applicable.

In approaching a digitisation project it is easy to become concerned and overwhelmed about the copyright and community consultation issues. With many of the projects planned for the two years it was anticipated that a great deal of time and effort would need to be spent on obtaining copyright and community permission for the projects. Instead we were pleasantly surprised with the positive response from communities to our proposals. Every project has been greeted with enthusiasm and support from both the copyright holders and the communities.

An example of this is the project to digitise the *Reports of the Cambridge Expedition to Torres Strait*. In researching the copyright issues inherent in the six-volume report it was discovered that the Cambridge University Press (CUP) hold copyright on these reports for another seven years. CUP was supportive of the project and has given the digitisation program a licence to digitise all six volumes and provide access electronically. In addition, the library has permission to produce copies on CD-ROM for community use.

Community consultation was held with great support from the Torres Strait Regional Authority (TSRA) with whom discussions were held. The chairman, Mr Terry Waia wrote to AIATSIS expressing the TSRA's support for the project. Mr Waia stated in his letter that:

This work of Dr Haddon and the other members of the expedition is well known and loved in Torres Strait. Unfortunately the rarity and cost of the books has placed them beyond the reach of most Torres Strait Islanders. The digitisation of this important cultural resource would be of immense benefit to the communities of the Torres Strait, as it would allow many more of our people to access this information, and assist our elders to pass on knowledge of Torres Strait history and culture to future generations.

The full board of the TSRA recently met and endorsed the proposal to digitise the *Haddon Reports*. A letter has been sent to AIATSIS to announcing the decision. Digitisation of the Reports will begin in early 2003.

Conclusion

The LDPP has been a success. It is the vehicle by which the library has developed new relationships and strengthened existing relationships with copyright holders, depositors and with communities. Its success is dependent on sound project management skills and the expertise of technical staff. Each stage of the project has required contributions from many library staff including collection managers, the systems manager, cataloguers, reference staff, family history unit staff, the conservator. By the end of the two-year program there will be eleven major projects completed with nine of those projects available via the internet — a total of more than 20 000 pages digitised. The program has met with overwhelming support and proved extremely

successful. It has shown that the AIATSIS Library can and must have a digital identity in order to showcase Indigenous cultures and the richness of our collections.

Digitisation is now an integral part of the way the library manages its collections and provides access to them. It is hoped that further funding will allow the program to continue beyond the end of this financial year.

Barbara Lewincamp is Library Director, AIATSIS and Julie Faulkner is Project Manager of the Library's Digitisation Program

Endnotes

1. Nugent, Ann. 'Complex collections: the Library of the Australian Institute of Aboriginal and Torres Strait Islander Studies'. *National Library of Australia News*, June 1994
2. Return of Indigenous Cultural Property (RICP) Program <http://www.dcita.gov.au/Article/>

An invitation to contribute

The *Australian Library Journal* is ALIA's journal of record. As such it reflects a cross-section of issues critical to the profession at any given time. Published continuously for over fifty years it now represents the most substantial and significant archive of thinking in the established and evolving professions which over time have comprised the membership of ALIA. Ground-breaking discussion, controversial papers, the narrative of professional practice and the evolution of the Association itself are all reflected in its pages. The catalogue of authors whose work has appeared in it is an honour roll. Many whose first tentative reflections appeared there have gone on to become notable contributors to the literature which is the foundation of all mature professions.

The Journal is open to contributions from students, interested lay people, practitioners, researchers, educators, whether in Australia or overseas. Its pages are not restricted to work by members of the Association. Publication in the Journal's refereed pages is an asset in any cv or job application.

In its fifty-second year, the *Australian Library Journal* invites contributions from the wide range of interests in the field. Previously unpublished writers and established authors are welcome to discuss possible contributions with the editor, John Levett, PO Box 74 Middleton Tasmania 7163, phone or fax 03 6292 1699, e-mail jlevett@southcom.com.au.

Australian university libraries: collections overlap study

Roxanne Missingham and Robert Walls

In 2002, the Department of Education, Science and Training (DEST), Higher Education Information Infrastructure Advisory Committee commissioned the National Library of Australia to analyse the uniqueness and overlap of Australian university library collections, comparing library collections in each state, using the National Bibliographic Database (NBD) available through the Kinetica Service.

Manuscript received June 2003

Introduction

AUSTRALIAN UNIVERSITY LIBRARIES CONTAIN VERY SIGNIFICANT COLLECTIONS of material, including print and electronic resources. The scope of these collections, including the extent of unique holdings and collection overlap, has been a subject of discussion and speculation for a number of years. The study revealed that at a state level, university library collections have a high level of uniqueness. Further investigation of the trends identified by the study would be beneficial and would assist decision-making on future co-ordination of access to more diverse information resources for the Australian university community. Australian university libraries have developed collections to support teaching, learning and research in their institutions over many years. The extent and nature of the collections required to support each university's activities could be expected to be unique to some degree, because of the specific nature of research in each institution. There is likely, however, to be greater duplication of resources required to support teaching and learning in those subjects which are taught across a number of universities.

This overlap is inevitable if students are to have timely access to required information resources. The study sought to provide an overall snapshot of the extent of collection duplication and to provide an indication of future investigations which might refine our knowledge about Australian university library holdings. This could

The collections of Australian university libraries ... hold a remarkably high level of unique materials...

assist decision-making in a range of areas including co-operative storage ventures and support for providing co-ordinated access to digital information resources at a national level.

A variety of approaches to establishing collection development policies have emerged in the university sector around the world. Studies in the United States have sought to define a 'core collection' of resources to support teaching, learning and research in particular fields of study. There has been considerable debate in library literature as to the nature of core collections and whether a core collection is applicable to a wide range of universities.¹ In Canada² and the United Kingdom³, considerable investment has been made to provide all universities with convenient access to a comprehensive collection of scholarly and educational materials. These programs have been co-ordinated nationally and received significant government funding. Few initiatives of this kind have occurred in Australia.

Collection development has, over the past twenty years been an area of considerable pressure for Australian universities. There is now wide acceptance that 'libraries can no longer hope to own all the materials that their readers know or want' and that financial limitations affecting all library purchasing have shaped a new perspective on library collections.⁴ The 'serials crisis', of the 1990s, for example, was experienced because significant ongoing increases in serial prices without commensurate increases in library budgets led to a reduction in the number of titles purchased by Australian libraries.⁵ The historic concept of 'ownership' of library materials has also been reshaped by the move to an access paradigm for electronic resources.

The development of purchasing consortia, such as the Committee of Australian University Librarians (CAUL) Electronic Information Resources Committee (CEIRC), has assisted Australian university libraries to provide wider access to electronic resources. Current consortia purchasing, however, operates largely within a framework of local needs and financial limitations which has inhibited the development of a comprehensive collection of scholarly and educational materials available to all universities. The need for new forms of co-operation, particularly in regard to digital publications, has emerged as a topic for discussion in the library community⁶ and is beginning to attract support throughout the higher education sector.

Australian university libraries have developed a number of co-operative arrangements over time which have influenced the level of collection uniqueness and improved the range of information resources available. University library co-operative activities in every state have affected collection access and development. At a national level, the CAUL national borrowing scheme (*University Library Australia*), has provided easier access to resources.

These activities are supplemented by the national inter-lending scheme and by arrangements with commercial document delivery services. The national scheme has been in operation for decades and enables resources not held locally to be accessed through interlibrary lending. Use of interlending/document delivery is an effective means of sharing resources. Studies have shown that for serials where up to ten articles are requested per year, interlibrary requesting is less costly than purchase.⁷ This is partly due to the on-costs of serial acquisition including the cataloguing, acquisition and storage components and also because the requested copies may well range across many years of any particular serial.

Libraries regularly review the balance of material held on site and that requested through interlibrary lending. The Australian Interlibrary Resource Sharing (ILRS) Code, endorsed by the Australian Library and Information Association (ALIA), the Council of Australian State Libraries (CASL), the Council of Australian University Librarians (CAUL) and the National Library of Australia forms the standard for Australian resource sharing. As Biskup has commented: 'Co-operation has been a virtually permanent item on the Australian library agenda'.⁸ The level of interlibrary lending and document supply by Australian university libraries is significant. For example in 2001, university libraries received 383 555 items from other libraries and document suppliers, and supplied 304 834 copies and loans to other libraries

Academic staff and postgraduate students however, do not always perceive traditional interlibrary lending as serving them well. Reports prepared for the Australian Library Collections Task Force suggest that the inter-lending system does not work effectively for all sectors of the academic community.⁹ Electronic delivery of copies of articles through software, such as *Ariel*, is widespread in university libraries, however some users still consider that the service lacks appropriate speed and delivery mechanisms.

While electronic resources are increasingly available at the desktop, scholars continue to require access to many resources which may never be available in digital form. Improved access to print collections will continue to be important and ongoing financial and space constraints will necessitate improved collaborative approaches. Knowledge about the composition of university library collections will assist in the provision of appropriate services and facilities.

Methodology

Collection 'overlap' studies have been undertaken since the 1930s as a means of assessing collections. There have generally been three purposes for these studies. Most commonly they have been undertaken by library co-operative networks or by libraries with a large number of branches to provide a basis for reduction in the number of duplicate titles.¹⁰ Library co-operation has also provided a motive for overlap studies to reveal the relative strengths of library collections as a basis for collaboration in collection development and access.¹¹ Finally studies have provided a basis for consideration of issues that would improve co-operative activity such as adoption of common cataloguing standards or shared catalogues.¹²

The use of national union catalogues, such as the National Bibliographic Database [NBD] has enabled a large amount of data to be utilised.¹³ But there are limitations to using a national union catalogue for such a study and some libraries will have reported only a part of their collections to the catalogue. For example, in Australia, holdings of the electronic aggregate collections, such as *ScienceDirect*, have not been reported by all university libraries. There are also issues in relation to duplicate records created by variation in cataloguing practices.¹⁴ These factors need to be recognised as limiting the accuracy of any study based on a large collaborative catalogue.

In 2002, therefore, the Higher Education Information Infrastructure Advisory Committee commissioned the National Library of Australia to analyse the uniqueness and overlap of Australian university library collections using the NBD. The study was intended to assess the degree of uniqueness and collection overlap in Australian university libraries in each state: analysis would include holdings for English lan-

guage monographs and serials, but not for foreign language or non-book materials. Monograph and serial holdings were differentiated on the basis of the values in the Leader/07 position in the MARC record; monograph items having the value 'm' and serial items having the value 's'. The presence of value 'a' in the Leader/06 position was used to identify language material. English language materials were identified by the presence of the code 'eng' in 008/35-37.

Branch library holdings were included in the study. The National Union Catalogue (NUC) symbols associated with each of the forty-two Australian university libraries¹⁵ were identified using the Interlibrary Resource Sharing (ILRS) Directory and the Kinetica customer registration module. The CAVAL Archival and Research Materials Centre (CARM) in Victoria was also included in the study. The number of NBD holdings attached to each NUC symbol was then determined, and those NUCs without holdings were excluded from the comparison. Where a library had multiple NBD holdings attached to the same records under different NUC symbols, these were de-duplicated prior to comparison with other library holdings.

The libraries included in the study were as follow:

Table 1: Australian university library collections included in the study

State	University libraries	Number
ACT	Australian Catholic University	4
	Australian Defence Force Academy	
	Australian National University	
	University of Canberra	
NSW	Australian Catholic University	11
	Charles Sturt University	
	Macquarie University	
	Southern Cross University	
	University of Sydney	
	University of NSW	
	University of New England	
	University of Newcastle	
	University of Technology, Sydney	
	University of Western Sydney	
University of Wollongong		
NT	Charles Darwin University	1
QLD	Australian Catholic University	9
	Bond University	
	Central Queensland University	
	Griffith University	
	James Cook University	
	Queensland University of Technology	
	University of Southern Queensland	
	University of the Sunshine Coast	
University of Queensland		
SA	Adelaide University	3
	Flinders University	
	University of South Australia	
TAS	University of Tasmania	1
VIC	Australian Catholic University	10
	CARM Centre	
	Deakin University	
	LaTrobe University	

	Monash University	
	RMIT University	
	Swinburne University	
	Victoria University of Technology	
	University of Ballarat	
	University of Melbourne	
WA	University of Western Australia	5
	Murdoch University	
	Edith Cowan University	
	Curtin University	
	University of Notre Dame	

The scope of this study excluded the merging of holdings on duplicate NBD records for identical titles. The comparison of the coverage dates of serials was also outside the scope of the study.

Results

The key findings of the study were¹⁶:

- There are 23 million monograph holdings in the NBD for the forty-two university libraries (including the CARM Centre).¹⁷ These holdings are attached to 9.5 million separate titles.
- There are 1.07 million serial holdings in the NBD for the forty-two university libraries. These holdings are attached to 440 000 separate titles.
- University library holdings are the only NBD holdings for 1.67 million monograph titles and 79 365 serial titles.
- For monographs:
 - the percentage of monograph titles held by only one university library in a state (excluding Tasmania and Northern Territory) ranged from fifty-seven per cent in Victoria to 84.77 per cent in the Australian Capital Territory;
 - the percentage of monograph titles held by all libraries in a state (excluding Tasmania and the Northern Territory) ranged from 5.29 per cent in South Australia to 0.00 per cent in Victoria and Queensland.
- For serials:
 - the percentage of serial titles held by only one university library in a state (excluding Tasmania and Northern Territory) ranged from 62.19 per cent in New South Wales to 84.19 per cent in the Australian Capital Territory;
 - the percentage of serial titles held by all libraries in a state (excluding Tasmania and the Northern Territory) ranged from 6.04 per cent in South Australia to 0.00 per cent in Victoria and Queensland.
- There appear to be two distinct trends, one for states with a large number of libraries, and one for states with a small number of libraries.
 - New South Wales, Victoria and Queensland represent the large state trends. They have large collections and a relatively high level of unique material
 - South Australia, Western Australia and Australian Capital Territory fall into another pattern. They have a lower number of universities. Their collections are smaller, with a relatively low level of unique material
- Factors influencing the collections in each state include the degree of similarity in courses and research; the mix of regional and metropolitan universities,

the balance of large and small libraries and the historical development of the universities and their library collections

Data quality is an issue which needs to be noted. While the NBD contains records for resources acquired by Australia's university libraries, its coverage is not complete and there will be material held by university libraries which is not included in the NBD. The NBD contains some duplicate records which may affect the accuracy of the recording of duplicate materials. Variations in cataloguing practices will have resulted in some duplicate records, as Hardesty has suggested '...data are not misleading. They are simply not precise.'¹⁸

Monographs

For monographs, a state by state analysis, summarised in Table 2, shows that New South Wales has the highest number of holdings that are unique on the NBD, and the highest number of holdings overall. Victoria and the Queensland have the next highest number of unique titles on the NBD.

Table 2: Monograph holdings Number of titles

State	Unique in NBD for state	Held by 1	Held by 2	Held by 3	Held by 4	Held by 5	Held by 6	Held by 7	Held by 8	Held by 9	Held by 10	Held by 11
ACT	147 242	636 579	96 494	16 998	863							
NSW	562 158	1 490 172	405 236	195223	113 690	67 600	40 360	24 408	14 430	8 375	3 804	1 007
NT	11 349	188 278										
QLD	310 215	1 036 814	226 323	84 260	33 512	13 673	4 806	1 272	168	4		
SA	133 516	845 562	195 943	58 117								
TAS	33 567	404 265										
VIC	393 872	1 326 596	515 163	228 199	123 326	66 434	36 600	19 898	9 246	2 523	7	
WA	78 043	747 427	153 758	45 438	11 055	1 135						
TOTAL	1 669 962	6 675 693	1 592 917	628 235	282 446	148 842	81 766	45 578	23 844	10 902	3 811	1 007

Table 3 provides a summary of the percentage of titles held in each state that are unique holdings on the NBD, that is, only one library is recorded as holding that title, together with the overlap by libraries in each state. This breakdown reveals that between 6.03 per cent (Northern Territory) and 23.78 per cent (New South Wales) of holdings are unique holdings on the NBD.

Table 3: Monograph holdings Percentage of titles

State	Unique in NBD for state	Held by 1	Held by 2	Held by 3	Held by 4	Held by 5	Held by 6	Held by 7	Held by 8	Held by 9	Held by 10	Held by 11
ACT	19.61	84.77	12.85	2.26	0.11							
NSW	23.78	63.04	17.14	8.26	4.81	2.86	1.71	1.03	0.61	0.35	0.16	0.04
NT	6.03	100.00										
QLD	22.15	74.04	16.16	6.02	2.39	0.98	0.34	0.09	0.01	0.00		
SA	12.14	76.90	17.82	5.29								
TAS	8.30	100.00										
VIC	16.93	57.04	22.15	9.81	5.30	2.86	1.57	0.86	0.40	0.11	0.00	
WA	8.14	77.95	16.04	4.74	1.16	0.12						

A more detailed analysis of the monographs holdings by states indicates that the university libraries in the larger states have a higher percentage of unique material (Table 4). States with a smaller number of university libraries have a higher percentage of material held by only one library (Table 5) and a larger percentage of titles held by all libraries (Table 6). Nationally, the percentage of titles held by all libraries is very low.

Table 4: Ranking of uniqueness of collection by state of monograph titles in NBD (by percentage of collections in each state)

State	Unique in NBD	Rank
NSW	23.78	1
QLD	22.15	2
ACT	19.61	3
VIC	16.93	4
SA	12.14	5
TAS	8.3	6
WA	8.14	7
NT	6.03	8

Table 5: Percentage of titles held by only one library in each state (Northern Territory and Tasmania excluded as each has only one university library)

State	Held by 1 library	Rank
ACT	84.77	1
WA	77.95	2
SA	76.9	3
QLD	74.04	4
NSW	63.04	5
VIC	57.04	6

Table 6: Percentage of titles held by all libraries in each state (Northern Territory and Tasmania excluded as each has only one university library)

State	Held by all libraries	Rank
SA	5.29	1
WA	0.12	2
ACT	0.11	3
NSW	0.04	4
QLD	0	5
VIC	0	6

Serials

For serials, a state by state analysis, summarised in Table 7, shows that New South Wales has the highest number of holdings that are unique on the NBD, and the highest number of holdings overall. Victoria and Queensland have the next highest number of unique titles on the NBD. Serials were compared using title information on the NBD, and the comparison did not include analysis by date of serial coverage by libraries. It is expected that there would be an under-reporting of collection uniqueness because of this approach.

Table 7: Serial holdings Number of titles

State	Unique in NBD for state	Held by 1	Held by 2	Held by 3	Held by 4	Held by 5	Held by 6	Held by 7	Held by 8	Held by 9	Held by 10	Held by 11
ACT	2 004	24 008	3698	727	76							
NSW	27 159	68 414	18 882	11 046	5045	3160	1791	968	475	248	89	15
NT	893	9 547								0		
QLD	18 766	54 441	9 387	3 609	1925	835	304	74	9			
SA	7 083	41 023	10 898	3 340								
TAS	2 050	15 685										
VIC	17 788	63 829	18 208	8 217	4659	2692	1802	1022	316	45	2	
WA	3 622	34 396	9 760	3 644	1142	101						
TOTAL	79 365	311 343	70 833	30 583	12 847	6788	3897	2064	800	293	91	15

Table 8 provides a summary of the percentage of titles held in each state that are unique holdings on the NBD, that is, only one library is recorded as holding that title, together with the overlap by libraries in each state. This breakdown reveals that between 7.03 per cent (Australian Capital Territory) and 26.62 per cent (Queensland) or holdings are unique holdings on the NBD.

Table 8: Serial holdings percentage of titles

State	Unique in NBD for state	Held by 1	Held by 2	Held by 3	Held by 4	Held by 5	Held by 6	Held by 7	Held by 8	Held by 9	Held by 10	Held by 11
ACT	7.03	84.19	12.97	2.55	0.27							
NSW	24.69	62.19	17.16	10.04	4.59	2.87	1.63	0.88	0.43	0.23	0.08	0.01
NT	9.35	100.00										
QLD	26.62	77.24	13.32	5.12	2.73	1.18	0.43	0.10	0.01	0.00		
SA	12.82	74.23	19.72	6.04								
TAS	13.07	100.00										
VIC	17.67	63.41	18.09	8.16	4.63	2.67	1.79	1.02	0.31	0.04	0.00	
WA	7.39	70.13	19.90	7.43	2.33	0.21						

A more detailed analysis of the serials holdings by states indicates that the university libraries in the larger states have a higher percentage of unique material (Table 9). States with a smaller number of university libraries generally have a higher percentage of material held by only one library (Table 10) and a larger percentage of titles held by all libraries (Table 11). The percentage of titles held by all libraries is overall very low, while the percentage of titles held by only one library is quite high.

Table 9: Ranking of uniqueness of collection by state of serial titles in NBD (by percentage of collections in each state).

State	Unique in NBD	Rank
QLD	26.62	1
NSW	24.69	2
VIC	17.67	3
TAS	13.07	4

SA	12.82	5
NT	9.35	6
WA	7.39	7
ACT	7.03	8

Table 10: Percentage of titles held by only one library in each state (Northern Territory and Tasmania excluded as each has only one university library)

State	Held by 1 library	Rank
ACT	84.19	1
QLD	77.24	2
SA	74.23	3
WA	70.13	4
VIC	63.41	5
NSW	62.19	6

Table 11: Percentage of titles held by all libraries in each state (Northern Territory and Tasmania excluded as each has only one university library)

State	Held by all libraries	Rank
SA	6.04	1
ACT	0.27	2
WA	0.21	3
NSW	0.01	4
QLD	0	5
VIC	0	6

Comparative studies

Many studies on collection overlap have been undertaken comparing the holdings of academic, public and special libraries around the world. Results have often shown, consistent with this study conducted by the National Library of Australia, that there is a high degree of uniqueness among collections of academic institutions. A study of Louisiana academic universities of new acquisitions over a six month period found 83 per cent of titles were unique, and five per cent were held by three or more libraries.¹⁹ Serials in Glasgow universities have also been studied. 80.53 per cent were unique titles, 1.83 per cent were held by all university libraries²⁰. A study of sixty-four liberal arts colleges in Oberlin (Ohio, United States) found only 1.5 per cent of the titles were held by a majority of libraries and that 49.4 per cent were held by only one library.²¹

A study covering the 'Group of Eight'²² Australian university libraries was completed earlier in 2002. The study found:

Monographs

56 per cent of titles were held in only one of the eight libraries;

0.5 per cent of titles were held in all libraries;

Serials

58 per cent of titles are held in only one of the eight libraries;

1.3 per cent of titles are held in only one of the eight libraries.

Other recent studies include:

- That by the Consortium of University Research Libraries (UK) which undertook a collection mapping project using the OCLC iCAS software to compare the collections of six UK libraries including three university libraries: Edinburgh, Hull and Liverpool. The study focused on monograph titles. The level of material held uniquely by each library participating in the study (that is, number of titles held by only one library) was between 71 per cent and 75 per cent for the three university libraries.²³
- The further study of monographic bibliographic records in the OCLC WorldCat database which was conducted by Anna Perrault. It used a ten per cent sample from the WorldCat database of approximately three million records and found that 53 per cent of records have only one library location symbol. 63.5 per cent of the records for research libraries were unique holdings.²⁴

Further research on collections held by Australian libraries would be beneficial and would assist decision-making on future co-ordination of access to more diverse information resources for the Australian university community. A range of methodologies could be used — the University of Western Australia is currently analysing the research collections of the National Library and ‘Group of Eight’ libraries relating to the Indian Ocean rim and South-East Asian regions using OCLC’s collection analysis software.

There are many factors which may potentially affect the overlap of collections including:

- the degree to which the teaching and research of the university is unique, those universities offering similar courses are likely to have some commonality of collections;
- the period of time over which the libraries have been collecting — those with older collections may tend to have more unique materials especially those with older imprint dates;
- the degree to which there are collaborative collecting agreements; and
- the extent of co-operative access agreements between universities providing a basis for a locally distributed collection and consequently lower collection overlap.

All of these factors provide areas for future research and analysis.

Conclusions

The collections of Australian university libraries, using the NBD to compare collections, hold a remarkably high level of unique materials; in addition, widely held titles in the collections would be expected to comprise materials such as reference resources and undergraduate texts. This is justifiable given the need for immediate access to these materials. The overlap rate varies between states, but is low overall, particularly for monographs. While there are limitations inherent in using the NBD, the consistency of the results across states suggest that national access through inter-library loan to the collections of university libraries is required for effective support of research in Australia. While there appear to be two distinct trends, one

for states with a large number of libraries and one for states with a small number of libraries, closer investigation suggests a different set of factors apply to each state. In some states co-operative activities have included collection development, in others the level of uniqueness of holdings is likely to be influenced by the fact that one university library holds a majority of the titles in the state, and in larger states the sheer volume of holdings in a number of libraries is likely to influence the level of collection uniqueness and overlap.

Further research could add to the understanding of the nature and scope of Australian university library collections. Research into overlap in specific subject areas, current acquisitions or the adequacy of Australian collections for research and teaching would complement this study.²⁵

Electronic resources are providing the most fundamental contemporary change to university library collections. The increased access to electronic resources through journal aggregations has greatly increased the resources available to some members of the university sector. Desktop access to electronic resources has undoubtedly increased the ability of researchers, staff and students to access information. This study did not assess the degree to which collection overlap has changed with the move to electronic resources, although it has been suggested that the 'serial crisis' together with the move to electronic publishing provide pressures which may reduce the range of titles published.²⁶

Interestingly, the increase in access to electronic resources has not produced a simple change in inter-lending for Australian university libraries. The CAUL statistics²⁷ indicate that, for material received by university libraries, there has been an increase in the number of copies (print and electronic) received over the past decade, but a decrease in the number of original materials borrowed. Trends in material supplied to other libraries is quite different, there has been an increase in loan of original material and a decrease in copies. In the United States research libraries report a significant increase in interlibrary loan requests,²⁸ which may be due to improvements in inter-lending systems.

Co-operation by university libraries has traditionally enabled access to other resources within a region. Well-established co-operative agreements in Western Australia, South Australia and Victoria, for example, have enabled collaboration to extend to collection analysis and collection building activities. The effect of these agreements will have influenced the degree of uniqueness and overlap. Given the complexity of other factors affecting state collections, it is not possible to assess in detail the effect of these co-operative schemes from the data produced by this study. The diversity of resources held by Australian university libraries suggests that the combined collection provides an important national infrastructure for teaching, study and research. Access to this infrastructure has been assisted by co-operation under the aegis of the Australian inter-lending code. State and national reciprocal borrowing schemes have also improved access particularly for students.

As Gorman has suggested, there are three essential elements for successful co-operation — trust and co-operation, effective and rapid delivery methods, and easy access to holdings information.²⁹ Australian university libraries have demonstrated success in co-operation through regional co-operative initiatives and the national borrowing scheme. New technology, particularly *Ariel*, enables rapid access to resources

from other collections. The NDB provides easy access to the university holdings information reported to the NBD, although the coverage of Australian university library collections is not comprehensive. Most university library catalogues can be searched individually on the web.

Lynch has commented that 'Effective information access within a library and, to an even greater extent, interlibrary resource sharing, both presuppose that library patrons have the ability to effectively identify and locate materials of interest'.³⁰ These conditions are met to some degree in the Australian university library sector, with automation offering significantly improved delivery over the past decade. There is still, however, a long way to go before members of Australian universities can seamlessly request material from their desktop. Increasing the coverage of the NBD, and implementing automated requesting systems which serve the clients directly, are essential to effective information access in the sector.

For Australian libraries the challenge of providing services from an increasing electronic collection and maintaining access to a nationally significant dispersed collection is a key issue for the twenty first century.

Funded by the Department of Education, Science and Training (DEST), Higher Education Information Infrastructure Advisory Committee

IBM GSA assisted with data collection.

Roxanne Missingham is assistant director general, Resource Sharing Division, National Library of Australia; Robert Walls is director, Kinetica Database Services, Resource Sharing Division, National Library of Australia

Endnotes

- 1 See, for example Hardesty, L 'Searching for the holy grail: a core collection for undergraduate libraries', *Journal of Academic Librarianship*, 19 1994, 362–371.
- 2 Canadian Site Licensing Project <http://carl-abrc.ca>
- 3 <http://jisc.ac.uk>
- 4 Clayton, P and Gorman, G E *Managing information resources in libraries: collection management in theory and practice*, London, Library Association, 2001, p53.
- 5 Australian National University Library Serials crisis, <http://anulib.anu.edu.au/news/stories/serials.html>, 1998; Monash University Library Annual report, <http://www.lib.monash.edu.au/reports/annual/1998/98ar01.html>, 1998; University of Adelaide Library 'The journals crisis and the University of Adelaide', *News* no. 19, http://www.library.adelaide.edu.au/ual/publ/News/NEWS_18.pdf, 1999.
- 6 See, for example, Shreeves, E 'Is there a future for co-operative collection development', *Library Trends*, 45 (3), 1997, 373–391.
- 7 See McCarthy, P 'Serial killers: academic libraries respond to soaring costs', *Library Journal*, 119 (11) 1994, 41–44.
- 8 Biskup, P *Libraries in Australia*, Wagga Wagga, NSW, Centre for Information Studies, 1994

- 9 Cantrell, L *Looking for Books: a Report on Access to Research Monographs by Academics and Higher Degree Students at Australian University Libraries*, <http://www.nla.gov.au/initiatives/alctf/cantrell.html>; 1999; Fletcher, Neville *Access to Scientific Journals in Australian Libraries*, <http://www.nla.gov.au/initiatives/alctf/fletcher.html>, 2001.
- 10 See for example Strubbe, LA 'Characteristics of serials duplication within an academic research library' *Library and Information Science Research*, 11 (2), 1989, 89, 91–108.
- 11 German, RN, Kidd, T and Pratt, G 'Serials overlap in the higher education institution libraries in Glasgow', *New Review of Academic Librarianship*, 3, 1997, 115–138.
- 12 See, for example the Consortium of University research Libraries iCAS study, <http://www.curl.ac.uk/projects/icas.html>, 2002.
- 13 Potter, G 'Studies of collection overlap: a literature review' *Library Research*, 4 (1) 1982, 3–21; Rochester, MK 'The ABN database: sampling strategies for collection overlap studies', *Information Technology and Libraries*, 6 (3) 1987, 190–199.
- 14 Buckland, MK, Hindle, A and Walker, PM 'Methodological problems in assessing the overlap between bibliographic files and library holdings', *Information Processing and Management*, 11, 1975 89–105.
- 15 The Australian Catholic University was counted as a separate university for each state in which it has a campus.
- 16 The National Bibliographic Database contained a total of 13 515 919 bibliographic records and 35 677 592 holdings at the time this study was undertaken.
- 17 CARM (Caval Archive and Research Materials) contains low use and last copies of archival and research materials from Victorian university libraries and the State Library of Victoria.
- 18 Hardesty, L 'Collection development and bibliographic instruction: a relationship', in *Bibliographic instruction in practice: a tribute to the legacy of Evan Ira Farber*, Ann Arbor, Michigan, Pierian Press, 1993, 131.
- 19 McGrath, WE and Simon, DJ *LNR: numerical register of books in Louisiana* Baton Rouge LA, Louisiana State Library, 1972.
- 20 German, op cit
- 21 Hardesty, L op cit
- 22 The Group of Eight is a coalition of the University of Adelaide, Australian National University, University of Melbourne, Monash University, University of New South Wales, University of Queensland, University of Sydney and University of Western Australia.
- 23 See <http://www.curl.ac.uk/projects/icas.html>.
- 24 See <http://www.oclc.org/research/grants/reports/perrault/intro.pdf>
- 25 Gilbert (op cit) found that the highest level of uniqueness was for material published prior to 1968. Material published from 1973 onwards was the

least unique

- 26 Case, M 'Igniting change in scholarly communication: SPARC, its past, present, and future', *Advances in Librarianship*, 26, 2002 http://www.arl.org/sparc/SPARC_Advances.pdf.
- 27 CAUL statistics can be found at <http://www.caul.edu.au/stats>
- 28 ARL statistics (<http://www.arl.org>, in particular see <http://www.arl.org/stats/arlstat/graphs/2001/2001t3.html>)
- 29 Gorman, M 'Laying siege to the "fortress library"' *American Libraries* 17 (5) 1986, 325–328.
- 30 Lynch, C 'Building the infrastructure of resource sharing: union catalogs, distributed search, and cross-database linkage', *Library trends*, 45 (3), 1996, 448–614.

Opportunities for the new generation: the formation of a networking group

*Ursula Henderson,
Kate Sergeant, Kate Sinclair
and Robyn Ellard*

Graduates in the library and information profession face a challenging environment. There are few employment opportunities and work is often at a lower level than that appropriate to the qualifications gained. New graduates to the profession encounter both positive and negative attitudes towards them within workplaces. This paper discusses how these issues have impacted on us as new graduates and led to the formation of SALIN (South Australian Library and Information Network).

Manuscript received April 2003

'Your call is important... Please hold the line... We value you highly... Please hold the line...'

A NEW LIBRARY GRADUATE CAN BE LIKENED TO CALLER NUMBER 675 in a telephone queue. Valued? So they say. Scattered throughout the literature are references to the problem of an aging workforce (Wakely, 1998) and the associated importance of recruiting new and younger staff with different perspectives. On hold? Definitely. In a tough employment market, opportunities are few and far between. The key is the disjunction between the rhetoric and the reality. New graduates are told they are important but often find themselves isolated, without guidance, and invisible. This paper discusses one attempt to overcome the disjunction and to turn frustration into opportunity, through the formation of a networking group.

SALIN: the South Australian Library and Information Network

SALIN is a networking group for the new generation of library and information professionals. It provides an opportunity for social and professional networking through regular social nights, seminars and forums. The general membership is inclusive and

In a tough employment market, opportunities are few and far between. The key is the disjunction between the rhetoric and the reality...

free, comprising library technicians, librarians, students, and archivists. The group defines 'new generation' as anyone who has graduated with a library qualification within the last ten years; it also welcomes established professionals. The various sectors within the library field are represented, with members working in university, public, special and corporate libraries as well as the State Library. Membership has grown from a relatively static thirty during 2001 to more than 170 (as at March 2003). As SALIN is a free group, membership figures are obtained by a count of subscribers to the mailing list, salin@flinders.edu.au, which is also the primary means of communication. The list is used to advertise career opportunities, highlight issues of interest and publicise upcoming events, with both committee and general members able to post to the list. The main organisational body is the executive committee. Membership of the committee is by expression of interest upon a vacancy arising. The committee currently consists of eight librarians and one library technician. The committee has no formal office bearers (with the exception of the treasurer) and tasks and positions are shared on a roster basis.

SALIN is grounded in three main elements: social, formal and interactive. Monthly drink nights provide an informal, social setting in which individuals can interact. These nights have a core group who attend but the regularity allows for those who can only come occasionally. In addition to the purely social gatherings, SALIN presents semi-regular professional development sessions in the form of seminars and forums. The seminars are designed to address issues of importance to the new generation, in a non-threatening, but relatively formal atmosphere. They provide an opportunity for more formalised networking. The forums provide a unique, middle-ground approach, being designed to facilitate peer-based discussion of selected industry issues while incorporating a strong element of fun.

Holding on, not hanging up: the formation of SALIN

SALIN began with five friends, all involved with the library field, meeting regularly for lunch. The driving forces behind the group's formation were frustration and the perceived lack of opportunities for newer graduates. The majority of the founding members were qualified librarians working at the library assistant level, with very little opportunity to move to professional positions within or outside their organisation. Frustration was reinforced by the negative attitudes, from its future to employment prospects, pervading the library profession. Such negativity had been first experienced at university, with lecturers emphasising the stagnant nature of the industry, particularly within South Australia. Underlying the frustration was the fear of skill and knowledge erosion. Whether unemployed or working at a lower level, a real concern was the erosion of what had been gained at university.

An additional factor was the lack of professional direction, caused in part by the scarcity of job opportunities but also by a lack of visibility and limited connection with established librarians. Finding mentors and developing a strong support network were difficult. The pace, demands and structure of the work environment, combined with the nature of the work (library assistant work being very task-oriented), did not allow for the interaction necessary for informal mentoring and/or networks to develop.

Thus SALIN emerged from a conscious decision to channel frustration into something constructive and positive. The newly formed group, self-termed a 'social

networking group', arose from an examination of what they as new graduates felt they needed: networking skills and opportunity, a strong support base, social interaction with others in a similar position, and control of the environments in which this happened. Networking is a particular strength of the library and information field, and its importance had been consistently highlighted at university and within general library publications and discussion. For the newcomer, however, breaking into the network can be quite daunting. Industry functions seemed to consist of well-established people who already knew each other, a scary proposition for those new to the field and in many cases, relatively new to the workforce. For the new graduate, it is difficult enough trying to make sense of the simple day-to-day 'work stuff', let alone finding the time, energy and confidence to meet people and network in a non-optimal environment. Alongside the professional desire to network was that of meeting others with similar interests and concerns — a social need.

Making connections: the development of SALIN

SALIN officially began in 2001. The first year consisted of small-scale seminars, often presented by members of the executive committee. Seminars were conducted on the Flinders University Library's traineeship program, surviving the transition to a new job ('Rising to the challenge'), the importance of ALIA in the library and information field, the information desk ('What really happens') and document delivery ('Delivering the goods').

2002 saw a paradigm shift. The committee deliberately chose to approach established professionals with high profiles in the industry to speak at SALIN events. This led to a growing awareness of the need for effective marketing and advertising. 2002 also saw the introduction of the forum format, which encouraged member involvement and interaction in discussion of topical issues. The first seminar of the year had three leading library managers talk about their important decisions and career moves at 'Moments of truth: key decisions in a librarian's career'. This successful seminar was followed by 'Trends and opportunities: library employment for the new generation' which addressed the issue of employment from three different perspectives. Forum topics for 2002 consisted of 'From buns to bytes: the image of librarians' and 'The reference librarian is dead!' The seminars and forums have attracted a wide audience, from students to well-established professionals, with numbers ranging from around thirty at forums to sixty at seminars. From 2001 into 2003, SALIN has maintained its focus on social networking through regular drink nights.

Jumping the queue: the benefits of SALIN membership

SALIN has now been operational for over two years. The informal organisational structure of the group and its membership does not lend itself to easy statistical analysis. However, it is possible to summarise some of the net effects of SALIN membership on both the general membership body and the executive committee. Firstly, what does SALIN offer and what needs does it fulfil for members? Secondly, what have been the outcomes for the members of the executive committee, both personally and professionally?

For general members, the group aims to provide a range of environments within which social and professional networking occurs (consciously or not) and professional awareness, interest and involvement increases. As the SALIN membership has expanded, it has become clear that this can be provided in both real and virtual

environments. All members subscribe to the SALIN mailing list, even if they are unable to attend seminars, forums or drink nights. The list serves as a fulcrum for cross-sectoral professional information, advertising job vacancies, industry events and seminars organised by all ALIA groups. Since mid-2002, the recruitment agency Scansearch has successfully posted vacancies on the SALIN list, recognising the list to be a valuable recruitment tool. The steady increase in SALIN membership and strong attendance at events is a clear indication that a need is being met among members. In order to ascertain more accurately the benefits of SALIN membership, in September 2002 a membership survey was sent via e-mail to the mailing list, which at the time had ninety-seven subscribers. The survey results indicated a range of perceived benefits gained through SALIN membership, including social networking, job opportunities and the informal interaction with other professionals. When asked to select what they enjoy most about SALIN, members chose the networking opportunities and the jobs advertised on the SALIN mailing list.

The SALIN executive committee has also benefited from involvement with the group. The current committee includes four founding members who have seen significant changes to their professional lives in the two years since SALIN's inception. During the formation of SALIN none of these four were employed at a professional level. Now, all four are working in professional positions. There are many factors involved in such a change, however the networking, support and self-empowerment found in SALIN certainly cannot be ruled out as a contributing factor.

Executive committee involvement has resulted in enhanced professional confidence and interaction. Members have experienced increased interest and enthusiasm for professional development events and networks. Currently, all the executive committee members are ALIA members, with five on the committees of various ALIA groups. This is a significant increase in professional participation for those involved. Before SALIN was established in 2001, not all the founding members were ALIA members, and only two of those were on ALIA committees. SALIN involvement led to increased confidence in the ability to be a contributing member of a formal ALIA committee, while facilitating attendance at general ALIA events. The personal networks developed through SALIN encouraged members to attend industry events together and supported further cross-sectoral networking activity.

Pushing the right buttons: why has SALIN been successful?

SALIN seems to be unique in its approach to self-driven professional networking targeted towards the 'New Generation'. This perhaps is due to the committee's focus on establishing a group that met their own needs and those of their peers in South Australia, with a certain disregard for what had been done elsewhere by other organisations. However, there are groups operating both in Australia and overseas which target new graduates or the 'New Generation' of librarians in various ways. The ALIA New Generation Policy and Advisory Group is a newly formed ALIA advisory committee which exists to help strengthen the participation of a new generation of library and information professionals in the association. ALIA also has a number of state-based mentoring groups aimed specifically at new graduates, and general CPD/career management groups targeting a wider membership. In Queensland, the ALIA Peer Circle was also active for several years (Hill et al, 1996). Overseas, the New Breed Librarian website hosts a e-list called New Librarians ([http:](http://)

[//www.newbreedlibrarian.org/networks.html](http://www.newbreedlibrarian.org/networks.html)), with a large and active membership of US students and new graduate participants. The American Library Association has the New Members Round Table, (<http://www.ala.org>) aimed at members new to the library profession, and in the United Kingdom, the CILIP Career Development Group (<http://www.careerdevelopmentgroup.org.uk/index.htm>), focuses on the development needs of new and existing library and information workers and students.

However, there are significant differences in the SALIN approach which serve to define the group's unique position. Unlike many of the professional mentoring groups, SALIN is fully self-directed and peer driven. The focus is not on formal or informal mentoring, but on networking and socialising with peers. Professional development in the form of seminars and forums is an additional bonus, not the group's sole function. SALIN is inclusive in a way that many similar groups are not, targeting both librarians and technicians; new graduates and established professionals; and members and non-members of professional associations.

Why has SALIN been successful? From the executive committee's point of view, the reasons for SALIN's success can be summarised by the following: free, tailored, informal and fun. With a ground-up approach, the group has managed to tap into a niche market, as the founders are effectively members of the target audience. Events are held on topics relevant to the new generation, but incorporate an unusual slant or different format, and often include a social element and humour. A major factor is the group's inclusiveness and strategies such as nametags, icebreakers and 'meet and greet' all combine to produce a friendly, non-threatening environment.

Interference on the line: future challenges

SALIN has developed rapidly over the past two years. However, there are a number of challenges to face if the group is to maintain and consolidate its position. Firstly, the group's informal structure is a major strength but also a potential core weakness. The executive committee is the driving force behind the group, and the enthusiasm, motivation and personal investment of the current members contribute greatly to SALIN's success. Future success is currently reliant on the continued involvement of the committee members, and the commitment of their time and energy to the group. With no formal backing, SALIN has neither financial nor formal organisational support and as a result, the 'trial and error' process has been extensive. While the loose committee structure and stand-alone nature of the group has allowed greater freedom, it has also required a considerable time commitment from executive members. Secondly, the group faces the challenge of catering for a steadily increasing membership, with a larger range of needs and interests. As the membership expands, the pressures upon the essentially informal committee structure will increase. Conversely, the lack of formal support has a significant impact upon the ability to reach new and potential members. Recruitment has so far been largely via word-of-mouth. The informal structure means there is no easy forum for marketing and advertising on a state wide or national level.

The committee is currently developing a number of strategies to address these issues. One of the key goals is the recruitment of new graduates and students to the general membership and the executive committee, so that the group will survive the eventual departure of the current committee members. This strategy was implemented in 2003, when a committee vacancy arose. It was decided that at least one position

on the committee should be held by a 2002 graduate. As a result, the committee recently welcomed three enthusiastic new members who are 2002 graduates or current students. Another aim is to focus on marketing and advertising strategies, including the launch of a SALIN website. The mailing list site is currently SALIN's only web presence, and has little scope for inclusion of comprehensive material.

The group also plans to develop a SALIN logo and branding in 2003. From 2002 onward, there has been increasing co-operation with other professional groups and SALIN has developed a good supportive relationship with ALIA SA. Committee members were invited to man a SALIN publicity stand at the ALIA SA 'Meet the future' function, a networking opportunity for new graduates held in November 2002. SALIN also aims for increased involvement in promotion and New Generation advocacy beyond the local level. Executive committee members wrote and presented a conference paper at The Vital Link 3 conference, held in Adelaide in December 2002, and five members of the committee attended the New Librarians Symposium in Brisbane in December 2002. Connections have also been made with the ALIA New Generation Policy and Advisory Group with a view to contributing to the work they are doing to foster and encourage a voice for the new generation of library professionals.

Calling the new generation: learning from the SALIN experience

The formation and success of SALIN has implications for both the new generation and employers. For members of the new generation, the importance of involvement in the profession is highlighted. On a personal level, SALIN acts to provide a forum through which peer support and friendship, essential elements in the struggle against stagnation and the lack of concrete job opportunities can develop. Professionally, the networking, social and professional development opportunities combine to produce a more involved, informed and connected potential employee. For employers, it highlights the importance of mechanisms encouraging newer employee interaction, both amongst themselves and with established staff. This can take a variety of forms, including mentoring, buddy systems, staff development events targeting newcomers, and social events (a regular lunchtime get-together, drinks after work).

It would also suggest that employers should make good use of new graduates. This does not imply that professional positions be created from thin air, but rather that new graduates be involved on committees and task-forces, particularly if they are working at a lower level than their qualifications. As Natalie Blanchard suggests in her recent paper, initiatives that involve new graduates in decision-making and management responsibilities in the workplace are crucial to the development of skills and confidence (Blanchard, 2002). Not only will the organisation have the advantage of a fresh perspective, it will also be gaining an employee with an enhanced sense of worth.

Revisiting the queue

'Your call is important... Please hold the line.'

For the founders of SALIN, simply holding the line was not a viable option. SALIN provided an arena for self-directed professional development and the creation and expansion of social support networks. Effectively, SALIN was created to make the queue more bearable, lessening the isolation and feelings of invisibility, while

also, through the maintenance and development of essential skills, hopefully even leading to a 'queue jump' or two. So: to revisit our new library graduate, who is by now number 603 in the line. The queue is still there, but hopefully, through the professional development and social opportunities provided by groups like SALIN, the wait will be a productive one.

Bibliography

- ALA: American Library Association [Online], Available: <http://www.ala.org> [2002 30 September]
- Blanchard, N 'Provocative thoughts of a new generation of librarians' 68th IFLA Council and General Conference August 18–24, 2002
- Brown, M 2000, 'They buy, but they don't join', *inCite* [Electronic], May. Available: <http://alia.org.au/publishing/incite/2000/05/frontline.html> [30 September 2002]
- Brown, M 2000, 'Where are the graduates?', *inCite* [Electronic], April. Available: <http://alia.org.au/publishing/incite/2000/04/frontline.html> [30 September 2002]
- CILIP, Career Development Group [Online], Available: <http://www.careerdevelopmentgroup.org.uk/index.htm> [30 September 2002]
- Hill, C, Browning, R, White, P and Gattera, R, 1996 'The peer circle', *inCite* [Electronic], November. Available: <http://alia.org.au/publishing/incite/1996/11/peer.circle.html> [30 September 2002]
- NewBreed librarians: networks [Online], Available: <http://www.newbreedlibrarian.org/networks.html> [19 September 2002]
- Wakely, T 'Report on the age profile of ALIA membership' [Online] 1998, Available: <http://archive.alia.org.au/gc/online/9807/9.4.html> [2002 30 September]

Ursula Henderson is executive assistant to the university librarian, Flinders University; Kate Sergeant is Librarian (Electronic Resources Support), University of South Australia; Kate Sinclair is liaison librarian for Law and Legal Studies, Flinders University; and Robyn Ellard is reference librarian, University of South Australia.

The Australian Library Journal: advice to referees

Published here for the information of potential contributors and referees

Refereeing is a delicate business: we operate on a double-blind system [although it is not always possible to eliminate every hint of an author's identity without rewriting the contribution] so that neither party, author or referee, is normally aware of the others' identity. I say 'normally', because in some cases, and if referees are willing, a productive dialogue which has some of the aspects of mentoring, can be opened thereby. The referee's function is to advise the editor on the article's publishability: the approach should be constructive and aimed at enabling both the author and the editor to arrive at something which is publishable. One of the editor's principal objectives is to encourage and see into print fresh or novice contributors to the literature. It follows that articles sent out for review will inevitably reflect varying degrees of 'ripeness' and competence. It should also be noted that the text which referees will receive is 'raw' in the sense that it has not in any way been edited or prepared for print. Nor is it the referee's function to do this. The critical issue is the content of the article, in the broadest sense of that word: does it make a reasonable contribution to the literature and to the ongoing debates about the profession? Is the content accessible to the average reader? How, without rewriting the article, might it be improved?

The Journal comes out quarterly, which seems to suggest that about twelve weeks is the maximum time which should be taken in the review process: in practice, many referees turn material round in a fortnight, and in the editor's experience as a referee, this results in a certain freshness of approach. An article which is allowed to hang about on one's desktop for too long, or which is read too many times may inevitably induce, through no fault of its own, a certain staleness into the referee's report. Like Roquefort cheese, the referee's report needs to be fresh, tangy and unpasteurised.

John Levett, Editor, ALJ

Librarians are the ultimate knowledge managers?

Cathie Koina

Manuscript received July 2002

LIBRARIANS ARE THE ULTIMATE KNOWLEDGE MANAGERS. We all know that. After all, haven't we been the custodians of documented knowledge for centuries? Who could possibly do it better than us? Well, then why aren't people knocking down our doors, begging us to be the knowledge managers of the organisation? Are they just ignorant of how fantastic we are, or is it possible that librarians aren't the best people for the job? Most of the academic articles that deal with Knowledge Management (KM) in some way always start by trying to define it. This is because there is no standard or stable definition. I believe this is one of the issues causing confusion.

A definition that comes from the Gartner Group is:

Knowledge management is a discipline that promotes an integrated approach to identifying, managing and sharing all of an enterprise's information assets. These information assets may include database, documents, policies and procedures as well as previously unarticulated expertise and experience resident in individual workers. Knowledge management issues include developing, implementing and maintaining the appropriate technical and organisational infrastructure to enable knowledge sharing...

I also like a definition of what KM is *not*, taken from Butler, 1999:

- Knowledge management is not the latest fad.
- Unlike other process improvement initiatives, knowledge management does not only rely on technology to make processes more efficient. It recognises that knowledge resides with people and that technology is merely the enabler.
- The foundation of KM is the power of learning. No organisation can improve without learning something new.
- Knowledge management is consistent with the currently emerging models of organisations, which involve people working in teams, coming together on a project basis, then moving on the new relationships. Knowledge clearly underpins these activities.
- It is not a new religion or spiritual calling — there are many 'evangelists' who treat KM as a religion — full of ideology and theory. Real knowledge management is practical and action-oriented.

There is an acknowledgment within the literature that no matter which path librarians take for their future, a greater awareness of their value and skills within organisations needs to be promulgated...

- It is not an attempt to rally disgruntled employees around a new, philosophical concept that they cannot understand.
- Knowledge management is not new — it just hasn't had a label before.

According to the literature, many librarians still believe that knowledge management is simply managing information and explicit or documented knowledge, which is what they have been doing for many years, and that eventually everyone else will deduce this. However, information and knowledge are not the same thing at all. Information is simply contextualised data. To become knowledge, there needs to be an added human element. Information tends to be tangible, whereas knowledge is information that is interpreted and synthesised. In addition, many librarians seem to be missing the point that KM encompasses the whole organisation, not just the bits in the library, and it includes tacit knowledge, as well as explicit. Any KM program must be aligned to corporate goals, and so strategic thinking and alignment is part of the process.

What skills are needed by an effective knowledge manager?

Below is a table showing many of the skills required to be successful in knowledge management. It lists skills that librarians in general currently have, and those they may not necessarily lay claim to.

KM skills librarians may currently have	Attributes librarians may not necessarily have
Flexibility	Lateral thinking
Team skills	The ability to think in terms of the enterprise rather than the professional function
People skills	The power to persuade, to 'sell' themselves and their skills in an organisational context
Communication skills	The capacity to manage, rather than merely endure, change
The ability to assess and evaluate information	Advocacy
How to create, record and store information effectively	Strategic planning ability
How to use information tools effectively	Marketing capacity
How to train and educate the client	Able to analyse their roles and identify areas for improvement
Are client service oriented	Project management capacity

If this matrix is even approximately valid, there are a number of significant skills that librarians currently don't have. Perhaps this is why people are not routinely appointing us as knowledge managers

What about image?

Another issue to consider is that of the image of the librarian. Information which resides in the organisation has up till now always been treated in discrete sections, or 'silos' rather than as a whole. For example, librarians have focused on the acquisition or distribution of information acquired externally to the organisation, while records managers focus on documents internal or integral to its management. In such

a scenario no one group appears to have an understanding of overall information needs. Librarians have recently moved to being 'information managers'; as such, 'librarians are seen by many as effective, intelligent, problem solvers with a high level of research, technical and specialist skills' (Houghton, Poston-Anderson and Todd, 1998). Unfortunately this often escapes the attention of senior management in organisations. There is also a perception that librarians seldom interact with 'the business', have a very narrow view of KM, and of the organisation as a whole. There is an acknowledgment within the literature that no matter which path librarians take for their future, a greater awareness of their value and skills within organisations needs to be promulgated.

Options

1 Acquire the necessary skills, including that of self-promotion

If we are to have a place in knowledge management, many of us will need a mind shift; we will need to become more proactive, think more strategically, and align our work more closely with the goals of the organisation. We need to understand that KM is more than information and technology, and that tacit knowledge may be of critical relevance. Its collection, distribution and management are critical; if we are to play a significant role in this process, then how we relate to the organisational context and those at all levels within it will determine the extent of our success or failure. To do this, we will need to start thinking outside our box, and align everything we do with the broader objectives of our context. To do this we will need to work together to promote ourselves, and to start working more closely with areas such as HR, IT and senior management. A team approach is essential.

2 Find a balance, and play to our strengths

There is definitely a role for us as autonomous information professionals in evaluating, filtering and managing information, including the skills of cataloguing and classification, indexing and abstracting. These are applicable in new information contexts, such as the management of metadata, the design and application of search engines or the creation of organisational thesauri. Other skills can also be useful in making the knowledge more accessible, including their knowledge of the organisation, customer service orientation, and their training skills.

3 We could do nothing

As KM becomes more pervasive, we may merely drift or gravitate towards the KM context without taking any action to shape or control the process. This is not without its dangers; in that we may merely become passengers, rather than drivers and movers and shakers. As with any shift in professional values, there will be different answers for different people. The most important thing is for us to be aware that this is the way of the future, and to make sure we have a place in it, if we want one.

Conclusion

In answer to the question posed at the beginning of this paper — is it that employers are ignorant of the attributes of skilled librarians? In the event, some librarians will go forth, gain new skills, and become leaders of KM in their organisations, while others will move towards the important supporting roles of managing and retrieving information in using the power of such phenomena as metadata. Either way, we need to promote ourselves and our skills more to our lay management. We do have

a lot to offer in the changing world — we just need to make sure other people can see that too.

Bibliography

- Bishop, Karen 'Leveraging our knowledge: the skills and attributes information service professionals bring to new roles in information and knowledge management'. ALIA 9th Specials, Health and Law Libraries Conference. Available online: <http://conferences.alia.org.au/shllc2001/papers/bishop.2.html>
- Bonner, Dede 'Enter the Chief Knowledge Officer.' *Training and Development*, Feb 2000, pp 36–40.
- Broadbent, Marianne *The phenomenon of knowledge management: what does it mean to the information profession?* 1998. Available online: <http://www.sla.org/pubs/serial/io/1998/may98/broadben.html>
- Butler, Yvonne 'Knowledge management — if only you knew what you knew'. *STRAIT to the future* ALIA 8th Asia-Pacific Specials, Health and Law Librarians Conference. Available online: <http://conferences.alia.org.au/shllc1999/papers/butler.html>
- Church, Doug. 'From librarian to knowledge manager and beyond: the shift to an end-user domain'. Available online: <http://www.sla.org/chapter/ctor/courier/v36/v36n2a1b.htm>.
- Houghton, Jan, Barbara Poston-Anderson, and Ross Todd 'From obsession to power: changing the face of librarians'. *Pathways to Knowledge*, Australian Library and Information Association 5th Biennial Conference and Exhibition, 25–28 October 1998, Adelaide Convention Centre, Adelaide, South Australia. 313–318.
- Marconi, J 'Outside the square: library and information services innovations within a knowledge management context'. *ALIA 9th Specials, Health and Law Libraries Conference*. Available online: <http://conferences.alia.org.au/shllc2001/papers/marconi.html>
- Milne, Patricia 'Information professionals and the knowledge-aware, intelligent organisation: skills for the future.' *Australian Library Journal* 49 (2), May 2000 139–150.
- Skills for knowledge management* a briefing paper by TFPL Ltd based on research undertaken on behalf of the [UK] Library and Information Commission. 1999. Available online: <http://www.lic.gov.uk/publications/executivesummaries/kmskills.pdf>.
- Todd, Ross and Gray Southon, 'Educating for a knowledge management future: perceptions of library and information professionals.' *Australian Library Journal*, 50 (4) Nov 2001 313–326.

Cathie Koina has worked in the information industry since 1994, and completed a degree in Information Management in 2002. She currently works as a senior librarian at the Australian Taxation Office. She has co-written a number of conference papers, and presented at both ALIA and Special library conferences. This article represents her personal views.

Academic or community resource? Stakeholder interests and collection management at Charles Sturt University Regional Archives, 1973–2003

Don Boadle

This analysis of the transformation of the Charles Sturt University Regional Archives from a library special collection to a multi-function regional repository highlights the importance of stakeholder interests in determining institutional configurations and collection development priorities. It also demonstrates the critical importance of academic patronage, and explores how collection managers have mediated the differing expectations of academic and community users.

Manuscript received April 2003

This is a refereed article

THE IMPACT OF ACADEMIC STAKEHOLDERS — PARTICULARLY HISTORIANS — on the collecting activities of Australian university archives is widely acknowledged, but seldom explored.¹ An exception is Bob Sharman's paper on the Noel Butlin Archives Centre (NBAC) at the Australian National University. It demonstrates how 'scholarly archives builders' determined acquisition priorities, methods of arrangement and description, and access conditions 'with a view to facilitating research'.² There is no comparable work about community stakeholders. However, Sue Fairbanks' recent study of collecting by NBAC and the University of

It first and foremost is a university archives whose first duty is to its host institution: to its orderly administration on the one hand, and to its prime functions of research, teaching and learning on the other...

Melbourne Archives (UMA) suggests that the 'social warrants' or authorities which academic sponsors and collection managers invoked to justify acquisition advantaged scholarly users. UMA, for instance, represented its collecting of business records as a partnership between 'town and gown', and its decision to acquire private records as a 'community service', but made no immediate provision for access to these records by community members. And NBAC's academic sponsors actively enhanced its success in securing records from business, employer and labour organisations worried about confidentiality by undertaking to *exclude* the general public, and allowing depositors to regulate scholarly access on a case-by-case basis.³

The possibility that relationships with community stakeholders might be more critical for regional university archives than for their metropolitan counterparts is flagged in Chris Buckley's history of the University of New England and Regional Archives (UNERA).⁴ He notes that the university's foundation vice-chancellor, Dr R B Madgwick, although himself an historian, was emphatic that deposited records were not to be reserved solely for academic research workers. In insisting on a 'policy of full public accessibility', Madgwick undoubtedly was influenced by ambitions to establish a combined function regional repository: that is, an institutional and collecting archive which might also serve as a repository for the State Records Authority (until 1998 the Archives Authority of New South Wales), providing custodial management of records of continuing value created by state and local government agencies in a designated region or regions.⁵ Yet if community access to what after all were public records was one issue, an equally important question for the vice-chancellor of the regional university was engagement with, and outreach to, a variety of different interests in the predominantly pastoral northern district.⁶

Similar alignments of interest emerged once the archival collection at the then Riverina College of Advanced Education (RCAE, since 1989 Charles Sturt University) was segregated from the library's 'Special Riverina Collection' and began operating as a combined function regional repository on the New England pattern. In contention was whether the holdings had been acquired primarily to support research and teaching, as the academic sponsors maintained, or to serve broader community needs. A related concern was whether, to support its diverse clientele, the Regional Archives needed to acquire and manage complementary library formats such as ephemera, newspapers, government publications, and even monographs and serials. Aligned with the academics were several university executives responsible for resource allocation, planning and audit, but to their discomfiture, the college principal and foundation vice-chancellor of Charles Sturt University (CSU), Professor C D Blake, threw his weight behind the community stakeholders. The ensuing, sometimes very public, exchanges led to a searching external inquiry in 1990. Because the proceedings were closely documented, it is possible to explore the impact of academic patronage, the conflicts of interest between academic and community stakeholders, and the effects of the inquiry itself on institutional configurations and collection management in the broadest sense of the term.

Keith Swan (1916–1996) already had accumulated a collection of local records for the Wagga Wagga and District Historical Society (WW&DHS) during the 1960s.⁷ So when the senior lecturer in history proposed in February 1972 that RCAE establish a regional research unit, it was unsurprising that a key element should be a 'Riverina

Archives'.⁸ The offer of annual gifts of monographs and serials from the big working library of Margaret Carnegie (1910–2002) of Kildrummie, Holbrook, enabled Swan and his librarian spouse, Vera Swan, née Moore, to win Blake's backing and make a start on the project in 1973, albeit at the cost of setting aside their proposed archives in favour of a 'Special Riverina Collection' in the college's Information Resources Centre.⁹ Carnegie's well-stocked library was not a regional collection, however. It was strongest in Australiana from the colonial period, with significant numbers of rare and scarce items purchased at the Ingleton and Mackaness sales. Yet Swan was adamant that in acquiring private records for the archival portion of the special collection they should maintain a Riverina focus. He consequently devoted considerable energy to courting what he saw as genuinely regional organisations such as the Murray Valley Development League, and individuals like the Hay engineer and grazier J Alan Gibson, one of the founders of a rival regional lobby group, the Murrumbidgee Valley Water Users' Association.¹⁰

In formulating a warrant for his collecting activities, Swan used language not dissimilar to that employed by his UMA counterparts. The Special Riverina Collection would foster 'vital links between the college and the Riverina community' and facilitate co-operation with local historical societies. But it primarily was a scholarly collection intended to support teaching and provide 'research opportunities' for staff. For this reason access would 'only be given to senior students and scholars who [could] establish their bona fides without doubt'.¹¹ Nevertheless, library staff members were making items available to professional historians external to RCAE, to local residents ('for genealogical purposes'), and even to schoolchildren.¹² Swan was either unaware of these exceptions, or chose to ignore them, probably because he and Vera effectively retained control over collection development. The annual selection of items from Carnegie's library was Vera's responsibility, while Keith concentrated on locating and acquiring virtually any primary sources of utility to scholars, including newspapers, business archives, private papers, records of community organisations, photocopies of original manuscript material held in other collections, photographs, cartographic material and oral history.¹³ In this he was following a path well trafficked by his NBAC counterparts, who regularly accessioned collections of original and copied documents put together by academics, as well as 'ad hoc political collections' of pamphlets and other publications from 'trades union men'. These 'artificial research collections', Sharman noted, were 'denominated our "P" collections, though whether this stands for "Personal", "Pamphlet" or "Periodical" I have never been able to discover'.¹⁴

The acquisition of some seventy metres of records from Tubbo station prompted Swan to retain a consultant in September 1976 to advise on the future management of archives in the special collection. Digby Hartridge had previously worked at the National Archives of Rhodesia. Despite his public (or institutional) archives background, he was ready to accommodate academic preferences by conceding that 'grey' material such as 'college publications, the papers of research projects, local publications, "fugitive material" or "ephemera", cuttings, indexes to newspapers and other historical resources' could be housed in a university archives. On the other hand, he was critical of Swan's exclusive focus on the collecting function and neglect of the college's records. He argued that by also assuming the institutional function, and managing its own records, RCAE would significantly strengthen its warrant to collect and service those of other people and entities.

He accordingly urged Swan to create a separate archives unit with combined functions and employ a professional archivist accountable to a senior executive rather than to the librarian.¹⁵ Swan was still attracted to the 'one stop research shop' convenience of the special collection model. But a tour of library special collections and university archives in Britain and North America during 1977 alerted him to the deleterious consequences of subjecting archives to library control. Back home, in his new post-retirement role as 'archival consultant', Swan persuaded Blake to establish a professionally managed combined function regional repository on the UNERA pattern, and arranged with the [State] Archives Authority for it to be responsible for the state survey and planning regions of Riverina and Murray. According to Swan, these approximated what historically had been regarded as the Riverina.¹⁶

Don Brech from the RAF Museum at Hendon [UK] took up duty as archivist in February 1979. He reported to the librarian, and the archives continued to be housed in the library because there was no other suitable accommodation. Swan did not regard this as disadvantageous. Indeed, he maintained that newspapers, parliamentary papers and other similar library formats should be managed in the archives, which was 'geared for conservation and preservation'. Senior library staff disagreed. Brech speedily resolved the impasse by negotiating with Vera Swan to repatriate these items to the Carnegie collection.¹⁷ Keith Swan, however, proved unaccommodating. He had confided in Blake that he hoped to assume 'authority more overtly, even when the archivist is appointed', and soon was at odds with Brech over whether he should enjoy privileged access to restricted accessions.¹⁸ Disgruntled at being treated like any other scholarly user, Swan threatened to exercise his right as one of the local historical society's trustees to withdraw the WW&DHS archival collection from the RCAE archives. In an attempt to head off possible damage to community relations, Blake convened a two hour meeting with Swan and Brech in mid-January 1980, and arranged a luncheon for members of the society's board of management in March, but made little headway. Three months elapsed before Swan wrote to Blake: 'I greatly regret thus severing my personal connection with the College Archives — perhaps, indeed, with the College — but I can see no alternative'.¹⁹

Nevertheless, Brech had largely given effect to Swan's vision. A policy statement, drafted during his first week in the job, emphasised the 'unique opportunity for innovation within the field of archives and education' and for the development of 'a community service not previously available within the region'.²⁰ The statement nevertheless gave priority to supporting 'bona fide research'. Intending users were required to write for an appointment, a strategy that effectively discouraged the casual or merely curious and kept researcher visits below 165 annually. This allowed Brech, who had a library attendant (John Winterbottom) as his only full-time assistant, to concentrate on the provision of records management and archives services for the college on the one hand and, on the other, the 'collection, preservation and control of records of administrative and historical importance relating to the Riverina'.

The first of these functions was not especially onerous so early in the college's corporate life. The second was made manageable by adopting 'a passive role' in relation to material which might lie in the ambit of State Archives and concentrating actively on acquiring private records from 'selected persons, commercial and other organisations'. Although Brech believed a survey of lecturers' teaching and research

interests might 'assist in establishing criteria for the selection of such archives', there is no evidence of a survey being conducted. Instead he identified creating agency categories he wished to target, and compiled listings of those agencies he approached (or intended to approach) for deposits, giving attention in the first instance to the Wagga Wagga locality.

The biggest single category was companies, followed by members of parliament and significant individuals (many of them candidates for political office), then pastoral stations and properties, with most of the comparatively small numbers in the associations, clubs and societies category being drawn from pastoral and agricultural societies, and racing or gentlemen's clubs. A parallel project — inspired by Swan's original proposal for a Riverina Archives — was the compilation of a bibliography of records relating to the region in other collecting institutions, ranging from state libraries to local historical societies. By the time Brech departed in December 1982, to manage the Northern Territory Archives, the Riverina College Archives and Records Service (RCA&RS) held eight accessions of college records, fifty-eight accessions of State Archives and 178 accessions of private records.²¹

Brech's successor, Alan Ives, commenced work in mid-June 1983. An enthusiastic book collector and trained librarian with eleven years' experience at the National Library and Australian Archives' main library in Canberra, Ives swiftly reverted to Swan's special collection model. By November 1987 (when a recently employed clerical assistant began de-accessioning on her own initiative²²) he and his staff had accessioned 451 consignments of government publications, serials and works of reference. They also had accessioned 170 consignments of 'grey' material, much of it ephemera. Whether consciously or otherwise, Ives reversed his predecessor's collecting priorities, acquiring 342 consignments of State Archives and 253 consignments of private records during the period between his appointment and his departure in January 1994.

Most of this collecting appears to have been unsystematic, but a common element in many of the public and private archival accessions was a preponderance of name-identified data, which Winterbottom began to card index in what became known as the 'Riverina Name Index'. Ives and he now quite consciously catered to a growing community interest in genealogy. Among their earliest accessions were some 500 metres of hospital patient files. To these they added extensive consignments of solicitors' client files, and registers of baptisms, marriages and burials from parishes in the Anglican Diocese of Riverina. Prospective researchers no longer needed to write for an appointment; Ives and Winterbottom opened the search room to the public during business hours on weekdays, with regular Saturday and evening openings for meetings of both the WW&DHS and the Wagga Wagga & District Family History Society (WW&DFHS).

These initiatives brought them into conflict with Ives' supervisor, Carol Mills, who became college librarian in July 1984. Ives had been 'part of [her] social circle in Canberra', and they shared interests in bibliography and book collecting.²³ But they soon were at odds over his purchase of library materials, his failure to use the Dewey classification system and Library of Congress subject headings in cataloguing publications, and his efforts to displace Vera Swan as the Carnegie collection manager. Concerned that bona fide (academic) researchers were taking second place to family

historians from the local community, Mills and the bursar, John Biddle, voiced their misgivings to the principal.²⁴ Blake had been providing *ex gratia* payments to acquire genealogical resources and made it clear that his sympathies were with Ives. So much so that he began to explore how he might more closely 'associate' the Carnegie collection and RCA&RS without further alienating the Swans.²⁵ Failing to find a satisfactory solution, he reconstituted the Riverina Archives as an autonomous unit, initially accountable to himself, then afterwards to his deputy, Dr Jack Cross (1928–2002), and established an archives advisory committee under the chairmanship of a senior lecturer in history, Dr David Denholm (1924–1997).

In 1984 Denholm had begun teaching an undergraduate subject which gave students hands-on experience with archives from the Tumbarumba locality. Ives had allocated him an office in the repository, and Denholm had taken charge of map holdings, preparing meticulous finding aids that continue to provide the primary access point to annotated parish maps. Not surprisingly, he moved to shore up the status quo, telling Blake that in his 'own repeated experience', RCA&RS's descriptive practices guaranteed 'production of a requested item in two minutes or less'. The 'central problem', according to Denholm, was not Ives' limited archival experience — some ten months in survey and disposal at Australian Archives — but rather the 'ill-defined setting' in which he had to work at Riverina-Murray Institute of Higher Education (RMIHE), as RCAE now became known.²⁶ To remedy this deficiency, Denholm drafted a five-page document detailing 'purposes' of the archives, 'acquisitions policy' and 'usage policy'.

Apart from its usage section, the document's priorities were broadly consistent with Brech's 1979 policy, so Denholm had little difficulty in getting approval from the advisory committee. He then allowed the committee to slip into recess, seemingly unconcerned about monitoring implementation or compliance. When forwarding the policy statement to Blake in September 1985, Cross commented that it made the Institute Archives 'more formally supportive to ... research and teaching functions than ... hitherto'.²⁷ Yet in doing so it widened the Archives' mandate to embrace 'primary and secondary education in the region' and multiplied its functions to include 'publication, exhibition and reciprocal enterprise with external interested groups'. In discharging this last function, the Archives was permitted to 'extend ... co-operation to the ... mutual use of space and other appropriate resources': an authority Ives subsequently invoked to legitimate housing the WW&DFHS and its collection of books and microform in the Archives building.

By June 1987 Jack Cross felt obliged to point out that 'educational use of the Archives [was] below the level of policy expectation'. There were abundant indications that steps had been taken 'to provide community service', but there had not been 'visible effective steps ... to encourage development of the resource for academic purposes'. A proposal by Denholm to establish a research and teaching facility at the Riverina Archives seemed to him simply to impose another layer of administrative machinery, without doing anything to address these shortcomings.²⁸ Blake agreed. He moved in 1988 to associate the Archives with the major administrative division of Educational Services and, in March 1989, reconstituted the archives advisory committee under the chairmanship of Professor Richard Johnstone, dean of the school of Humanities and Social Sciences and soon to be dean of the faculty of Arts.

Blake was emphatic, however, that the relationship between the Archives and the WW&DFHS was not a policy issue within the advisory committee's remit.²⁹ The concurrent creation of Charles Sturt University, through the amalgamation of RMIHE and the Bathurst-based Mitchell College of Advanced Education (MCAE), meanwhile presented the committee with the opportunity to commission an expert external panel to review the Archives' management and recommend how it might most effectively accommodate the new university's 'expanded regional obligations and ... aspirations for significantly enhanced research and higher degree profiles'.

Chaired by the University of Melbourne archivist, Frank Strahan, the five-member review panel received written submissions and met with interested parties during a two-day visit to the Wagga Wagga campus on 27–28 November 1990. Its report recommended the appointment of a fully qualified and experienced university archivist, accountable to the Wagga-based deputy vice-chancellor (academic). In the interim a board of management should control policy, budgets and personnel. Blake already had assigned responsibility for the University Archives to the Bathurst-based deputy vice-chancellor (services), Professor John Collins, and charged him with chairing the board of management and deciding how the university should implement the review's key recommendations. Central to these was the ranking of functions to give priority to the management of the university's own archives, followed by the personal papers of its staff and alumni. Thereafter it should serve 'as a repository for state and local government and private papers' relating in the first instance to the existing regions of Riverina and Murray. Finally, it should 'fulfil a genealogical and local history role for the university's communities', though the report emphasised that the commitment to this role would need to be reassessed as the usage rate by academics and students increased.

In assigning these priorities, the review quite consciously followed the Brech and Denholm policy statements. However, it differed from Denholm by highlighting the inappropriateness of the special collection model and pointing to the inadequate arrangement and description of the already processed portion of the archival collection. It acknowledged that the Archives were seriously understaffed in relation to the functions staff members were expected to perform. But it reiterated that, if the collection was to be used in support of teaching and research, accessions needed to be processed more thoroughly in accordance with the principles of provenance and original order, and not merely shelf-listed in the order in which they were boxed on receipt. Should additional staffing not be available to tackle the backlog of unprocessed accessions, this could still be accomplished by closing to the public one day a week, and by restricting acquisition to the existing regions of Riverina and Murray.

Collins was afterwards to claim that neither the vice-chancellor nor the board of management had endorsed any of the review's recommendations, apart from establishment of the board itself. On the issue of making time to tackle the processing backlog, board members freely voiced their opposition. But on the more substantive issues of descriptive practices and the acquisition of library formats they deferred consideration until the university archivist was appointed: an occurrence that Collins admitted was unlikely in the foreseeable future due to budgetary constraints. This did not prevent members from endorsing Ives' proposal to acquire hardcopy runs of metropolitan newspapers including the *London Times*, the *New York Times*,

the *Brisbane Courier-Mail* and the *Hobart Mercury*.

Challenged to justify this decision by Johnstone and the director of planning and development, Bernie O'Donnell, Collins replied that while there was 'some reservation expressed' as to whether this was consistent with the board's 'agreed collection policy, the final decision was that the papers were appropriate to the needs of the Archives' and a resource 'for both community and University researchers'.³⁰ The priority was clear, and not missed by Johnstone, who felt 'bound to register [his] disappointment that the opportunities for positive and productive change contained in the report ... [had] been so comprehensively missed'. Blake responded by recommending to the university's governing body in mid-1992 that responsibility for the Regional Archives, as they were now to be known, should rest with the executive director of Library Services, Margaret Macpherson.³¹

It is unlikely that Macpherson embraced this new responsibility with any great enthusiasm. In 1980 she had advised the MCAE principal against establishing a combined function regional repository in Bathurst. Nine years later she declared that the new university had 'many more vital matters to pursue than establishing a regional archive for more than one-third of New South Wales'.³² Among these matters she instanced the management of its own corporate records. She consequently can have found little comfort in the 'policy statement and implementation plan' approved by the Regional Archives' board of management on 4 March 1992. Drafted by a working party consisting of Ives, an associate professor of public administration and two lecturers in history, it identified ten main functions, the most significant of which was the collecting of private records. The preservation of corporate records of the institution and its precursors was then ranked second, the community function fifth, and the regional repository function ninth. Acting 'as a publisher for material based on or about the collection' was in seventh place and arranging 'exhibitions from time to time' in eighth place.³³

By giving priority to the collecting function, and authorising the acquisition of records 'representative of the urban centres of Albury, Bathurst and Wagga Wagga and their immediate agricultural and pastoral hinterlands', the board signalled its intention to break decisively not only with the review's recommendations, but with the policies enunciated by Denholm and Brech. Its decision was partly pragmatic, because Ives and Winterbottom had been collecting from courthouses in the central-west since 1990. But it was driven mainly by the determination of one of the historians, Dr Bruce Pennay from CSU's Albury-Wodonga campus, to align archival collecting and use more closely with the university's mission to address the distinctive needs of each of these urban centres and its rural hinterland. Rather than focussing on 'state administrative boundaries of dubious utility', Pennay believed that those responsible for collection development needed to come to grips with the provincial character of settlement in non-metropolitan Australia.³⁴

Thus far collecting had been Wagga-centric and insufficiently inclusive of the city's rural hinterland. The board's implementation plan accordingly proposed the immediate acquisition of 'additional agricultural-based archival material from ... vineyards, farms, pastoral properties, wineries, etc.' within the three localities defined in the accompanying policy statement. To collect in these localities was an ambitious but ultimately unrealistic proposal, since the board already had decided

not to act on the review's recommendation to appoint a field officer, and had not secured sufficient human or fiscal resources to cope with existing work, let alone the increased volume of arrangement and description that would be generated. Although the proposal was revisited in 1994, and again in 1997 — when the Bathurst City Council encouraged CSU to explore the feasibility of establishing a central-western repository in partnership with the Archives Authority — it was to founder on each occasion because neither the university nor the authority was prepared to commit enough resources.

In March 1993 an advisory committee chaired by Macpherson succeeded the board of management, but things at the archives appeared to continue much as they had before the review. In a spirited exchange with Johnstone when the review was first proposed, Ives had been adamant that CSURA was different from 'any other university archives in Australia. The closest parallel ... [was] the Geelong [Historic] Records Centre'.³⁵ The Geelong facility functioned as a community resource for genealogy and local history, and in many respects CSURA now had more in common with it than with the other university-based combined function regional repositories at Armidale, Newcastle and Wollongong. Central to its role as a family history resource was its extensive collection of printed reference material and microform guides and indexes.

WW&DFHS members, lobbying the vice-chancellor to set aside the Strahan report, spoke proudly of the genealogical books and associated microforms as among the 'largest' collections of their kind outside Sydney.³⁶ Academics and information professionals, by contrast, drew attention to the heterogeneous character of CSURA's collections of library material, the absence of any discernible purpose underlying their acquisition, and the difficulty in accessing the mostly uncatalogued items, many of them duplicated in the campus libraries. Several of the submissions from academics advocated the maintenance of small collections of regionally-related reference books and university ephemera, but noted that pressure of space in an already overflowing repository made it essential for the boundaries of such collections to be very strictly policed.³⁷

Senior staff from the Archives Authority offered comparable advice after they carried out a two-day inspection in May 1993. They found a 'substantial amount of space' was taken up with 'extraneous reference material', newspapers and quantities of time-expired records not required as State Archives. Publications were stacked in aisles. Intellectual control of State Archives was rudimentary. Efforts to identify provenance did not distinguish creating from controlling agencies and series identification was 'very poor' or non-existent. Even though the standard of collection management was 'well below that expected of [their] own organisation', the authority's officers hesitated to recommend the recall of State Archives to Sydney.³⁸ Relations with the university were uneasy because the authority had failed to deliver direct funding to support the regional repository function, and its chief executive had clashed with Ives over unauthorised acquisition of public records from the central west. For this reason the report was withheld, and only forwarded to Blake in summary in January 1994, after he had made it known that he had decided on a change of management at the archives.

Denholm, who had retired at the end of 1989, immediately proposed that Winter-

bottom be designated 'acting archivist' and he himself be employed 'to help advance the re-ordering' of the collections before the university appointed a new archivist. The fundamental issue, as he saw it, was 'the extra-mural holdings' of 'non-regional newspapers, loose parliamentary papers, books and other forms of reference' that he now proposed selectively dispersing. Three years previously, in a dismissive commentary on the Strahan review, he had opposed this action. More provocatively, he had insisted that his 'feel' for the archival portion of the collection suggested the review's recommendation about addressing inadequate arrangement and description misrepresented the situation. If 'my "feel" is sound', he concluded, 'the recommendation is on its way to the discard basket'.³⁹ Whether he had changed his mind was not made clear. Blake meanwhile was persuaded that palliative measures were woefully incommensurate with the problem. On the recommendation of Johnstone, now the deputy vice-chancellor, he seconded the author of this paper to serve as manager for ten months, commencing at the beginning of February.

The challenge I faced in implementing the recommendations of the Strahan review was fourfold. Firstly, to disperse library materials and get the archives functioning as a combined function regional repository rather than a special collection. Secondly, to enhance intellectual control over records already in custody. Thirdly, to implement the collecting priorities set out in the review. Fourthly, to realign reference and other client services to support corporate accountability and orderly administration, research, teaching and learning, and outreach to the university's regional communities.

The principal constraint was inadequate resources. With 1.5 effective full-time equivalent staff apart from myself, it was vital to use available labour as judiciously as possible. It soon became apparent that some 5000 metres of repository shelving (erected without backs) would require reconstruction. To minimise double handling we began by removing all non-archival holdings, and sentencing corporate and public records to identify time-expired series of no continuing administrative or research value. Officers of the WW&DFHS interpreted this as the first step towards transforming CSURA into a facility predominantly for academic research. Within a week of my arrival, Wagga Wagga's *Daily Advertiser* made the changes taking place at the archives front-page news. Under the headline, 'London Times on Death Row', it reported that some newspapers were still headed for the shredder, though the intervention of the *Advertiser's* editor, Michael McCormack, had ensured that long runs of several of the most important Australian newspapers had been reclaimed by their publishers.⁴⁰ McCormack proved a valuable ally. During the next few weeks his paper ran stories and photographs as out of town editors and librarians called to collect their booty. Concurrently, literally thousands of monographs and several hundred long runs of serials on shelves in the search room or loading dock were distributed to the university's campus libraries, to public and other university libraries, and to district schools. A couple of hundred genealogical books were placed on loan with the WW&DFHS, and relocated in November 1996 when the society moved out of the archives building and into its own accommodation on the university's south campus.

By December 1994 over a quarter of CSURA's total holdings of records had been destroyed or returned to creating agencies. Transfers of public records had been suspended temporarily and a small commercial intermediate storage facility established. The introduction of fee-for-service storage of public records not required as State

Archives considerably reduced the number and size of consignments, with 121 accessions of State Archives received between January 1994 and March 2003. During the same period we accessioned 253 consignments of corporate records from CSU and its precursors, and 270 consignments of private records. Resources were not sufficient for proactive collecting, so priority was given to documentation projects.

The appointment of James Logan to the new position of collection manager in November 1995, and the employment of ten clerical assistants under the federally funded New Work Opportunities scheme, enabled us to make a start on the backlog of arrangement and description. The publication of Logan's *Concise Guide to State Archives from the Riverina and Murray Regions* (1997) and the uploading of it and his *Regional records on-line guide* (1999) on our website marked a significant milestone in intellectual control over both public and private records. Currently, Logan and the project archivist, Wayne Doubleday, are in the second year of a three-year project, funded by State Records, which is documenting the corporate records of CSU and its precursors using the Australian series system.

From the beginning it seemed probable that the very extensive holdings of public records at CSURA would ensure our usage profile would continue to be closer to that of a state archival repository than a combined function university archives. And this indeed has proved to be the case. While community usage dropped from over ninety per cent of all researchers in 1995 to seventy-five per cent in 1998, it stabilised at around seventy per cent thereafter. The concurrent rise in academic usage can be attributed to a number of initiatives, including my appointment in December 1994 to the joint position of director of CSURA and senior lecturer in history, the involvement of Logan and myself in teaching and supervision in history and politics, and our introduction of archives summer research scholarships funded from our fee-for-service storage operations.

Like all university-based combined function regional repositories, our most pressing concern remains the scarcity of resources in relation to the number of functions we are expected to perform. Under these circumstances active prioritisation is the key to successful management. Contrary to Denholm's claims in 1991, when responding to the recommendations of the Strahan review, CSURA is not a public archives that ought to have 're-gear[ed] [itself] to deal primarily with [its] non-academic publics'.⁴¹ It first and foremost is a university archives whose first duty is to its host institution: to its orderly administration on the one hand, and to its prime functions of research, teaching and learning on the other. Only when these have been adequately addressed is it reasonable actively to divert resources to support community usage. And even then it is crucial that a broad range of community interests are served, and not simply the needs of a single organised interest group.

My thanks to Nancy Blacklow, Lyn Gorman, Richard Johnstone, David Levine, James Logan and Troy Whitford for reading this article in draft.

Don Boadle is director of the CSU Regional Archives and a senior lecturer in history at Charles Sturt University. He read history at the University of Sydney and St John's College, Cambridge and has taught at the University of Sydney and Charles Sturt University. He has written about British foreign relations, Australian regional history, and Australian university archives. He may be contacted via Locked Bag 588 Wagga Wagga NSW 2678 Australia, or by e-mail at dboadle@csu.edu.au Telephone 02 6925 3666 Facsimile 02 6925 3992

Endnotes

- 1 Boadle, D, 'Australian university archives and their management of the records continuum' in *Archives and reform* Canberra, ASA 1998 p247–255
- 2 Sharman, RC, 'Collections of archives maintained for teaching and research purposes' in *LAA Proceedings of the 16th biennial conference* Sydney, LAA 1972 p183
- 3 Fairbanks, S, *Social warrants for collective memory: case studies of Australian collecting archives* MA (Archives & Records) thesis Monash University 1999 p67-72, 104-105
- 4 Buckley, C, 'History of the University of New England Archives' *Armidale and District Historical Society Journal* 40 1997 p117
- 5 Boadle, D, 'Origins and development of the New South Wales regional repositories system' *Archives and Manuscripts* 23 (2) 1995 p274–288
- 6 Ryan, JS, 'Early university responses to the matter of collecting and using archives in New England' *Armidale and District Historical Society Journal* 41 1998 p40
- 7 Boadle, D, 'The historian as archival collector: an Australian local study' *Australian Academic and Research Libraries* 34 (1) 2003
- 8 Swan, KJ, 'The establishment of a Riverina Research Unit within the College' 21 February 1972 RCAE SBLS Dean's subject files Riverina Research Institute CSURA, CSU1857 Box 2
- 9 Swan, KJ, 'Some Thoughts on a "Special Riverina Collection" in the Information Resources Centre of the Riverina College of Advanced Education' 18 August 1972 RCAE SBLS Dean's subject files Miscellaneous 1972-76 CSURA, CSU1857 Box 1
- 10 Swan, KJ, 'The middle reaches since 1900' in *The Murray Waters* Sydney, Angus & Robertson 1974 p137
- 11 Swan, KJ, Report on activities as consultant for the Archives and Riverina Collection at Riverina College for the quarter ending 30 June 1977 Swan papers CSURA, RW1586
- 12 Hartridge, D, Memo to registrar 10 October 1977 RCA&RS Policy file RCA79/2 CSURA, CSU1923/2
- 13 Swan 'Some Thoughts ...'
- 14 Sharman op cit p186
- 15 Hartridge, D, Report by archival consultant December 1976 RCA79/2 CSURA, CSU1923/2
- 16 Swan, KJ, Draft letter to principal archivist Archives Authority 13 July 1977 CSURA, RW1586
- 17 Brech, DB, Notes on Margaret Carnegie Collection 28 May 1979 RCA&RS Margaret Carnegie Collection file RCA79/33 CSURA, CSU1923/20
- 18 Swan, KJ, Letter to Blake 10 March 1978 RCAE Central records M79/113 vol I CSURA, CSU2040; Brech, DB, 'Aide memoire—meeting with principal

- and director IRC Monday 14 January 1980 to discuss letter from KJ Swan...'
RCA&RS Archives Policy file pt 2 RCA80/4 CSURA, CSU1923/40
- 19 Swan, KJ, Letter to Blake 18 June 1980 Copy on accession file Swan papers CSURA, RW40
 - 20 RCA&RS Policy Statement 8 March 1979 RCA79/2 CSURA, CSU1923/2
 - 21 [Brech, DB,] Holograph notes 'Acquisitions—Riverina Archives' [April/May 1979] RCA79/2; 'News Notes' *Archives and Manuscripts* 7 (5) 1979 p296–297
 - 22 Harris, J, Submission to Strahan review committee 9 November 1990 CSU Central records Archives, review of 90/245 pt 1 CSURA, CSU2075/57
 - 23 Mills, C, Submission to Strahan review committee 7 November 1990 90/245 pt 1 CSURA, CSU2075/57
 - 24 Biddle, J, Memo to Blake 6 November 1984 RCAE Central records M79/113 vol II CSURA, CSU2040
 - 25 Blake, CD, Memo to deputy principal Cross 6 August 1985 M83/113 vol II CSURA, CSU2040
 - 26 Denholm, DD, Memo to principal 12 March 1985 CSURA, Denholm papers
 - 27 Cross, JA, Memo to principal enclosing 'RMIHE Archives and Records Service Policy Statement' 11 September 1985 M83/113 vol II CSURA, CSU2040
 - 28 Cross, JA, Memo to Denholm 30 June 1987 M86/113 vol IV CSURA, CSU2040
 - 29 Blake, CD, Directive to deputy principal Brooks 13 March 1989 M88/113 vol VI CSURA, CSU2040
 - 30 Collins, JM, Memo to Johnstone 24 April 1992 90/245 pt 6 CSURA, CSU2075/58
 - 31 Blake, CD, Memo to Collins 19 May 1992 90/245 pt 6 CSURA, CSU2075/58
 - 32 Macpherson, M, Memo to acting principal MCAE 14 December 1989 Executive director Library Services Archives 1986-90 CSURA, CSU 2183/13
 - 33 Collins, JM, Memo to university secretary 24 March 1992 covering CSURA Policy statement and implementation plan 4 March 1992 CSU Central records Archives CSU 90/078 pt 2 CSURA, CSU2075/27
 - 34 Pennay, B, Memo to Boadle 25 June 1994 CSURA Director's subject & correspondence files Archives—review of policy and procedures 1994 CSURA, CSU2096/2
 - 35 CSU Archives Advisory Committee agenda papers 20 August 1990 item 4(b)
 - 36 Fellowes, D, Letter to vice-chancellor 6 February 1991 90/078 pt 1 CSURA, CSU2075/27
 - 37 Submissions from J Mills and W Eather, C Mills, S Morris, D Boadle 90/245 pt 1 CSURA, CSU2075/57

- 38 NSW public records in the CSU Regional Archives, Wagga Wagga Report of inspection visit 4–5 May 1993 Copy in CSURA Staffing 1994 CSURA, CSU2096/37
- 39 Denholm, DD, Letter to dean of studies (copied to vice-chancellor) 17 January 1994 90/078 pt 2 CSURA, CSU2075/27; 'Comment on report of review of the university archives' 8 February 1991 90/245 pt 5 CSURA, CSU2075/58
- 40 *The Daily Advertiser* 9 February 1994 p1, 33
- 41 Denholm 'Comment on report of review ...'

Change: the only constant

Bluh, Pamela J, ed *Managing electronic serials: essays based on the ALCTS Electronic Serials Institutes 1997-1999*. ALCTS papers on technical services and collections, 9. Chicago: American Library Association, 2001. 190p US\$38.00 (ALA members US\$34.20) soft ISBN 0838935109

THIS BOOK OF ESSAYS COMPILED FOR THE SERIALS SECTION OF THE ASSOCIATION for Library Collections and Technical Services covers the full spectrum of the burgeoning world of electronic journals. The editor, Pamela Bluh, states in her introduction that

Electronic journals seem to be in a constant state of flux, assuming new forms quickly and spontaneously, often without warning, requiring rapid response, and continually challenging us, literally and figuratively, to come to grips with them.

This quote will win agreement from all those who have dealt with electronic journals in recent years. Bluh has posed the ever-present questions about e-journals — how to catalogue them, how to manage hypertext links, how to determine which publications are ‘worthy’, how to deal with site licences and how to handle the technical details of access and security. If managed well, electronic journals can indeed be efficient, saving money and space, improving access and information delivery. However, what are the most appropriate strategies for handling them well? This volume attempts to address some of these issues.

Fourteen librarians have contributed to the collection, covering the processes from licensing, acquiring and cataloguing to the challenges of access and information delivery. Topics covered include staffing to cope with ever-changing technology, the content of potential acquisitions, the negotiation of licensing arrangements and copyright in the digital age. The intended readership of this compilation is serials, collection development and acquisitions librarians attempting to meet the challenges of electronic journals. As such, it serves as a valuable guide and starting point.

Sally C Anderson NSW Agriculture

By invitation

Mabry, Celia Hales, ed *Doing the work of reference: practical tips for excelling as a reference librarian*. Binghamton, NY: Haworth Press, 2001. 387p price not reported soft ISBN 0789013231 (also published as *The reference librarian* 72/73)

THIS VOLUME IS A SERIES OF ESSAYS COMPILED AND EDITED BY CELIA HALES MABRY. Authors were invited to submit papers on the topic for consideration, and the editor comments in her introduction about the overwhelming response she received. The topic remains of vital importance in an ever-changing library and information environment.

The first chapter is a keynote paper by Charles R Anderson addressing the changes that have occurred in reference librarianship in the 21st century. Anderson

The intended readership ... is serials, collection development and acquisitions librarians attempting to meet the challenges of electronic journals...

...coverage of many of the challenges faced daily by the reference librarian...

has provided brief summaries of specific technological changes that are likely to affect library service delivery in the near future. Anderson's paper is followed by papers on the 'orienting function for reference librarians', a section entitled *On the Desk*, which covers customer service and teaching from the reference desk, and three papers on challenges for reference librarians. Further sections address the issues of responding when on unsure ground, getting assistance, the library user and marketing the service. Each of the papers has a comprehensive list of references, and the volume appears to be comprehensively indexed.

Although there is an emphasis on academic libraries, the title serves as an excellent introduction and coverage of many of the challenges faced daily by the reference librarian.

Sally C Anderson NSW Agriculture

'Some yearning excellence...'

Holt, Elizabeth, and Perkins, Elizabeth, eds *The poems of Charles Harpur: an analytical finding list*. Occasional publications series, 2. Canberra: Australian Scholarly Editions Centre, 2002. 224p A\$80.00 hard ISBN 0731703715

...one of those contributions to non-commercial bibliography that can only be born of deep understanding of a subject, extensive and insightful scholarship, painstaking persistence...

ADFAS AUSTRALIAN SCHOLARLY EDITIONS CENTRE HAS PUBLISHED HOLT AND PERKINS' Analytical Finding List as the second number in its Occasional Publications Series, and their List is a hardbound, quality work of lasting scholarship for researchers looking for the sources of Harpur's poems both in manuscript and published versions.

This volume hands Harpur to the researcher on a plate. It includes a chronology of his life; a thorough introductory essay on Harpur scholarship; a bibliography of 19th century editions, secondary manuscript research and theses; the 166 page finding list itself, giving 'a systematic description of the manuscript versions and publication history of all the known poems of Charles Harpur'; and sixty pages of appendix providing Virgil-like guidance through the Mitchell manuscripts.

In their introduction the editors detail their extensive labours in working with the Mitchell Library manuscripts, published editions and newspapers; establishing and dating variant versions; analysing the compilation of the twenty-three bound collections that make up the Mitchell manuscripts; distinguishing the handwriting styles of family transcribers. Their examination of known sources, assisted by earlier bibliographies, is so exhaustive that further bibliographic work will largely depend on the discovery of an unearthed manuscript or — more likely — of previously unknown newspaper versions. Harpur published in about forty newspapers and journals, and poems were sometimes reprinted outside NSW and without his knowledge. Between Elizabeth Perkins' 1984 edition of *The Poetical Works of Charles Harpur* and the 2002 *Analytical finding list*, more than twenty poems have been found in newspapers and journals.

The editors acknowledge previous bibliographical indices prepared by Elizabeth Webby and Victor Crittenden as aids in compiling the *Analytical finding list*; similarly

Lurline Stuart's *Nineteenth century Australian periodicals: an annotated bibliography* (1979). They also dip their lids to a considerable coterie who have researched the manuscripts since the 1940s. Intended as a guide to manuscripts and 19th century publications, the *Finding list* doesn't offer to replicate the bibliographies of secondary sources already published in several sources, including the theses and Perkin's own *Poetical works of Charles Harpur*.

The *Analytical finding list* is one of those contributions to non-commercial bibliography that can only be born of deep understanding of a subject, extensive and insightful scholarship, painstaking persistence, and a significant grant. A handsome volume, it is a required reference acquisition for the library of any university offering Australian literature at research level.

Jack Bedson University of New England

Illuminating manuscripts

Beal, Peter, and Ioppolo, Grace *Manuscripts and their makers in the English renaissance. English manuscript studies 1100-1700, Volume 11. London: British Library, 2002. 247p £45.00 hard ISBN 0712347712*

THE SERIES ENGLISH MANUSCRIPT STUDIES HAS QUIETLY ESTABLISHED ITSELF at the cutting edge of not just the technical stuff of bibliographic or codicological study, but our whole way of thinking about literature and our study of the culture and cultures which produce it, often challenging our preconceptions of texts and their transmission.

This latest set of essays continues the good work with solid and stimulating discussions and includes significant contributions by some of the leading authorities in the field. Included are topics as diverse as 'Philip Sidney's letter to Queen Elizabeth and that "False Knave" Alexander Dicsone' (Peter Beal); 'A new manuscript fragment of Sidney's Old Arcadia' (Henry Woudhuysen); 'The cultural and textual importance of Folger ms V.a.89' (Arthur F. Marotti); 'A feather from the black swan's wing: Hugh Holland's Owen Tudyr (1601)' (Katherine Duncan-Jones); 'John Mott and The Newe Metamorphosis' (Hilton Kelliher); 'The foule sheet and ye fayr: Henslowe, Daborne, Heywood and the Nature of foul-paper and fair-copy dramatic manuscripts' (Grace Ioppolo); 'The manuscript sources for Constantijn Huygens' Translations of Four Poems by John Donne, 1630' (Richard Todd); 'The black poet of Ashover, Leonard Wheatcroft' (Cedric C. Brown); 'Renaissance manuscript anthologies' (Steven W. May); and 'Systemizing Sigla' (Harold Love).

The volume is based largely on the 1st Annual Conference on Manuscripts and Their Makers in the English Renaissance held at the University of Reading on 24 June 2000. Many of the essays in the volume are revised versions of the papers presented on that occasion. The central underlying theme of the essays is that of the primacy that manuscript studies should hold in the study of the English Renaissance due to the information the manuscripts themselves provide about the circulation and reception of the ideas they contain; what Woudhuysen in his essay calls 'the socialisation of

...at the cutting edge of ... our whole way of thinking about literature and our study of the culture and cultures which produce it...

the text'.

Of particular interest to the reviewer was Arthur Marotti's discussion of a little-known poetical anthology held in the Folger Shakespeare Library. Here Marotti explores the textual and cultural significance of the work, in particular the role played by educated women in the development of Elizabethan amorous verse, and the use of the manuscript form as a medium of transmission and 'publication' by genteel poets such as Oxford, Sidney, Dyer and Raleigh.

In summary, the volume contains some important and worthy contributions to manuscript studies and to the lives and works of the poets, dramatists and musicians who come under consideration in it. The British Library should be commended for its support of what is a significant but nonetheless a somewhat minority interest.

Neil Boness, University of Sydney

If it isn't broken...

Barnett, Andy *Libraries, community and technology*. Jefferson, NC: McFarland and Company, 2002. 166p US\$35.00 soft ISBN 0786413794

There is wit and commonsense in this book, which will be read with profit by public librarians and others concerned with where the profession is heading...

THE AUTHOR, A LOCAL PUBLIC LIBRARIAN IN WISCONSIN WHO CALLS HIMSELF a 'neo-traditionalist', writes in a fluent, easy style about the present and future of the American public library. Barnett looks in fifteen chapters, some quite short, at how public libraries must avoid being oversold on technology and preserve the community and educational values which justify their existence. He writes: 'libraries do a number of things that are unique. Providing technology is not one of them.' He clearly supports the use of technology (such as library websites) for library purposes and is far from an opponent of technology, but in his chapters 'How library technology bites back' and 'Why the library should not be re-engineered, re-imagined or otherwise messed with', he has messages which will apply not only to public libraries.

Libraries are the quintessential long-term institution. Despite this, they have been willing to chase short-term goals and follow the latest business trends. We really should know better. The path to creating and maintaining a quality library is not a secret... The path is open and wide, with plenty of room for experimentation and variation...

The radical changes in American library schools do not escape his criticism, and his constant concern is for the preservation of the mission that is the justification of the American public library system. '...The library's mission remains instead the bedrock on which the rest of the institution is erected'. Perhaps none of this is startlingly new, but it is restated in a fresh, vigorous manner that captures attention.

There is wit and commonsense in this book, which will be read with profit by public librarians and others concerned with where the profession is heading.

R L Cope, Sydney

And by way of contrast...

Edwards, Brian, and Fisher, Biddy *Libraries and learning resource centres*. Oxford: Architectural Press, 2001. 227p A\$204.60 hard ISBN 0750646055 (available from Harcourt Australia)

This book commences with the statement that there are three perspectives that will fashion the library of the future:

1. the library as high-tech access to learning;
2. the library as community focus;
3. the library as an adjunct to cultural tourism.

These perspectives give a role for the library beyond that of its functional origins. Just as the modern art gallery has become an object of cultural value irrespective of the collection it contains, the library is a building which increasingly exists independently of the printed word. This book was written to address the challenges that face libraries in responding to these new perspectives. If society loses sight of the library as an essential building type, it faces the prospect of devaluing the book, learning and ultimately one of its greatest cultural anchors. The library as a building type and as a public institution has been put under great strain by the introduction of non paper-based information systems. The supremacy of the book has been challenged by the digital revolution. As computerised data and retrieval systems encroach upon book territory, the library takes on a different character — it becomes more open and interactive, it becomes a digital marketplace, and readers become navigators of electronic systems. Books are not replaced by the changes but take on a different role. They tend not to be the first point of contact but are used after the reader has scanned electronic databases. Visitors to libraries are now confronted by computer screens, which act as traffic lights directing the flow of inquiries into different directions.

This book seeks to draw together recent experience, looking, via a series of case studies from the UK and elsewhere, at best practice in different types of libraries. From this research it has been possible to draw some conclusions and offer a range of insights regarding the continuing value of libraries.

The content is in five parts:

1. The history of the library
2. Planning the library
3. Technical issues
4. Library types
5. Speculations (futures).

These parts are broken down into thirteen chapters, all with supporting maps, diagrams and photographs. There is also a very useful bibliography and index.

This is a lovely book for so many reasons and on so many levels. It is a great general interest, public/academic/special library or even a coffee-table book but it is also extremely informative and interesting to library historians, library students, architectural and engineering students and sociologists.

DA Cronau, Brisbane

...the library is a building which increasingly exists independently of the printed word...

The library as campus

Allan, Barbara *E-learning and teaching in library and information services*. London: Facet Publishing, 2002. 288p £34.95 hard ISBN 1856044394 (available from James Bennett Pty Ltd)

...essential reading
for everyone trying to
come to terms with
online learning and
teaching...

EDUCATION AND TRAINING ARE CHANGING DRAMATICALLY AS MORE INFORMATION and more courses become available in electronic formats. The concept of 'just enough, just in time, just for me' is taking over from the traditional approach of enrolling in a complete course and gaining a recognised qualification at the end.

The impact on library professionals is twofold. First, local libraries are becoming vital resource centres for distance education students, with staff being called on to provide on-the-spot support for these students. Accordingly, new graduates and established practitioners alike must develop the skills needed for user education in all aspects of information literacy. Second, courses for library workers are increasingly becoming available online, both as initial training and induction and also for continuing professional development and advanced qualifications.

E-learning and teaching in library and information services provides an overview and a guide to the rapidly developing field of virtual learning. The book is divided into three parts. The first provides details of current e-learning tools and technologies including e-mail lists, newsgroups, bulletin boards, on-line conferencing and video conferencing and goes on to describe some of the web-based learning opportunities currently available. The second offers practical guidance in the development, use and delivery of e-learning techniques, with a complete chapter on the role and skills of e-tutors and another concentrating on e-learning activities and assessment techniques. Part 3 considers the implications for individuals and the profession, emphasising the opportunities becoming available for library workers and for library information services to work and learn co-operatively. Web-based programs such as 'Library 101' and 'HomeMaker for libraries' as well as online resources for web creation which allow library staff to design and create web pages provide further options for staff.

The book is presented in a very readable format, containing many useful examples, checklists, tables and case studies from around the world. It is comprehensively indexed and provides an extensive list of additional resources, including books, e-journals, websites and professional networks. It is essential reading for everyone trying to come to terms with online learning and teaching — and isn't that all library professionals? Providing guidance for staff involved with developing online training for library and information services as well as students in these courses, E-learning will also be of interest to staff development and personnel officers, trainers, teachers and consultants.

Helen Dunford, TAFE Tasmania

Quantifying quality...

DeWitt, Donald, ed *Evaluating the twenty-first century library: the Association of Research Libraries New Measures Initiative, 1997–2001*. Binghamton NY: Haworth Press, 2001. 98p price not reported soft ISBN 078901985X (also published as *Journal of library administration* 35, 4) (available from DA Information Services)

AS WE ENTER THE 21ST CENTURY, HIGHER EDUCATION INSTITUTIONS ARE BEING PRESSED for greater accountability and improved attention to quality, with funding dependent, at least in part, on measuring whether stated goals have been achieved. Consequently, academic libraries are in turn being asked for evidence of improved efficiency and effectiveness in the form of output and performance measures. The profound changes in library management and collection development brought about by digital technology in the closing decade of the 20th century have prompted calls for new evaluation criteria which can reflect the changing environment and services of academic libraries.

The response of the Association of Research Libraries (ARL) was the *New Measures Initiative*, which aimed to identify, formulate and test such new criteria. The fourteen articles which make up *Evaluating the twenty-first century library* assess the challenges involved in developing evaluation measures and document the progress made so far. An initial overview of the development of the project is followed by the latest developments associated with the LibQUAL+ and E-metrics projects.

LibQUAL+ measures the difference between customer's minimum expectations and their perception of services as delivered in the target library. It uses a web-delivered survey instrument to identify performance and strategic issues in evaluating the quality of library service in an environment geared to the demonstration of outcomes in areas important to the institution. It provides a useful basis for managerial decision-making aimed at maximising the use of resources.

The E-metrics project aims to measure the impact of networked information resources on library services in academic and research libraries. Hundreds of thousands of dollars are being spent on improving access to online resources but little thought is being given to measuring services, resources, users and use to determine whether appropriate value is being received for the vast sums expended. Further information about these projects is available on the ARL Website at <http://www.arl.org/pubscat/index.html>.

Many research librarians would already be aware of ARL's work. However, *Evaluating the twenty-first century library* provides detailed information about the new evaluation measures. While the projects are currently based in the United States, libraries in the higher education sector in Australia and elsewhere are similarly seeking to identify best practice and develop mechanisms for evaluating service quality. Consequently, decision-making about suitable evaluative techniques would be enhanced by reference to the articles which make up this book.

Helen Dunford, TAFE Tasmania

...libraries in the higher education sector in Australia and elsewhere are similarly seeking to identify best practice and develop mechanisms for evaluating service quality...

Not your conventional *festschrift*

Roy, Lorie, and Cherian, Anthony, *Getting libraries the credit they deserve: a festschrift in honour of Marvin H. Scilken*. Lanham, MD: Scarecrow Press, 2002. 155p. US\$59.00 soft ISBN 0810844559

...a maverick, know-it-all, brash, down-to-earth breath of gale force fresh air...

IN ITS SPECIAL 'END OF THE CENTURY HISTORY ISSUE', *AMERICAN LIBRARIES* HAS PUBLISHED a list of the 100 most influential librarians of the 20th century. Alongside Andrew Carnegie and Melvil Dewey is the name of Marvin H Scilken, and this *Festschrift* is a tribute to his accomplishments as an editor, publisher, author, advocate, mentor and library colleague.

Librarians in Australia and New Zealand may have encountered the journal which Scilken edited and published for almost thirty years, *The U*N*A*B*A*S*H*E*D Librarian*, subtitled *The 'how I run my library good' Letter*. His tireless passion as an advocate for greater recognition of library services permeates the countless essays, articles and news clips written by him during this period. And the publication continues to be published under the guidance of its new editor, Mitch Freedman [<http://www.unabashedlibrarian.com>].

While a traditional *Festschrift* is a gathering of essays to honour a scholar, this volume differs in that it is partly an edited volume of essays and partly a biography, with some autobiography included. The title, *Getting libraries the credit they deserve*, was the campaign slogan Scilken employed during his campaign for presidency of the American Library Association. Described as a maverick, know-it-all, brash, down-to-earth breath of gale force fresh air, Scilken worked on the premise that '... the library field, like all professional fields, needs a good shaking up once in a while'.

The selective bibliography lists 200 of Scilken's articles and publications plus nearly 100 references to letters he wrote to a variety of publications and articles about Scilken himself. The book is comprehensively indexed and includes biographical notes about the contributors of both the articles and the biographical pieces.

As interesting, and indeed inspirational, as selections by and about this sometimes unconventional librarian are, in the context of Australian and New Zealand libraries it is more to be recommended as a 'good read' than an essential reference for the library collection. However, if the reader is seeking motivation and perhaps ideas for promotional and publicity campaigns, this book provides valuable insights from Marvin Scilken's long career as a passionate advocate for American libraries.

Helen Dunford TAFE Tasmania

No one right answer...

Hill, Gary L; Sears, Dennis S; and Lyman, Lovisa, eds *Teaching legal research and providing access to electronic resources*. Binghamton, NY: Haworth Press, 2001. 224p price not reported soft ISBN 0789013703 (also published as *Legal reference services quarterly* 19, 3/4)

LAW LIBRARY SHELVES USUALLY HAVE EXAMPLES OF LEGAL RESEARCH TEXTS. In Australia there are at least six or more locally produced legal research texts. In the United States the number would be greater, some in their eighth edition or more. However, there are few texts dealing with teaching legal research. As legal research is a compulsory subject for law students in many Australian universities this book provides a welcome relief from the many texts on how to do it. As indicated by the title, the other half of the book deals with providing access to electronic resources.

Readers are reminded: 'However, early in the teaching of legal research, the focus should be on the acquisition and development of basic research skills, not on the fact that most legal problems do not have a single right answer.' Having taught legal research for a number of years, I can testify that this is an important reminder to all teachers of legal research. As one who has also marked legal research assignments and examinations, I have been pleasantly surprised by the diversity of answers which also satisfy the questions.

This book has been written by numerous law librarians from different fields, ranging from academic to government to law firms. Amy Eaton suggests that teaching legal research in a law firm library is analogous to herding cats. Herbert Cihak emphasises the need for law librarians to teach legal research. In Australia, I suspect the majority of formal legal research classes in law schools are not taught by law librarians, but in some cases by academics, some of them newly graduated, or by postgraduate students needing some pocket money. The number of Australian academics who have taught legal research continuously for a number of years would be a handful. Unfortunately, teaching legal research, like the way it is treated in some law firms, is often delegated to the most junior person in the firm. This is a pity, as poor legal research skills can often result in out-of-date information. Apart from the structured training programs on legal research, law librarians often teach legal research as they answer reference questions. This has been called the 'teachable moment' — learning about resources at their point of need.

Legal research takes on many facets, as there are numerous topics and environments in law. Chapters cover teaching legal research in academic, government and law firm environments. Another chapter covers teaching foreign and international legal research. Other areas could have been covered such as criminology, family law, competition law, etc. The chapters on providing access to electronic resources show numerous examples of where the electronic medium has led to dynamic developments in legal research such as 'Developing an electronic collection: The University of Minnesota Human Rights Library'.

This collection of essays, is a useful work for teachers of legal research, and I for one, wish that more Australian law librarians would get involved in teaching legal research in a formal academic environment. Although American in origin, there are many ideas which could be adapted Down Under.

Colin Fong, University of New South Wales

...teaching legal research in a law firm library is analogous to herding cats...

‘Deep background’? Perhaps

Schlembach, Mary C, and Mischo, William H, eds *Electronic resources and services in sci-tech libraries*. Binghamton, NY: Haworth Information Press, 2001. 152p US\$29.95 soft ISBN 0789019353 (also published as *Science & Technology Libraries* 20, 2/3)

...a somewhat eclectic mix of material, but bits are worth dipping into and [for] reflecting on the issues raised...

THE TWO EDITORS ARE BOTH FROM THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Schlembach being Assistant Engineering Librarian for Digital Projects, Mischo the Head of the Grainger Engineering Library Information Center and Professor of Library Administration. Their book is a compilation of ten papers, many by colleagues at their university, with eighty-two pages devoted to ‘resources’ and sixty-four pages to ‘services’, and a three-page index. Each paper is followed by a list of references. Schlembach’s introduction explains that the book ‘has been designed to provide “deep background” to readers interested in better understanding some important information technologies’. To a large extent it succeeds, although others might choose to present a different selection of those technologies. And her last word: ‘It is our hope that this book has identified issues that will play an important part in the lives of the science and technology librarian.’ Most of the papers are on the topics you would expect, like ‘Access to remote electronic resources’, ‘Providing access to online government documents in the geosciences’, ‘Performance measures for electronic journals’, ‘Bringing the human touch to digital library services’ (at MIT), and ‘Trends in current awareness services’.

A few papers seem at first sight less relevant in a book with this title: for example, ‘Publishing mathematics on the web’ addresses the problems of fonts, symbols, arrangements and alignments, concluding that at present Adobe PDF does a pretty good job. ‘Re-envisioning instruction for the electronic environment of a 21st century science-engineering library’ is aimed at improving library users’ information literacy. Some papers are descriptions of ‘how we do it’, and others raise more questions than answers. For example, ‘A brief history of e-prints and the opportunities they open for science librarians’ looks at how e-prints (and the Open Archives Initiative) have developed as an attempt to loosen ‘the firm grip the journal industry held in scientific publishing and return some control back to the authors’. E-prints are seen as part of ‘scientific communication reform’ in which (says the writer) science librarians should ‘become more active’. Your reviewer admits to mixed feelings here — this seems an issue that should properly be resolved between authors and publishers, not librarians — but perhaps that’s precisely why it should be aired in this book. Should you buy it? It’s a somewhat eclectic mix of material, but bits are worth dipping into and reflecting on the issues raised. You may read the case studies and decide that we are ahead of much of this in Australia — but then again, you may learn from them!

Peter Judge, Canberra

Garrulous narrations

Shuman, Bruce *A Case studies in library security*. Westport CT: Libraries Unlimited, 2002. 225p US\$40.00 soft ISBN 156308936X (available from DA Information Services)

IF THE MAKERS OF E.R. EVER DECIDE TO SET A NEW DRAMA IN A LARGE PUBLIC LIBRARY (big if), this book has more than enough plots for Series One. To take only the letter V in the index, librarians face: 'vandalism, verbal abuse, violence, viruses (computer), voyeurism'. And most other 21st century library anxieties are touched upon, such as information security, hate crime, intrusive technology, custody battles, stalkers, web-porn, terrorism, gang warfare, oh, and overdue books.

Bruce Shuman is well-known for fizzy, thought-provoking writing, and this is a rare example of a librarianship text which could be enjoyed by the general reader. Having said that, there is a difficulty with the format he employs here. Case studies are a familiar and useful tool for examining all sides of a problem. However, these are presented as conversational monologues, so that we hear from, say, a library manager on building security, or a children's librarian on custody battles, and this format does not always lend itself well to all-round examination of a topic: administrators, librarians, assistants and public may all have a different take on a problem. (A secondary problem, familiar to fiction writers, relates to plausibility — these narrators are all so garrulous.)

Each case study ends inconclusively and is followed by a few well-chosen questions to stimulate discussion: are there times when rules should be disregarded? How can security be improved? How do you deal with malodorous patrons? There is rarely a perfect answer, which is as it should be. The value of the book lies in making readers decide what they would do if similar situations arose in their library. This is a type of question which is increasingly common in job interviews — describe what you would do if such-and-such occurred — so the book would be valuable for interview preparation (for both sides).

Shuman sets all of his plots in a fictitious medium-sized Texas public-library authority, and allowance must be made for the American-ness of the scenarios. Library security guards are not the norm outside the United States, for example, and most of us are unlikely to experience tornadoes. (And Texas is not like the rest of the USA — a Houston acquaintance tells me her library permits firearms to be carried, provided they are in plain view.) The personalities are well-realised, and the dilemmas are believable; although the author lets his imagination go in the final few studies, with ludicrous images of Library Robocops, subliminal messages, dye-packs, x-ray goggles. Even here, though, questions of ethics are raised and are worth thinking about — if the technology exists, then sooner or later someone will propose applying it to libraries. Although the text is particularly applicable to public librarians, many of the case studies should find a ready audience among academic and other librarians. We all have problems of security.

John MacRitchie Manly Library

...this is a rare example of a librarianship text which could be enjoyed by the general reader...

Comprehensive, engaging and funny!

Buker, Derek M *The science fiction and fantasy readers' advisory: the librarian's guide to cyborgs, aliens and sorcerers*. ALA readers' advisory series. Chicago: American Library Association, 2002. 230 pp. US\$38.00 (ALA members US\$34.20) soft ISBN 0838908314

...humorous and very accessible. This work is highly recommended...

THIS BOOK IS THE LATEST INSTALMENT IN THE ALA READERS' ADVISORY SERIES. It is designed to help readers' advisors suggest the 'next good read' to a client, whether a science fiction and fantasy aficionado or a beginner. It includes authors from H.G. Wells to Isaac Asimov to Anne McCaffrey, as well as a multitude of others, with titles written from the late 19th century onwards. Numerous Australian authors are also covered.

The volume begins with a prologue considering the nature of the readers' advisory interview, as well as some strategies for dealing with specific science fiction and fantasy questions. The main content is divided into two 'books': science fiction in Book 1 and fantasy in Book 2. The books are then divided into chapters covering various sub-genres: mystery and thriller science fiction, historical fantasy, general and classic science fiction, humorous fantasy, etc.

As any dedicated reader of this genre knows, although science fiction and fantasy cover similar areas, they are not exactly the same. Here, science fiction has been loosely defined as anything science-related, while the fantasy section deals with magic, but these definitions are certainly not exclusive, and there are overlaps. Each chapter gives a brief overview of the topics that might be included in that particular sub-genre. Short synopses are provided for five recommended titles or series, with a list of other recommended titles. Buker also offers his pick for the best title in each sub-genre, as well as the best pick for reluctant readers. The book contains an excellent index, listing all authors, titles and series covered, as well as subject listings, such as the moon or dragons. The appendix includes a chronological listing of the winners of the Hugo and Nebula Awards for science fiction and the Mythopoeic and World Fantasy Awards for fantasy for those looking for award winners.

This book is an excellent resource for anyone needing information on the science fiction or fantasy genres. As a dedicated reader in this genre, I found that the authors and titles that I expected to find were usually included. It was particularly pleasing to note that many of the best Australian writers were covered. The organisation of the book is both practical and useable, and Buker's writing is humorous and very accessible. This work is highly recommended.

Amanda Magnussen, IP Australia

PP McGuinness: take note

Gorman, G E, gen ed *The digital factor in library and information services. International yearbook of library and information management, 2003–2003*. London: Facet Publishing, 2002. 394p £60.00 hard ISBN 1856044521 (available from James Bennett Pty Ltd)

THIS IS A WORK OF HIGH QUALITY. IT ATTEMPTS TO PULL INTO SHAPE A VAST, BAGGY SUBJECT of great professional importance, and succeeds so well that any librarian with an interest in digital advances — most of us — will find something of value in its contents. The sixteen contributors have been well chosen and generally cover their topics informatively and readably. There is very little overlap between papers, a sure sign of tight editing.

The rapidity of change constantly tests our adaptability, and works such as this give us a fleeting chance to keep abreast. It is remarkable (and must be stressed, especially to funding bodies) how readily we librarians have adapted to the digital challenge, developing the potential to offer vastly improved services to our users. At the same time, the digital revolution has started a number of hares: Does digital replace traditional format? Is there a digital divide? Are libraries necessary any more? This collection tackles these questions head-on. Some social commentators reckon they know what librarians do — this book would stun them.

Each new issue of a library journal describes projects whose aims would have been breathtaking a decade ago. Marilyn Deegan's essay, 'The spectrum of digital objects in the library and beyond', for me the pick of the collection, investigates and celebrates the range of current achievements. (One of the pleasures of the yearbook lies in exploring the many websites appended in its bibliographical references.) Peter Brophy discusses new models of the roles of libraries and the key features in the digital library world. Simon Tanner reminds us of the balance required between maintaining core functions and introducing innovation.

The Yearbook does not neglect to look at what happens to the general reader in the digital age. How do readers, adult and junior, engage with different formats? Is reading itself changing? This is followed by an overview of the implications for reference services. Among topics discussed are: methods of evaluation of web materials; web-based reference services from the librarian's perspective; the extent to which library services and online learning services may be merging; and a troubling chapter by Diane Kresh on the digital divide. IFLA's recent Glasgow Declaration (2002) states that humans have the fundamental right to access information, but opportunities are unequal. Kresh hopes that global 24/7 reference services offered by library consortia may reduce the inequality.

Contributions on evaluating digital collections and collaborative digitisation programs are included, rounded off with three crisply-written chapters on metadata and system security — not enough for some tastes, perhaps. Nor is there any discussion of web-logging, the flavour-of-the-month. Still, for an overview of everything from 'anorak ratings' to 'ant colonies' the Yearbook is hard to beat.

John MacRitchie, Manly Library

Some social commentators reckon they know what librarians do — this book would stun them...

Incoherent

Witt, Maria and Ihadjadene, Majid *Archives, libraries and museums convergence: 24th European Library Automation Group Library Systems Seminar, Paris, 12-14 April 2000*. Paris: Cité des sciences et de l'industrie, 2001. 454p price not reported soft ISBN 2868421466

...there is no real feeling for the coming together of these institutions with their own standards and functions...

THIS BILINGUAL (FRENCH AND ENGLISH) PUBLICATION BRINGS TOGETHER MORE THAN TWENTY papers and workshop reports presented at this 24th Conference of the European Library Automation Group (ELAG). With more than 100 participants, the conference was aimed squarely at librarians and related information professionals who have a reasonable level of technical knowledge. There is a preponderance of papers dealing with metadata and the various standards, networking protocols, information retrieval and systems management.

The second half of this volume comprises reports from a wide range of European libraries (and a couple of archives or other information centres). These describe, in great detail or fairly sketchily, depending upon the institution, the current level of automation, standards used, proposed plans and future directions. These reports emanate from an odd collection of countries. As you would expect, French institutions figure prominently, but none from Germany. Albania scores an entry, but not the United Kingdom, Moldova is in, Denmark out — a very strange mix.

This is an odd volume. As with many conference paper publications, it has good bits and parts which are not so good. It is generally quite technical, with detailed papers such as those dealing with OCLC's CORC project or the SBN Virtual Catalogue (an Italian initiative), but then there are workshop reports such as the one dealing with Dublin Core that was very basic (but does include the intriguing information that the Hungarian phone directory is based on Dublin Core standards!).

In theory, much of this material available online at <http://www.elag.org>, but when I looked it was a dead link. Assuming it is available through the web, there is really very little need to invest in this hardcopy version. It is quite well presented and better illustrated than most conference papers but at the same time is of limited relevance to most in Australian institutions (although there is a good list of contacts for Central and Eastern European libraries that may be useful for some). The 'convergence' of the title is not really developed by the papers, and there is no real feeling for the coming together of these institutions with their own standards and functions. All in all not something that is essential to your collection.

Bob Pymm, ScreenSound Australia

Floreat!

Flore, Cecil. *A passion for books and people: creating public library services for the City of Stirling and the State of Western Australia, 1958-1987*. Stirling, WA: City of Stirling, 2002. ix,105 pp. \$15.00 + \$3.75 postage (incl. GST) soft ISBN 0959881948 (Orders to City of Stirling Libraries, Civic Place, Stirling, Perth, Western Australia 6021)

IT WAS A SEPTEMBER MORNING IN 1958 WHEN THE FAIRSKY DOCKED IN FREMANTLE, and among those on board were several British librarians (and one returning Queenslander), including the author and his family. The late FA Sharr had been heading the Library Board in Western Australia since 1952, and actively encouraged the emigration of bright young staff from the United Kingdom — though not entirely without some interesting biases — which Florey notes. Florey was a Londoner with experience in several public libraries. In Australia his first job was to organise a public library for the Perth Road Board (which over the years became the Shire of Perth and then the City of Stirling). This is his honest and indeed often cheeky account of his experiences, of the people he met (most of whom are named, except where too delicate), and the public and behind-the-scenes activities in promoting and developing library services in a frontier environment. His references to local government in-fighting are open, and he does not flinch from giving his opinions (favourable and otherwise) regarding those with whom he had to deal.

This is not just the history of a library, given to detailing the minutiae of catalogues and planning new buildings. True, buildings were an important part of developing a service, and photographs preserve a visual record of several interiors and exteriors over the years. Other shots show the author as himself and as Father Christmas, and various civic councillors and senior staff being official. However, Florey's account concentrates on the people involved in the politics of library-planting, the colleagues with whom he worked, and the friends whom his family made in Perth over the years. More people-oriented than book-based, his tale is entertaining, informative and really well worth reading. This is highly recommended as a personal view of pioneering library history from a participant and observational vantage point.

Edward Reid-Smith, Charles Sturt University

More people-oriented than book-based, his tale is entertaining, informative and really well worth reading...

Libraries for labour

Schmidle, Deborah J, ed 'Services to the labor community'. *Library trends* 51 [1] (2002): 1-139. US\$25.00 soft ISSN 00242594

STILL GOING STRONG AFTER HALF A CENTURY, THE QUARTERLY PROFESSIONAL JOURNAL, *Library Trends* (published by the Graduate School of Library and Information Science at the University of Illinois), has now brought together nine commissioned papers on library service to trade unions in America. The authors come from various backgrounds — librarians of course, but also labour academics and union officials. The topic is introduced by an historical overview by Elizabeth Hubbard of the American Federation of Teachers (the services of which are described by Nelson and Bailey), who notes the formation of a Mechanics Free Library in Philadelphia in 1824 at the instigation of workers through their trade council. However, the labour movement did not really develop until the 1860s, and it was only in 1945 that the American Library Association set up a joint liaison committee with organised labour groups to assist public libraries in developing specialised services for this sector. ('The fifty-five year partnership: ALA and the AFL-CIO' is examined in a paper by Arthur

There is an open field here for serious research and extension of services...

Meyers.) With a current trade union membership of over 16 million in a capitalist society, this is obviously an important sector of the community.

The editor herself contributes a paper on 'Academic library services to labor groups' based on an e-mail survey, exemplifying that this is not merely the public library's opportunity to become a proactive information resource. Although internet training seems to be the chief academic contribution (other papers also deal with e-mail and the web), there would appear to be great scope for closer information relationships. For example, from the user perspective Chaplan and Hertenstein analyse the 'Information needs of local union officials' in their survey-based paper, which begins to look at the various information sources available to unionists — and usefully include reference to some British work on this topic.

What does this issue of *Library Trends* mean for us in Australia and New Zealand (which are not noted)? The lack of a strong corpus of publication in the United States is mirrored in this region also. Although there has been some minor interest in librarians as unionists, and descriptions of union archives (the topic of Thomas Connors' paper, 'Preserving the historical record of American labor' in this collection), the chief published works on the library and information needs of Australasian trade unionists seem to be those by TUTA in 1981; D Cseti in *Australian Special Library News* 15 [4] (1982); K. Hathway at the second ALIA biennial conference in 1992; and by PE Cancian in *Australian Special Libraries* 26[2] (1993). There is an open field here for serious research and extension of services.

Edward Reid-Smith, Charles Sturt University

Under the bonnet

Tara Calishain and Rael Dornfest *Google Hacks: 100 Industrial-Strength Tips & Tools With a foreword by the Google Engineering Team* O'Reilly & Associates Inc., 2003

This book would be well worth the list price of US\$24.95, but as with most publications in this field, you need to buy it soon after it's released...

WHO ISN'T ALREADY FAMILIAR WITH THE NAME GOOGLE? You may be less familiar with the names of Google Hack's authors. Tara Calishain is responsible for <http://www.researchbuzz.com>, and Rael Dornfest is a researcher at publisher O'Reilly & Associates. Their new book on what is arguably the best search engine is timely for those of us with clients grown adept at self-service internet research. Calishain and Dornfest present '100 industrial-strength tips and tools' to unearth the gems hidden within the Google mine. The book is neatly organised into eight chapters with about a dozen or so tips in each chapter. The Google Toolbar comes as an interesting tip listed in the first chapter. I've had trouble with various 'helper' toolbars I've downloaded onto my PC — including the Google Toolbar. Computer technicians have told me they discourage users from souping up their machines with these add-ons. As I've found out several times, they can compromise the integrity of your internet browser, and furthermore, I've had little luck figuring out a work-around. Another chapter focuses on Google's so-called special services and collections. These include Google News, Froogle (as in frugal Google, for us Blue Light shoppers), and Google Labs. As the authors point out, 'each data collec-

tion has its own unique special syntaxes.' You could easily debate the advantages and disadvantages of this scenario, but I would have assumed (before reading this book) that Google applied a one-size-fits-all approach to its syntax application across all its services.

Chapter five centres on the Google Web API (application programming interface). 'If you've always wanted to learn Perl, but never knew what to "do with it," this is your section,' according to the authors. I list this chapter as a highlight, because I imagine many of us try to maintain at least a minimal level of awareness of library-related technologies. Another noteworthy chapter focuses on Google pranks and games, which makes for lighter reading after the API sections. Google Hacks follows in the O'Reilly tradition of being a compact book with reader-friendly design. Thermometer icons, for example, are used to indicate the relative complexity of the 100 hacks detailed in the book.

Calishain and Dornfest have done a good job, in the words of a graduate school professor of mine, at looking under the hood and noodling around inside the engine called Google. This book would be well worth the list price of US\$24.95, but as with most publications in this field, you need to buy it soon after it's released, or you're better off looking for a revised edition to be truly on top of things. For more information on 'Google Hacks,' point your browser to <http://www.oreilly.com/catalog/googlehks/>.

Russ Singletary, www.cadence-group.com

Rated but dated

Billings, Harold *Magic and hypersystems: constructing the information-sharing library*. Chicago: American Library Association, 2002. 160p US\$38.00 (US\$34.20 ALA members) soft ISBN 0838908349

HAROLD BILLINGS HAS HAD AN EMINENT CAREER IN ACADEMIC LIBRARIANSHIP in the United States. The ALA's blurb to *Magic and Hypersystems* terms him 'veteran librarian and digital network expert'. He has been university librarian of the University of Texas since 1978 and retires in August 2003. The University of Texas at Austin during his tenure has seen the collections grow from four million to more than eight million volumes, while the digital UT Library Online is a vast electronic resource. Billings believes in this short book of twelve essays that the library and information profession 'stands at the cusp of a tremendous opportunity to construct a global, relational library that will provide a rich base of information for all knowledge seekers'. Unfortunately, instead of a reflective co-ordinated summation of the topic, the reader finds in *Magic and Hypersystems* a loosely connected series of essays, most of which have been previously published. Billings acknowledges that several of his chapters have dated and have 'purposely been left marked with the signs of their day'. It would have been preferable, even with this structure, for Billings to have added significant forewords and afterwords to each chapter.

A short general overview, 'Libraries and other networked botanies', prefaces the

...sage commentary on academic library issues of the last two decades but not ... the definitive treatise for the 'relational library of the future'...

essays. Billings outlines several issues that he feels strongly about, such as library attacks 'against the traditional publishing establishment'. The new developments in institutional repositories are not picked up in this context. Most would agree with his general conclusion, 'librarians must be willing to take fresh looks at old things ... must be willing to build new structures that might better support the mission of libraries to freshen learning and knowledge'. The actual achievements of Billings at Texas to support learning and knowledge at that University stand in some ways as a better testament than the essays. Needless to say, the content of the essays is almost totally American-based so that, while the book's blurb talks about global issues, these are almost entirely US in orientation; but then for many Americanisation is globalisation.

This is not to say that the historical essays do not have value, but essays which cover such topics as 'stay with OCLC or migrate to the RLIN' have only historical relevance in terms of the arguments and issues for OCLC and RLG today. Similarly, the references to networked environments are often dated, and comments from 1981 such as 'electronic journals will never completely replace printed journals' should have been placed in a context of 2002. The best way to regard *Magic and Hypersystems*, despite the blurb and the title, is to see the volume as sage commentary on academic library issues of the last two decades but not as the definitive treatise for the 'relational library of the future'.

Colin Steele, Australian National University

Comprehensive and readable

Jenkins, David. *A refuge in peace and war. The National Library of Wales to 1952*. Aberystwyth: National Library of Wales, 2002. 306p £29.95 soft ISBN 1862250340

The text will have a wider interest than simply for compilers of institutional and library histories...

A *refuge in peace and war* is an extremely detailed and comprehensive account of the establishment of one of the most important cultural institutions in Wales. The author, David Jenkins, died in March 2002, was Keeper of Printed Books from 1957 to 1969 and then librarian until 1979 of the National Library of Wales (NLW). The NLW was formerly opened in Aberystwyth in 1911, but the attempts to establish the NLW go back to the mid-18th century, at least in conceptual terms when Richard Morris (1703–1779), founder of the Honourable Society of Cymrodorion, of Anglesea attempted to set up a library, although ironically the Morris collection ultimately ended up in the British Museum.

It could be said that the main thrust for the establishment of the NLW came after the National Eisteddfod of 1873, but it was not until the budget of 1905 that the financial underpinnings were confirmed. Jenkins is particularly strong on the role and influence of John Ballinger, who took up the position of librarian on 1 January 1909, '... in a hired building in which there was neither a book nor bookcase — and in the minds of most people only vague ideas as to what the National Library was to be'. The financial problems were not to end, and harsh times were experienced through the First World War and the 1920s.

The early history of the collections is comprehensively documented, including the acquisition of the Peniarth Collection, which included numerous famous items such as the *Black Book of Carmarthen* and the *Laws of Hywel Dda*. Financial problems meant, however, that a number of collections proved difficult to obtain, at least initially. Jenkins recalls the attempt that the Library made between 1909 and 1914 to acquire the huge archive of Plas Gogerddan from Sir Edward Pryse. The attempt by EA Lewis and John Ballinger to acquire the archive from Pryse was meant to be sweetened by their arrival with two bottles of whisky, but they returned only with two empty bottles and a copy of the family coat of arms! The archive was not acquired until 1948.

There are fascinating sections on local politics, for example, the reasons for locating the Library in Aberystwyth rather than Cardiff. This central and rather remote location was a significant contributing factor to the location of many of the treasures of the British Museum and National Gallery being located there during the Second World War. The NLW managed to take advantage of the British Museum's treasures in Aberystwyth by filming manuscripts, including the Welsh Collection.

The story ends in 1952. Jenkins writes, 'another hand must carry the story forward'. One hopes that the present librarian, Andrew Green, might contemplate this task in the fullness of time, particularly as recent initiatives has widened the NLW's mission to embrace a wider public. In 1999 the Library's public consultation document, *Choosing the future*, indicated a potential for a wider outreach through web and digital access globally and a new 'visitor experience' in Aberystwyth.

It would be true to say that the minutiae of the detail of *A refuge in peace and war* often does not make for compulsive reading, but the content is meticulously delineated. The text will have a wider interest than simply for compilers of institutional and library histories. The development of the NLW is an integral part of the growth of Welsh national cultural awareness.

Colin Steele, Australian National University

Fresh and original in a well-trodden field

Eva Hemmungs Wirten *No trespassing: authorship, intellectual property rights, and the boundaries of globalization*. University of Toronto Press ISBN: 080208835X (hard cover) [2003?] np

EVA HEMMUNGS WIRTEN IS AN ASSOCIATE PROFESSOR IN LIBRARY AND INFORMATION Science at the University College of Borås and Gothenburg University in Sweden. Her work is primarily concerned with the interaction between print culture, globalisation, and intellectual property rights. She is not a lawyer by training; instead her background lies in publishing. In her writing, she relies upon an interdisciplinary approach drawing on book history, cultural studies, law, and studies on globalisation both in the humanities and social sciences. *No Trespassing* is a fresh and original contri-

...the best thing I've read in ages, exploring the nature of authorship in print culture, the use of intellectual property rights as an instrument of control, and the impact of globalisation upon national cultures...

tribution to the field of intellectual property. It is the best thing I've read in ages, exploring the nature of authorship in print culture, the use of intellectual property rights as an instrument of control, and the impact of globalisation upon national cultures.

The first three chapters are brilliant. In Chapter One, Wirten tells the story of how the French writer Victor Hugo was instrumental in pushing for the Berne Convention, the most significant multilateral international treaty dealing with copyright law. In Chapter Two, she discusses the politics of the translation of the literary best-seller *Miss Smilla's feeling for snow* by Peter Hoeg. In Chapter Three, Wirten provides a witty history of the Xerox photocopier, and the alarm and panic that it caused amongst the defenders of copyright law. The fourth chapter is a little flat — it veers off from its clever meditations on intellectual property into a dry discussion of the concentration of media ownership. The fifth chapter is good — although the critique of the World Intellectual Property Organisation inquiry into traditional knowledge could have been a little more pointed. Chapter Six is excellent — coupling litigation over *Les Misérables* and *Gone with the wind*, and concluding with a stirring critique of the attempt to extend the copyright term in the United States.

In prose refreshingly free of legal and academic jargon, the author begins with a concise, well-placed history of copyright law, using the address of Victor Hugo to talk about the birth of the Berne Convention. The work is surprisingly entertaining — especially Chapter Three on Xerox with the anecdotes about Ralph Nader's early model photocopier setting his office alight at regular intervals. The book successfully weaves together a wide array of material — from popular culture to the history of publishing, and legal jurisprudence. It ends with a clever juxtaposition of the attempt of the Hugo estate to prevent the publication of a sequel to *Les Misérables* with the United States Federal Court of Appeal decision relating to the parody of *Gone with the wind* — Randall's *Wind done gone*. The legal scholarship is generally excellent. I find it hard to think of another writer from the humanities who deals so surely and confidently with intellectual property. Indeed, the author has made a lot of new discoveries about the field that I have not encountered before in the existing literature.

This book would appeal to students and scholars of cultural studies who are interested in the history of publishing, the interaction between law and literature, and contemporary developments in the mass media and the internet. It would find an audience in the legal community amongst lawyers, academics, and legal students. It would also have a resonance with librarians concerned about the impact of copyright law on the access to information.

In her future work, Eva Hemmungs Wirten plans to focus upon the public domain. She has received a four-year scholarship from the Swedish Research Council to work on the subject. Her next book is tentatively entitled *A common world of things: towards a theory of the public domain*. She plans to use the *jungle* as a metaphor for the public domain, drawing both on Rudyard Kipling's *The Jungle Books* and the exploitation of the biodiversity of the Indian jungle to discuss questions of various flows in ownership and their possible consequences. This work will undoubtedly be very topical given the decision of the United States of Supreme Court in *Eldred v Ashcroft*, and a number of academic conferences on the public domain.

Matthew Rimmer, Faculty of Law, Australian National University