



The Australian Library Journal

Volume 53 N°4 November 2004

Editorial

331

Evaluation of the impact of the
2003 Aurora Leadership Institute — ‘the gift that keeps on giving’

Kay Barney 337

E-government: issues and implications for public libraries

Jennifer Berryman 349

The librarians’ pay equity case 2002 —not just a pay rise

Kate Burnham 361

Critical issues in public library planning: the New South Wales experience

David J Jones 375

Information literacy milestones:
building upon the prior knowledge of first year students

Jenny Ellis and Fiona Salisbury 383

Curating books on remote islands:
the fate of the de Brum Library on Likiep Atoll, Marshall Islands

Dirk HR Spennemann and Jon O’Neill 397

Book reviews 409

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

Editorial Board

Dr Marianne Broadbent, Dr David Jones,
Dr Neil Radford, Dr Peter Clayton, John Levett

The Australian Library Journal
is published quarterly by the Australian Library
and Information Association Ltd
ACN 090 953 236
PO Box 6335 Kingston 2604 AUSTRALIA
phone +61 2 6215 8222 *fax* +61 2 6282 2249
alj@alia.org.au <http://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 2004 and vested in each of the authors in
respect of his or her contributions 2004

Square (as in thinking outside the...)

I HAD TO CUT MY LAST EDITORIAL SHORT: I HAD UNDERTAKEN TO TALK ABOUT THINKING — outside the square, and did not get past ‘thinking’. ‘Outside’ is not a comfortable word! And Chambers is not much consolation ‘...the farthest limit; unlikely; remote; beyond the limit; not having membership; not a member of a particular company; a stranger, layman; a person not fit to be associated with; not included in the favourites...’ Corollaries of being, going, or thinking outside are that you become an alien, an immigrant, intruder, interloper, misfit, gatecrasher, the odd one out. Pretty terrifying in fact, especially in relation to an occupational group whose professional behaviour is often dictated by rule or policy.

I am not talking about the classic or compulsive ‘outsider’, about whom Colin Wilson in the fifties gave us the definitive text. The group cannot affect the true outsider to whom any sanctions are meaningless. The beat generation were the classic outsiders; James Dean a constructed outsider. What sort of people have earned the distinction? It is commoner in English literature than it is in Australian. Evelyn Waugh and Nancy Mitford (*U and non-U*) the arch exponents. But children anywhere are particularly good, often to the point of real viciousness, at inflicting it. Some of history’s classic outsiders achieved varying degrees of fame: Napoleon; Galileo; Newton; Byron; Hitler; Ned Kelly; Billy Hughes; Menzies (an outsider trying desperately to be an insider). The most vocal of today’s Australian outsiders is probably Phillip Adams.

My concern here is with *the insider thinking outside*. The primary contemporary example of this is the whistle-blower. And we all know that whatever his or her motivations and however well-intentioned or noble their actions, the consequences for the individual are seldom pleasant. Whistle-blowing is not necessarily the most effective outcome of thinking outside the square. Cassandra was a classic whistle-blower; she could see the implications of everything done outside and inside the walls of Troy and talked about them at length, but she was unable to convert that prescience into effective action. Troy fell and descended into darkness.

Let me illustrate at a more local level: in the mid-sixties I was engaged to speak to the NSW Branch of the then Library Association of Australia (LAA) on the notion of quality in public library reference services. By way of gathering data, I carried out a survey of ten NSW public library reference services including my own, and resting in part on their responses to a set of fairly typical reference questions. Nothing wrong with that. But I suspected that if I asked my three test questions upfront, I would be recognised and get a somewhat biased response: so I created three personae to ask my three reference questions ‘undercover’ as it were. The questions were quite simple: information about argon-arc welding, then a new technique; information

about contraception for a teenage girl, and the date of the Anschluss, the forced union of Austria with Germany.

The results were exactly as confirmed by similar subsequent exercises in Australia and elsewhere. In any given library service, including my own, the enquirer had about a fifty per cent chance of getting accurate or useful responses to a specific question. Some libraries actually jibbed at the question on contraception. Anyhow, my liberal-minded colleagues at the meeting in Sydney where I attempted to discuss these results howled me down (not the last time it was to happen in my career) for 'unprofessional behaviour' and there was a move to have me thrown out of the LAA which I don't think has ever happened to anyone else.

I mention this incident just to illustrate that the consequences of thinking, speaking and acting beyond the square (in this case a previously unarticulated sense of what was, and was not proper) can be quite painful. I could not have derived my results in any other way, and I would do it (have done it) again: but you need to be aware of the possibilities if you are contemplating action of this kind.

The square

It is a curious phenomenon, this notion of 'the square': it carries a range of often paradoxical, even contradictory meanings. There is the geometric figure 'having a rectilinear and rectangular form of equal length and breadth'. Then there are the actions: 'if you are "on the square" you are just and honourable, straightforward, not readily moved or deviated, precise, exact...'. A 'square meal' is a generous one. A 'square cut' is one where the ball moves at right angles to the wicket... If you 'square things' you may be putting them right, or you may be about to procure a minor miscarriage of justice: 'I'll square it for you' means that you are some sort of fixer, and that you will use your influence to someone else's advantage. If you 'square up' to someone, you are adopting a belligerent attitude, you are showing that you are prepared to fight. If you are a 'square-toes', you are something of a stickler for formality. At Waterloo, the British Infantry held off the attacking French by forming squares, thus presenting a hedgehog of bayonets to the oncoming cavalry. The French thought this was most unfair. A generation ago, if you were a square, you neither drank nor smoked nor fornicated and voted for the Liberal Party. You were something of a bore.

Shakespeare on the other hand, thought that you would be quarrelsome, provocative, and if you were a square peg in a round hole, you might have some justification for being perpetually aggrieved. If you attempted to square the circle, you were attempting the impossible (but for many years people tried to). If you go back to square one, you have thrown the wrong dice in snakes and ladders, or you have wasted a lot of time pursuing chimerae.

So 'square' has an immense range of possible meanings which are hardly diminished by the injunction to think outside the square, but our old friend 'common parlance' tells us that it means 'to act unconventionally; to reject the easy and obvious solution; not to be bound by precedent'.

It is something that all innovators do: they break new ground, they bring a fresh way of looking at things, they innovate, they are creative, in that they make, rather than copy, they create, rather than imitate. In short, they have *originality*.

Librarianship is full of squares. It is, essentially, devoted to making order out of chaos, and in order to assist with this task, it has devised a great number of rules. ('Rule:... that which is normal or usual: conformity to good or established usage; well-regulated condition; a principle; a standard; a code of regulations; a guiding principle; a method or process of achieving a result; to exercise power over; to control, to manage...'.) Our professions rest on the articulation and application of such rules. So by their nature they are perhaps unlikely to be receptive to (paradoxical) thinking outside them.

I want to diverge just for a moment to consider this phenomenon of *paradox*. It is something that has intrigued me for a long time, largely, I suspect because I am a Gemini. 'Paradox: something which is contrary to received, conventional opinion; something which is apparently absurd, but is or may really be true; a self-contradictory statement; the state of being any of these.' For me it is the simultaneous existence, in a single frame of reference — a square if you like — of apparently contradictory phenomena. Viewed in this light, contemporary economics is evidently paradoxical, for whilst it happily consents to the proposition that one of its consequences is to make many people exceedingly rich, it will never accept the paradox that it is also making many more people exceedingly poor. But since it is the rich people who in the main control the media, this particular paradox is seldom acknowledged, let alone discussed, except in such radical journals as *Eureka Street*, which if you have not already encountered it, I particularly recommend to you.

In principle, people all around you — and the academic part of your education is an example of what I mean — will encourage you to think beyond the square. But be aware that you need to be careful how, when and where and about what you do it, and especially, what you do with the consequences. This is a separate part of the process — what (if any) action seems to be indicated by your thinking, or your (another name for it) research: my view is that thought which does not lead to action is dreaming, and that there is therefore an obligation on the thinker to share his/her thoughts and to consider action based on them.

But there is also a technique for this: I have learned that the implementation of one's conclusions from this process of thinking outside the square requires finesse, diplomacy, tact, tenacity, patience and absolute belief in what you are embarked upon. If you do not believe, how can you persuade others to do so? I can't emphasise the diplomacy aspect too much. This requires much thought and planning: balance what you want to achieve with what your outlays are going to be. They may be considerable. You cannot achieve anything on your own: you will need friends, supporters, (honest) critics, mentors, advisers, colleagues. You will soon learn who your true friends are. It is a bit like 'coming out' in other contexts: unconventional, potentially alienating, but deep down, immensely, hugely satisfying.

After fifty years of being a professional 'stirrer', it is not over yet for me, but I envy those of you who are just embarking on the process of thinking beyond the square. This will not lead to instant popularity; rather the opposite in fact. But it may one day lead you to the highest awards the profession can offer. *Good Luck!*

In this issue

A wide range of contributions: eclectic, catholic, beginning with Kay Barney's extract from her report to the Aurora Foundation Board on the 2003 Aurora Leadership Institute, in which she gives us her insights into the transforming nature of Aurora's processes and the alchemy wrought by leaders, mentors and ultimately the Aurorans themselves as they struggle with what it means to be a leader (see also Russell Cope's review of Wittenborg, Ferguson and Keller's *Reflecting on leadership*). Jennifer Berryman's review of the role of public libraries in E-government reveals a potentially transforming role for these tough and adaptable institutions: not everybody will agree with her findings, but anyone with a genuine interest in the survival of this so far enduring institution would have to take them seriously. Kate Burnham's Jean Arnot Fellowship-winning essay 'The librarians' pay equity case 2002' looks at the processes (not always pretty, as few industrial negotiations are), often exhaustive and exhausting, undergone by the members of the Working Party established by the NSW Library Industry Working Group. Not all the adversaries were on the employers' side. Within the union itself, and from colleagues in a related sector the Working Party had to deal with indifference and opposition shading into downright sabotage. More power to them therefore for sticking it out over the six years that they were involved. David Jones takes us on a guided tour through some of 'The critical issues in library planning' as experienced in New South Wales: many public library buildings there are due for renewal, and David reports that there are about fifty current projects underway at the moment. Like Jennifer Berryman he thinks flexibility — in location, concept, planning, construction and use — is essential. Like the institutions he discusses, David's career has evolved so that he is now the State Library's Library Building Consultant and heads up its Building and Planning Advisory Service and has been involved in over 200 library building projects in Australia and overseas. Jenny Ellis and Fiona Salisbury from the University of Melbourne report on the continuation of their researches into what entry-level students actually know about searching the web, using library catalogues and deconstructing reading lists. They operate on the premise that students learn best when new learning acknowledges and builds on prior knowledge. Nearly thirty-five years ago the birth of the library college was announced, an institution in which librarians would also teach, and although that concept is now seen to have been somewhat overblown, it is clear that many librarians are now teaching — and very effectively — the information literacy skills which are a *sine qua non* in the modern university. Dirk Spennemann and Jon O'Neill report on a minor cultural tragedy — the neglect and decay of what was once a unique and thriving private library — or rather museum — on Likiep Atoll in the Marshall Islands. Through their appalled eyes we can glimpse in detail the decay and disappearance of a collection whose provenance and history would have fed a small handful of doctorates. If you ever doubted the importance of professional conservation, the story they recount will convince you that you were wrong.

In short, it is a stimulating final issue for the year, and the sting in the tail is the score or so of book reviews at the end: if you want a bird's eye view of current thinking — of the authors of the books reviewed and that of our perceptive and often critical reviewers — this is the place to go. And you might like to give a thought to becoming one of our reviewers yourself!

Finally, my thanks to all those who have contributed to another successful year for the Journal: authors, especially the first-timers who have braved our pages, reviewers, correspondents, referees. Special appreciation to Emma Davis of ALIA's National Office for her competence, flexibility, tolerance — and not least for her sharp and perceptive eye. I also serve as chair of the Publications and Editorial Review Board, PERG as it is known, and in both capacities I acknowledge the support of Ivan Trundle who is ALIA's manager, communications and publishing (and webmaster). Behind both of these supportive colleagues lies the executive director, a friendly and supportive ear, and a fellow-aficionado of *The Algonquin*. To all of these, and to the Journal's many readers, my very best wishes for the coming year.

John Levett, editor

A letter to the editor

It is with deep regret that we inform you that the University of Canberra has decided to withdraw the Graduate Diploma Library and Information Management and the Master of Library and Information Management from the courses it offers. There will be no new intake of students into any of our entry-level librarianship courses from 2005 onwards.

You may recall a similar decision was made about eighteen months ago when the University decided that, because of low student numbers, the undergraduate Bachelor of Communication (Information) would cease to take students from the beginning of 2004. At that time academics within the Library and Information Studies area sought, and were given approval, to develop the Graduate Diploma into an online course in an effort to extend the potential student market beyond the ACT. We have been working very hard during the past year to ensure that the subjects we were preparing for this new mode of delivery would give students the very best learning experience. However, interest in the course has not been sufficiently high to convince University decision-makers that it had a viable future and the decision to cease offering it to new students was made last Friday. We are particularly sorry that the course was not allowed to be offered in online mode for a couple of years to test whether it could, indeed, prove viable.

Ours is the second oldest course in the country and many of our graduates are now leaders in the profession in Australia and on the international stage. It will have significant consequences for the profession in the ACT. There is a greater concentration of libraries and

other types of information agencies in Canberra than in any other city in Australia. After the current students graduate, these organisations will be forced to recruit from interstate. For many years now the demand for new graduates has outstripped our ability to supply them and it was always very satisfying to know that our graduates had no trouble gaining employment — mostly even before graduation. Sadly, the number of students entering the courses fell below the number that the University considered to be viable.

All our present students will be given one-on-one course advice sessions to ensure that their study needs are met as effectively as possible. Although students were expecting to move to a fully online mode of delivery in 2005, one change will be that one or two subjects will still be offered in on-campus face-to-face mode, for the last time. We will be asking ALIA to extend our course recognition to cover these remaining students.

Our postgraduate program will continue for the time being, although in the longer term as staff retire it will inevitably decline. As you can imagine, all of the academics involved in our program very much regret this decision.

**Trish Milne and
Peter Clayton**

Evaluation of the impact of the 2003 Aurora Leadership Institute — ‘the gift that keeps on giving’

Kay Barney

As a generation of library leaders in Australia and New Zealand is approaching retirement, the question is ‘who will take their place?’ Leadership programs have become increasingly popular as a way to ‘grow’ future leaders for the profession. This study looks at the impact of the 2003 Aurora Leadership Institute [A6] on participants and mentors: it used a questionnaire to determine individuals’ perceptions of its value to their work and career development. All the respondents found A6 beneficial and they especially valued the interaction with mentors. Although the study did not set out to prove that attendance at A6 resulted in behaviour change and measurable impact on organisations, it provides evidence of the benefits of the 2003 Aurora Leadership Institute through the many examples of leadership activity that respondents attributed to their attendance at A6. This article is an extract from a report to the Aurora Foundation Ltd Board on the impact of the 2003 Aurora Leadership Institute. The full report is available on the Aurora web site at <http://www.alia.org.au/aurora/>

Manuscript received December 2003

This is a refereed article

LEADERSHIP, WHICH BARELY RATED A MENTION IN THE LIBRARY AND INFORMATION management literature twenty years ago, has become a ‘hot topic’ over the past decade. The current literature identifies serious concern about leadership in the library and information profession (Corrall 2002; Riggs 2001). In

'The need for more people to undertake leadership training is now widely acknowledged in the profession...'

Australia and New Zealand, a generation of library leaders from the 'baby boomer' generation is nearing retirement, a trend reflected in many other countries including the United States of America and the United Kingdom. The concern is: who will fill these positions? It will need to be people with the leadership skills to deal with constant change and the complexity of the library and information profession. Challenges include dealing with the doubling of scientific knowledge every ten years, of computing power every eighteen months and of the internet every year (Paterson 1999, p144).

The need for more people to undertake leadership training is now widely acknowledged in the profession. Corral (2002) notes that some library managers — herself included — have undertaken a Master of Business Administration (MBA) program to gain a wider perspective on leadership issues. However, such courses often cost more than \$20 000, which would preclude many with leadership potential from benefiting from this option. Prior to 1940, the view in the literature was that leaders were born and not made. However, research has since shown that leadership skills and attitudes can certainly be acquired (Sogunro 1997; Stogdill 1974). Schreiber and Shannon (2001) quote leadership guru Warren Bennis: '[Leadership]... is something that can be learned by everyone, taught to everyone, denied to no one.' During the past ten to fifteen years, new programs have been developed around the world in response to the growing demand for leadership training. There are more than twenty in the United States.

In Australia, just one program offers specific leadership training for the library and information profession — the Aurora Leadership Institute — which began in 1995 'to assist future leaders to recognise and develop their leadership abilities'.

The Aurora Leadership Institute

The Aurora Leadership Institute is an annual six-day residential leadership training program for people in all types of libraries in Australia and New Zealand. It targets those who are generally five to ten years into their library careers. Applicants are nominated by their organisation and must provide a letter outlining why they want to attend. Six Aurora Leadership Institutes have been held in Australia, usually at Thredbo, New South Wales. The 2003 Institute was held in Canberra because bushfires closed Thredbo. The Institutes are modelled on the US-based Snowbird Leadership Institute, held at Snowbird near Salt Lake City (Neely & Winston 1999, p413). Aurora uses the same facilitators as Snowbird to conduct the Institute — John Shannon and Becky Schreiber of Shannon and Schreiber Associates — employing experiential learning techniques in four groups comprising eight participants (thirty-two in total) and two mentors in each group.

The Aurora Foundation Ltd, the organising body, is an incorporated not-for-profit company. Aurora Foundation Ltd Board members, the late Warren Horton (then chairman) and Ian McCallum (secretary), believed that the value of the Aurora Leadership Institute lay in the knowledge and skills it imparts to both participants and mentors to recognise and develop their leadership abilities, and in the professional relationships it fosters. Mentors are a key part of the Institutes, and were selected and invited personally by Warren Horton, the former director-general of the National Library of Australia. The mentors act as facilitators, role models and guides, working closely with participants throughout each Institute. They also each present a session called

'My practice, my passion' in which they talk about an episode in their professional lives that gives insight into their professional commitment.

Defining leadership

While leadership is widely acknowledged as a desirable skill, there is often confusion about exactly what leadership is. Riggs (2001, p5) says there are at least 100 definitions of leadership. Warren Bennis (1989, p7) makes the following points about the difference between managers and leaders:

The manager administers; the leader motivates.

The manager is a copy; the leader is an original.

The manager focuses on systems and structure; the leader focuses on people.

The manager relies on control; the leader inspires trust.

The manager has his eye on the bottom line; the leader has his eye on the horizon.

However, others argue that increasingly the distinction between managers and leaders is becoming irrelevant in the context of downsizing and flatter organisational structures (Corrall 2002; Rochester & Nicholson 1998). This implies that organisations will have to realise that every employee is a potential leader whose leadership ability should be developed (Sogunro, 1998). Sogunro's study concluded that leadership can be made more effective if organisations are concerned with the training of all their members, rather than training just the few designated leaders. This has implications for the selection of people to attend leadership programs — you do not necessarily have to secure the 'best' people to attend in order to achieve a positive result. Research by Khurana (2002) shows no conclusive evidence that charismatic leadership affects an organisation's performance. Leadership, he says, cannot be isolated from the organisation and cultural environments in which people operate. This would seem to suggest the need for more leadership training so that organisations can promote from within.

Evaluating the impact of library and information management leadership programs

There is little research on the impact of library leadership training programs, even though there are more than twenty such programs in the USA. Furthermore, the research that has been conducted to date is inconclusive about whether library leadership programs are successful in developing leaders (Neely & Winston 1999; Nichols 2002; Weaver & Burger 1991). Even looking outside the library profession, the situation is not very different. The community development sector in the United States and Canada is an area where leadership training programs are booming with an estimated 650 to 750 community leadership programs operating in the United States. Some research has been done to evaluate their impact, yet even these programs are under-researched (Fredricks, 2001). Questionnaires administered at the end of the programs provide little information about the effect of the program on participants' behaviour on-the-job.

The lack of research may be due to the difficulty in measuring the impact of programs. While tests can be used to evaluate training programs that teach hard skills, leadership qualities and characteristics, often characterised as 'soft skills', are generally evaluated through anecdotal observations and/or perceptions (Sirianni & Frey, 2001). This involves asking leadership program attendees whether they think

their skills/knowledge/behaviour have improved in certain areas, and using the perceived change as the criterion for determining the impact of the program. This approach is given validity by the concentration of leadership training programs on developing participants' self-perception of leadership behaviour, not increasing their basic knowledge (Brungardt & Seibel 1995).

When evaluating leadership programs, it is easiest to establish evidence of the level of participant's satisfaction with the program and most challenging to determine the level of impact that participation in the program had on the organisations in which they hold leadership roles (McLean & Moss 2003).

The challenge in assessing the impact of leadership programs is compounded by the difficulty of attributing any changes to the program (McLean & Moss 2003; Paterson 1999). Acknowledging the difficulty, or even impossibility, involved in obtaining absolute proof of the impact of a program, we have to be satisfied with supporting evidence instead (Kirkpatrick 1994, p68).

Evaluation of the Aurora Leadership Institute

The Aurora Leadership Institute can already claim success in that library and information organisations in Australia and New Zealand continue to sponsor people to attend the Institutes, at not inconsiderable cost, and demand exceeds the number of places available. There were forty-eight applications for thirty-two places for A6: the cost to the sponsoring organisation was \$3410 for each candidate plus any air travel and time away from work. (For the 2004 Institute, the cost is \$3800). Yet there are no *objective* data on the Institute's impact and value, although the literature does provide descriptive information about how Aurora was conceived (Horton, 1996) and how some individuals have responded to the experience (Dan 1996; Gow 1996; Lilley 2003; Sutherland 2003).

Although participants complete feedback forms at the end of each Institute to evaluate the course itself (as well as rating each day on a scale of 1 to 5), a more pertinent question to be answered is how have participants been able to take what they learned at the 2003 Aurora Leadership Institute and apply this to their professional lives to provide leadership in the profession? Hence this research, the primary focus of which was to analyse the short-term impact of the learnings from A6 (held in February 2003) on the participants, and their perceptions its value to their work and careers. The study includes mentors as well as participants, because many of the mentors commented at the end of the 2003 Aurora Leadership Institute that they felt they had learned more than the participants. Warren Horton attended A6, but was not surveyed because he fulfilled a different role — that of 'meta-mentor' who acts as an advisor to the other mentors, as well as to the participants.

Method

The survey methodology was used and data collected by e-mailing the questionnaire to the thirty-two participants and eight mentors who attended the Aurora Leadership Institute held in February 2003. Respondents had the option of replying by e-mail, or if they preferred to answer anonymously, by mail. No one chose to reply anonymously. This reflected the lack of controversial questions and the provision for voluntary responses. Many of the comments provided were personal reflections, indicating a willingness on the part of respondents to respond thoughtfully and

genuinely to the questionnaire. It elicited a strong response rate — twenty-seven out of the thirty-two participants and six of the eight mentors. Respondents completed all multiple-choice questions and the majority commented on each of the six open-ended questions. Of the five participants who did not respond to the questionnaire, one was on maternity leave and two could not be contacted as they had moved jobs since attending A6. Analyses were conducted using SPSS 11.0.

The survey instrument was designed to look at the demographic backgrounds of participants, their years of professional experience and their perception of the short-term impact of A6 on their work and careers. It included a number of open-ended questions to elicit deeper insights into areas of particular interest to the Aurora Foundation Board, such as how A6 had affected their subsequent leadership behaviour and career aspirations. The questionnaire was partly based on that used in the US Snowbird study by Neely and Winston (1999): basic demographic queries on age, gender, type of library and years of professional library experience and items on participants' perception of the impact of A6 on their careers and professional development, were taken directly from this instrument or adapted. The questionnaire for this study did not include the items about career progression used in the Neely and Winston survey because the Aurora study looks only at the participants from the 2003 Institute, and therefore it is too early to assess the effect on people's careers from attending A6.

The questionnaire for this study was pilot tested on a group of University of Canberra postgraduate students and was also reviewed by Warren Horton and Ian McCallum. Individuals were asked about the value of A6 to their work, and to their career, using a Likert-type scale. Two items asked individuals about the value of A6 to their work and to their career. This was done using a four point scale ranging from 1 (great value) to 4 (no value). Two items asked about the extent to which their interactions with other participants and the Aurora mentors contributed to the quality of their experience. These items used a three-point scale ranging from 1 (to a great extent) to 3 (not at all).

Although the survey relies on respondents' self-reports, the questionnaire also included six open-ended items that asked respondents to provide examples of the impact that A6 had on them, their level of professional activity and their career. It was hoped that this would enhance the validity of the data by causing respondents to think more carefully about their responses by requiring them to express their thoughts in written form. Five items asked individuals to indicate their gender, age group, years of experience as a professional librarian, type of library in which they worked when they attended A6, and whether they were a participant or a mentor at A6.

Selected findings

A6 demographics

Aurora recruits participants from all types of libraries. Of the twenty-seven respondents, there was a predominance of librarians from public libraries (twelve), and from academic libraries (nine). There were three from special government libraries and three from state/national libraries. There were no librarians from schools or from special libraries in the private sector at A6.

Although Aurora usually targets participants who are five to ten years into their professional library careers, this is not a firm requirement for selection, as can be seen from Figure 1. There were nine respondents to the survey who had eleven or more years experience as professional librarians.

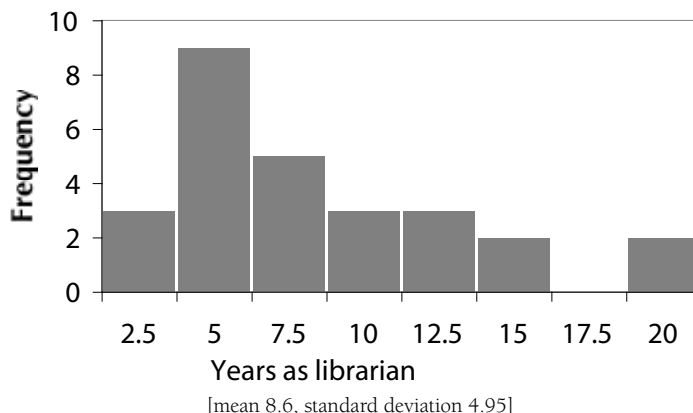


Figure 1. Participants' years of professional library experience

The age of participants indicated roughly even groupings in each of the age groups under 45 years of age (see Figure 2).

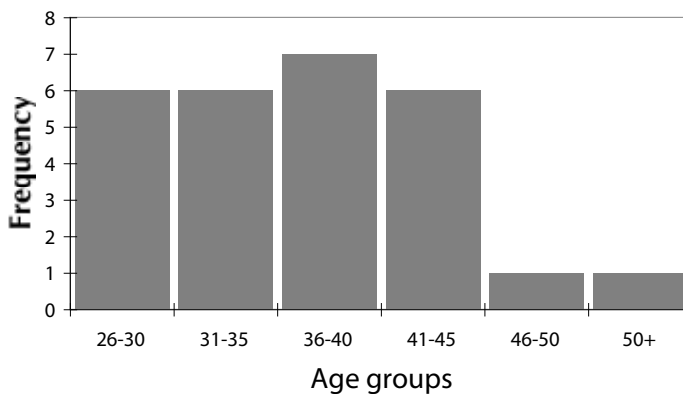


Figure 2. Participants' age groups

There were six male and twenty-six female participants. All the males and twenty-one females responded to the questionnaire.

Perceived value of A6

Since the purpose of the Institute is to develop leaders for the future, it is critical that the program has lasting effects. The responses show that six months after A6, the majority of participants perceive a strong legacy from the Institute, which continues to influence their decisions about work and career. The perception of positive benefits flowing from A6 is important because participants who have a positive reaction to the training are more likely to learn and to transfer the learning to their jobs (Kirkpatrick 1994). A6 was perceived by 100 per cent of respondents as beneficial to their work

and careers (Tables 1 and 2). The majority of respondents expressed high levels of satisfaction in terms of its impact on their work and careers. A large majority also valued the interaction with other Aurora participants and with the mentors.

In contrast with the participants, who found greater value in A6 to their careers than to their work, five of the six of the mentor respondents rated it of great value to their work but only two of the six rated it 'of great value' to their career. This would seem to reflect that the mentors are at the peak of their careers, but can still benefit in their working lives from refining their leadership skills.

	Value of A6 to work (frequency)			
	Great value	Moderate value	Little value	No value
participants	18	9	0	0
mentors	5	1	0	0

Table 1. How participants rated the value of A6 to their work

	Value of A6 to career (frequency)			
	Great value	Moderate value	Little value	No value
participants	22	5	0	0
mentors	2	4	0	0

Table 2. How participants rated the value of A6 to their career

Although the population of thirty-two participants and eight mentors who attended A6 is too small to produce cross-tabulations with any statistical significance, the general trends indicated by the quantitative analysis were backed up by the written answers to the open-ended questions in the survey. The analysis showed a trend for participants with less than eleven years experience in librarianship to perceive greater value in A6 to their work and careers, compared with their more experienced counterparts (see Tables 3 and 4). This is not unexpected, since those with more experience probably had already acquired leadership skills and knowledge on-the-job and attended previous courses that covered some aspects of leadership training. One of the participants said that continuous training over a period of years, including a senior management course, meant that 'the impact of Aurora was less dramatic'.

This does raise the question about whether Aurora should restrict its recruitment to early-to-mid career people, like the Snowbird Institute which targets those who are at a relatively early point in their library careers (Summers & Summers 1991, p38). This would also depend on whether the Aurora Foundation Board feels this finding for A6 would apply more broadly to other Aurora Leadership cohorts.

	Value of A6 to work (frequency)			
	Great value	Moderate value	Little value	No value
Participants with less than 11 yrs experience	13	5	0	0
Participants with 11 or more yrs experience	5	4	0	0
Total	18	9	0	0

Table 3. Participants' experience and the value of A6 to their work

	Value of A6 to career (frequency)			
	Great value	Moderate value	Little value	No value
Participants with less than 11 yrs experience	17	1	0	0
Participants with 11 yrs or more experience	5	4	0	0
Total	22	5	0	0

Table 4. Participants' experience and the value of A6 to their careers

The analysis also found some evidence that the librarians from public, state and national libraries found more value in A6 to their careers than did the academic and special government librarians (Table 5). This could be because public librarians have until quite recently, due to lack of funding, been under-represented at Aurora Leadership Institutes compared with their academic counterparts. Therefore, they may value the opportunity more and work harder to get the maximum benefit from the Institutes.

Library type	Value of A6 to career (frequency)	
	Great value	Moderate value
Academic	6	3
Public	11	1
Special government	2	1
State/National	3	0
Total	22	5

Table 5. Type of library participants worked in at time of A6 and their perceived value of A6 to their career

A strong link was found between attendance at A6 and a subsequent increase in their level of professional activity, indicating that A6 had already had an impact (Table 6). An increase in activity might be reflected in the number of committees they joined, or an increase in their participation on existing committees, or some combination of the two. This study focused however on the change in the *level* of activity, rather than attempting to compare levels of activity between participants, which might merely

reflect that those who had been in the profession longer generally had higher levels of professional activity. Mentors generally reported the same high level of activity before and after attending A6. This was expected because the mentors are leaders in the profession who are already aware of the benefits and responsibilities of professional association membership and activity.

	Professional activity (frequency)		
	None	Same	Increase after A6
participants	1	8	18
mentors	0	4	2

Table 6. Changes in professional activity after A6 — participants and mentors

Mentoring was shown to be a particular strength of A6. The Aurora Foundation Board considers the mentoring component to be a key part of each Institute. Nearly ninety per cent of respondents said the interaction with mentors contributed to the quality of A6 ‘to a great extent’ and the remainder said ‘to a moderate extent’. This finding reflects the emphasis that Aurora places on the mentoring component.

Discussion

In a future study, it would be useful to ask participants whether they had maintained contact with their A6 mentors, and with other participants, to see whether professional networks had been established and sustained as a result of attendance at the Institute. Although it is too soon to tell the effect of A6 on participants’ careers, four of the participants mentioned that they had moved into higher positions since attending Aurora and another three said they were actively applying for other jobs as a result of attending. They cited their participation as influential in their decisions. When assessing the impact of A6, a question arises about whether a sufficient amount of time has elapsed for behaviour and attitudinal changes to demonstrate increased leadership capacity in the participants: it would be useful to study all the Aurora alumni since 1995 to see whether they have become leaders in the profession.

There is also a question about whether the activities and benefits resulting from attendance at A6 can necessarily be attributed wholly or in part to the Institute, given that the participants were chosen to attend on the basis of their leadership potential and may well have taken on leadership activities and career progression anyway. While it is not possible to separate the effect of A6 from everything else that has occurred in participants’ lives over the past six months, participants provided compelling evidence that it enhanced their leadership abilities, knowledge and attitudes. Comments included:

‘My perceived career path has changed trajectory, becoming higher both long- and short-term. I am keen to take on more responsibility earlier, and to make a more significant contribution throughout my working life.’

‘I am working at a different level — taking more of a place amongst the ‘big guns’ in terms of policy and strategic alliances.’

‘I’m more self-aware and determined to look at the future and bigger picture — where are we going — rather than just short-term solutions to any issues/problems.’

‘[I am] more confident in my leadership ability. I observe people more and pick up on their interests to drive an innovation or project.’

This study is not able to demonstrate conclusively that A6 has resulted in behaviour changes and any consequent impacts on organisations and communities, but this is not surprising due to the difficulty inherent in measuring such change, as found by McLean and Moss (2003). However, it does provide many examples of leadership activity undertaken by respondents that they attribute (directly or indirectly) to their attendance at A6, reflecting changes in their behaviour, attitudes and knowledge. Participants variously reported how they had gained confidence in their abilities and ideas, put into practice new leadership skills, applied for promotions, have increased enthusiasm for, and increased commitment to, the profession.

While this study used a self-evaluation approach, a possible alternative for future research would be to ask the nominators of the participants to comment on their performance at work post-Aurora. This could provide useful indicators that were not possible within the scope of this study.

It is worthwhile noting that the Aurora Leadership Institutes have had the same facilitators since inception — John Shannon and Becky Schreiber. They provide continuity and consistency in terms of course content, so that every participant who attends an Aurora Leadership Institute has the same experience which promotes cohesion among the group. In addition, the mentor selection policy has been to choose some mentors who have previously mentored at Aurora, together with some who have not mentored before, thereby increasing the pool of available mentors over time. This too, has provided continuity and consistency for the program. If there is a change of facilitators in the future, this could impact on the program itself and how it is perceived.

Conclusion

Warren Horton and Ian McCallum believed that the findings of this study will further substantiate Aurora's high reputation in the community and encourage even more people to nominate for the program, thereby raising standards in the profession even higher. The findings imply that demand for places will increase over time as the benefits derived from attending an Aurora Leadership Institute are even more widely recognised. Like A6, the 2004 Institute at Thredbo, New South Wales, in February 2004 is oversubscribed, with fifty-six applicants applying for the thirty-two places. This suggests an unfulfilled need for leadership training in Australia and New Zealand that would justify running the Institute more frequently or increasing the number of places available at each which in the past has proved unwieldy. As the number of Aurora graduates increases, a further effect will be to raise awareness of the importance of leadership in the profession in Australia and New Zealand. This will raise the standard for everyone, whether or not they have attended an Aurora Leadership Institute.

Summing up, one participant called it 'the gift that keeps on giving' and another wrote:

At the end of Aurora I felt that I had been given a gift — support, ideas, a fresh perspective, time to focus on and embrace my strengths and lots of ideas and affirmation. I believe I am better at my job as a result.

References

- Bennis, WG (1989) 'Managing the dream: leadership in the 21st century' *Journal of Organizational Change Management* vol 2 n^o1, pp6–10.

- Brungardt, CL and Seibel, N (1995) 'Assessing the effectiveness of community leadership programs' *Kansas Leadership Forum Publication Series*, Kansas Rural Development Council, Topeka, KS.
- Corrall, S (2002) *Developing library leaders: a management responsibility*, viewed 20 March 2003, http://cilip.org.uk/about/president_1016.rtf
- Dan, K (1996) 'One perspective' *Australian Library Journal* vol 45 n°1, pp21–22.
- Fredricks, SM (1998) 'Exposing and exploring state-wide community leadership training programs', *Journal of Leadership Studies*, viewed 25 April 2003 Expanded Academic ASAP database.
- Horton, WM (1996) 'It all began over dinner' *Australian Library Journal* vol 45 n°1, pp12–16.
- Gow, E (1996) 'Aurora Leadership Institute: an assessment' *Australian Library Journal* vol 45 n°1, pp19–20.
- Khurana, R (2002) 'The curse of the superstar CEO' *Harvard Business Review* vol 80 n°9, pp39–45.
- Kirkpatrick, DL (1994) *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler.
- Lilley, S (2003) 'Aurora Recall: some reflections' *Australian Library Journal* vol 52 n°2, pp118–119.
- McLean, S and Moss, G (2003) 'They're happy, but did they make a difference? Applying Kirkpatrick's framework to the evaluation of a national leadership program', *The Canadian Journal of Program Evaluation* vol 18 n°1, pp1–23.
- Neely, TY and Winston, MD (1999) 'Snowbird Leadership Institute: leadership development in the profession' *College and Research Libraries* vol 60 n°5, pp412–425. Also presented as a paper at the Association of College and Research Libraries 9th National Conference, 8–11 April 1999, Detroit, Michigan.
- Nichols, CA (2002) 'Leaders: born or bred? Confessions from a leadership training junkie' *Library Journal* vol 127 n°13, pp38–40.
- Paterson, A (1999) 'Ahead of the game: developing academic library staff for the twenty-first century' *Librarian Career Development* vol 7 n°12, pp143–149.
- Riggs, DE (2002) 'The crisis and opportunities in library leadership' *Journal of Library Administration* vol 32 n°3/4, pp5–19.
- Rochester M and Nicholson, F (1998) 'Management changes facing librarianship in Australia' *Library Management* vol 19 n°5, pp333–338.
- Schreiber, B and Shannon, J (2001) 'Developing library leaders for the 21st century' *Journal of Library Administration* vol 32 n°3/4, pp35–57.
- Sirianni, PM and Frey, BA (2001) 'Changing a culture: evaluation of a leadership development program at Mellon Financial Services' *International Journal of Training and Development* vol 5 n°4, pp290–301.

- Sogunro, OA (1997) 'Impact of training on leadership development: lessons from a leadership training program' *Evaluation Review* vol 21 n°6, pp713–737, viewed 1 March 2003, Proquest database.
- Sogunro, OA (1998) 'Leadership effectiveness and personality characteristics of group members' *Journal of Leadership Studies* vol 5 n°3, viewed 26 April 2003, Expanded Academic ASAP database.
- Stogdill, RM (1974) *Handbook of leadership: a survey of theory and research* Free Press, New York.
- Summers, FW and Summers, L (1991) 'Library leadership 2000 and beyond: Snowbird Leadership Institute' *Wilson Library Bulletin* vol 66 n°4, pp38–41.
- Sutherland, A (2003) 'Recalling Aurora' *Australian Library Journal* vol 52 n°2, pp116–117.
- Weaver, B and Burger, L (1991) 'Library leaders for the 1990s' *Wilson Library Bulletin* vol 66 n°4, pp35–37.

Kay Barney co-ordinated the 2003 Aurora Leadership Institute, which inspired her to complete her study for a Master of Library and Information Management at the University of Canberra. After a number of years working in journalism and economics, she is now at the Australian Bureau of Statistics Library in Canberra. Kay is also currently the associate editor of *Australian Academic & Research Libraries*. kaybarney@ozemail.com.au

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

E-government: issues and implications for public libraries

Jennifer Berryman

Reviews the literature of e-government deployment world-wide, focussing on two possible roles for public libraries in e-government. The first is a continuation of their traditional role of information provision and managing library transactions electronically and the second, a move to handling government business transactions as well. Identifies issues and implications for Australian public libraries, such as the impact of the digital divide, the use of intermediaries and the resourcing of e-government.

Manuscript received July 2004

This is a refereed article

This article is based on a report prepared for the NSW Public Library Network Research Committee in February 2004. The report was the first stage of a larger research project to in develop a greater understanding of the impact of NSW Government electronic service delivery initiatives on NSW public libraries. The term 'e-government' is preferred throughout this report and may be taken to include the broad range of definitions which include electronic government service delivery, government online (GOL) e-administration and e-democracy.

Introduction

GOVERNMENTS AROUND THE WORLD HAVE RECOGNISED THE OPPORTUNITIES PROVIDED by the internet and the worldwide web and are exploring new ways of delivering services to and interacting with citizens. Although e-government strategies are so far showing consistency across countries and jurisdictions, e-government is still in the early stages of development (Cap Gemini Ernst & Young, 2003; Moon, 2002; Stedman, 2001) with 'little agreement on terms,

'Now the easy steps have been taken, governments must grapple with more challenging questions...'

tools, or techniques' (Holden, 2001, p75). This article identifies issues for Australian public libraries which arise from e-government implementations. It is neither a comprehensive review of the literature nor an exhaustive analysis of government policy in this area. Rather it seeks to stimulate discussion of future roles for public libraries in this evolving area.

What is e-government?

Not surprisingly, given its early stages of development, definitions abound for 'e-government' and associated terms such as 'government online', e-service, e-administration (Muir and Oppenheim, 2001). Those from the late 1990s, such as that of the NSW Government, emphasised delivering existing government services electronically (NSW Government, 1998?), whereas more recently the Australian Government sees e-government as moving beyond delivering existing services electronically to a 'transformative change' in government services provision (NOIE, 2002).

Other recent definitions broaden our understanding of the concept. For example, the Gartner definition of e-government encompasses the multi-dimensional nature of the concept, referring to 'information and communication technologies to optimise government service delivery, constituency participation and internal government processes' (Di Maio, et al, 2002, p7). The European Commission (undated) extends this definition to include the organisational change which must accompany the implementation of e-government.

As well as grappling with definitions, a range of analytical frameworks is being developed, against which to consider and evaluate the development of e-government. Many of these frameworks break e-government into stages of development to maturity (NSW Audit Office, 2001, p108). However, there are different ways to view e-government developments. For example, Usher (2001, cited in Found and Mackenzie) classifies e-government by the types of interactions with citizens and the Bertelsmann Foundation (2002) differentiates between e-administration and e-democracy.

Although comments appear about the potential transformational nature of e-government, as yet the shape of this 'transformed government' is only roughly sketched and not all writers share this enthusiasm for transformation. Concerns are being voiced, for example, that the nature of the public sector culture may inhibit e-government roll-out (Allen, et al, 2001; Barratt, 2002) or that implementation in the United Kingdom may be simply 'reproducing Whitehall online' (Stedman, 2001). As recently as 2002, Kost (2002) noted that many governments still apparently felt that e-government implementation was just making services available via the web.

ICT environment for e-government

The evolving information and communications technology context and developments in web services are major influences on how e-government is taking shape. In March 2003, fifty-four per cent of Australian households had access to the internet (NOIE, 2003c). Of those individuals with access to the internet, sixty per cent accessed the internet from home, thirty-two per cent from work and twenty-five per cent from other sites such as the local library or internet cafes (ibid.). July 2003 World Bank figures, cited in a recent report from OCLC (2004) and presumably based on the 2001 Census statistics, place Australia in the top ten countries for internet usage, although

at thirty-seven per cent usage, Australia sits some way below the leading country, Norway, where sixty per cent of the population reports use of the internet.

Australia is one of the most developed countries in terms of e-government, with several analyses (NOIE, 2002; Stedman, 2001; Canadian Library Association, 2003; Muir and Oppenheim, 2001) rating Australia's achievements highly. Across the world however, many implementations are still in the early stages of maturity. Only the most straightforward transactions are targeted for web service in these jurisdictions (Kost and Kolsky, 2003; NOIE, 2003b). This stage of development necessarily leaves more complex transactions to be handled by staff, either face-to-face or over the phone.

There is a strong focus by both the Australian and New South Wales governments on electronic service delivery rather than e-democracy (Stedman, 2001). Both governments signal the potential for development beyond improved services and both acknowledge that e-government initiatives are complementing rather than replacing traditional government service delivery (NOIE, 2000; NSW Audit Office, 2001).

At the local government level, the rollout of e-government is less extensive (Singh, et al, 2001). In Australia, not unexpectedly, the situation varies from state to state. In NSW, for example, the emphasis has been on getting technical infrastructure into place and local councils online, especially in remote regional areas. Contrast this with the situation in Victoria or the United Kingdom, both of which situate local e-government in an overall e-government context, providing access to key policy and strategy documents, examples of best practice and a range of links. All local jurisdictions however have to cope with a range of complexities which include a 'lack of a shared, reliable computing and network infrastructure; goals that are too ambitious for the resources available; human and organizational resistance to change; organizational, programmatic, technological, and legal complexity and overlapping or conflicting missions among participating agencies' (La Vigne, 1997, p3).

E-government and public libraries

Public libraries are places and institutions of significant value to their communities, serving educational, economic and social needs. (Briggs, et al, 1996; Cox, 2000). Public libraries in Australia also play an important role in the information industry (NOIE, 1999), providing access to electronic information in several ways: through public access to the internet, via access to their own databases, through reference services which draw on electronic as well as paper resources, and through their 'enabling' role in providing training in both ICT skills and information seeking skills.

Research carried out for the Canadian Library Association (2003, p28) in 2002 found 'no in-depth treatment of public libraries as a source of GOL. However, the literature reveals two distinct though related ways to view the issues surrounding public libraries and e-government.

Public libraries and e-government — more of the same?

Firstly, as government-funded services, public libraries clearly deliver e-services in their own right, providing electronic access to information and resources, including government information. In a sense, this is an extension of what libraries have always done and their performance is recognised. The European Commission, assessing e-government implementation, identified twenty 'basic public services' to benchmark (Cap Gemini Ernst & Young, 2003, p3), with public libraries nominated as one of

twelve 'services to citizens'. Of the twenty services, public libraries are the most heavily used, with fifty per cent of users being online (Top of the Web, 2003).

Examples of best practice identified by consulting firms, SAP and Cap Gemini Ernst & Young, highlight the performance of 'traditional' library services, such as getting access points in place; providing links to local government web pages and providing training in ICT skills (Cap Gemini Ernst & Young, 2003; SAP, 2002). Professional bodies also see a continuing role for public libraries in these areas (American Library Association, 2001; Canadian Library Association, 2003).

So public libraries as e-government service providers are clearly significant players in e-government.

Public libraries and e-government — something quite different?

There is however a second way to view the relationship between public libraries and e-government. As the physical barriers between service providers break down through web service implementation, as jurisdictions and government agencies are 'joined up', some public libraries are beginning to provide government services other than information provision. In this respect, they can be seen to be moving beyond the traditional role of libraries as providers of information.

The American Library Association submission cited above foreshadows an evolving role for libraries, moving from information provision and managing library transactions electronically to handling government business transactions as well. This view of a possible evolutionary path is shared by others such as the United Kingdom Government (Re:Source, 2003; Garrod, 2003). Public library practitioners in Europe also advocate an expanded role for libraries in e-government developments, for example: as 'access points for e-government, and electronic voting through internet provision and guidance, providing access to local and national government information, schemes and plans; providing space and support for e-government related activities', among other activities (PULMAN, 2003).

Froud and MacKenzie (2001) argue that public libraries exist to further the agenda of their parent body. These writers clearly believe that the evolution of e-government is an environmental change which provides significant opportunity for public libraries to stake out a stronger position for themselves and demonstrate their value to their local community.

Issues and implications for public libraries

Still in its infancy, e-government is not without its critics, whose evaluations and studies reveal a number of concerns relating to its deployment. Nonetheless, e-government, in some form or another, is clearly here to stay.

The digital divide

Even in countries with relatively advanced e-government implementation, many citizens do not have internet access at home. For instance, forty-six per cent of people in Australia are in this situation and increasing home or work access to the internet will not in the short-term close the digital divide (Di Maio, et al, 2002; Pew Institute, 2004).

Moreover, recognition is growing that the concept of a 'digital divide' encapsulates more than PC ownership or internet access (McLaren and Zappalà, 2002). Surveys

into e-government take-up consistently identified barriers to use. These barriers include physical accessibility (the number and location of access points; slow and unreliable connections); accessibility issues relating to lack of necessary ICT-related skills and some groups in the community being 'left out' of the information economy (Jaegar, 2003; NOIE, 2003b; Moon, 2002; Jaegar and Thompson, 2003; Canadian Library Association, 2003).

As one example, particular concerns reported by respondents (NOIE, 2003b) to a survey into demand for e-government highlighted problems with searching websites, for instance, poor search capabilities, and difficulty finding the service. These problems may be related to poor web design and usability or they may be traceable to a lack of skills in using ICTs or in seeking information. A further specific inhibitor for regional users is 'slow or unreliable connection, the cost of computers, libraries only being able to provide limited access' (ibid).

Of particular concern are those groups in the community designated as 'key disadvantaged groups' (Lloyd and Bill, 2004, p31) by the Australian Bureau of Statistics. These groups are most likely to be targeted by government intervention programs but are least likely to have home or work internet access (ibid).

Although a single portal or electronic one-stop shop for services and transactions is the stated goal of many governments, the figures and analyses cited above suggest that for some years to come, many members of the community will continue to access the internet and e-government through an intermediary of some kind.

Intermediaries

Intermediaries may be defined as organisations that link citizens and government in a way that adds value (rather than another barrier) to the process (Office of the e-Envoy, undated).

Intermediation 'will increase rather than diminish in importance' (Di Maio, 2002, p1) with traditional intermediaries such as post offices or banks being joined by new ones, like utilities and media and telecommunications companies. Indeed, in the United Kingdom, intermediaries are acknowledged as key players in e-government roll-out. With the goal of 'joined-up government', a challenge which cannot be met by government alone, the United Kingdom government sees a 'mixed economy' as a desirable model for the delivery of e-government services.

One plausible reason put forward for citizen preference for intermediaries relates to ease of use. Citizens may be in contact with these intermediaries more often than with government. For this reason, they are likely to find it more convenient to do other government business there rather than make a separate visit to the local one-stop government shop (Di Maio, 2001; Singh, et al, 2001).

The United Kingdom experience (KPMG Consulting, 2002) suggests however, that intermediaries are not frequently used to access public services. Preference was 'roughly even' (p6) between face-to-face service, internet access and telephone service through call centres. Of the face-to-face options, the most preferred channel was the one-stop shop, presumably managed by government or council. Other preferred access points for face-to-face transactions were post offices, preferred by eleven per cent of respondents, and public libraries, preferred by three per cent of respondents.

An issue not yet widely canvassed in the literature is the effectiveness of intermediaries in delivering government services. It would seem however, that intermediaries who are not working regularly with government services are likely to be less knowledgeable about those services than dedicated staff.

Related to the use of intermediaries, and the training necessary to be effective in that role, is the ongoing need for human intervention in the provision of government services. KPMG Consulting (2002), analysing the United Kingdom Government's progress in e-government implementation, sees a clear indication that a multiplicity of channels best meets the need of different groups in the community, with human contact still preferred by thirty-one per cent.

Clearly, some government services are not appropriately handled over the web at all, and even those services most appropriate to web service delivery will sometimes need human intervention (Kost, 2002; Pew Institute, 2004). However, it appears that governments have done little planning to ensure that timely and effective intervention takes place.

Resourcing e-government

As the possibilities of e-government are broadening, so the 'complex realities' (Pardo, 2000, p1) of fully and effectively implementing e-government are being recognised (ibid; Moon, 2002). Singh et al (2001) observe, for example, that 'unrealistic assessments were initially made of short-term savings that now appear to be unachievable' (ibid, p9).

These unrealistic assessments possibly arise from incomplete costings of self-service via the web (Kost and Kolsky, 2003). For example, a web service is an additional channel for government service delivery. Governments acknowledge the need for 'multi-channel' service provision and although costs in existing channels can be minimised, these channels cannot be closed down altogether (ibid).

In most countries, the initial approach has been to resource e-government pilot projects from start-up project funds. For example, in the United Kingdom, over three years, £500 million is being made available to local councils to encourage e-government initiatives. At this stage, it is not clear what will happen to services when the start-up funds cut out.

The Australian experience with online access centres (Department of Communications, Information Technology and the Arts, 2003), provides clues to the fate of government initiatives funded in this way. Without an ongoing revenue stream, online access centres are often not sustainable — unless the new service deliverer is willing to pick up the ongoing cost so the community is not disadvantaged. 'Cost shifting' of this nature has already been marked as an issue in Australia, for example, through unfunded 'changing responsibilities and cost increases' (Parliament of the Commonwealth of Australia, 2003a, p12).

Conclusion

Given the early stages of e-government development, the future is necessarily still unclear. Although concerns are expressed about what the future of e-government might hold, e-government will continue to develop 'into a sophisticated service with high user expectations' (Canadian Library Association, 2003, p19). Now the easy steps have been taken, governments must grapple with more challenging questions,

such as the implications for privacy legislation of 'joined-up' government, with the associated necessity of sharing of information.

The existence of the digital divide suggests that for some years to come, a significant segment in the community will rely on intermediaries, including public libraries, for access to the internet and, therefore, to e-government. A range of surveys report that citizens continue to experience difficulty with obtaining information and conducting business via government websites. Together with an ongoing need for human intervention in government service transactions, it appears that intermediaries can expect an increase rather than a decrease in demands for assistance.

No overall strategic response or framework has yet emerged to provide practical guidance for public library involvement in e-government. Australia, like the United Kingdom, has invested heavily in getting the building blocks of internet access in place in public libraries and other community centres such as Rural Transaction Centres. Both Australia and the United Kingdom are seen by other countries as models in this respect.

But e-government is not just about providing infrastructure. E-government offers opportunities to provide government services more efficiently and effectively. For public libraries, providing access to government information online can be seen as an extension of a traditional role. However, with increasing amounts of information available on government websites, demand is likely to increase for this information service.

And public libraries face an additional challenge from an expanding role. Acting as an intermediary in the provision of e-government services and transactions, public libraries can expect further demands to be placed upon them. How will they respond?

References

- Allen, BA; Juillet, L; Paquet, G and Roy, J (2001) 'E-governance & government online in Canada: partnerships, people & prospects', *Government Information Quarterly*, vol. 18, pp93–104.
- American Library Association (2001) *The role of libraries in e-government. Briefing paper submitted to the Congressional Internet Caucus Advisory Committee Briefing Book on E-government*. Available at <http://www.netcaucus.org/books/egov2001/pdf/ALABrief.pdf>. Accessed on 13 January 2004.
- Barratt, P (2002) *E-government and joined up government, presentation [... to the] Global Working Group Meeting*, Wellington, New Zealand, 14–15 February 2002. Available at <http://www.anao.gov.au/WebSite.nsf/Publications/4A256AE90015F69B4A256B680015CC94>. Accessed on 24 February 2004.
- Bertelsmann Foundation in co-operation with Booz Allen Hamilton (2002) *E-Government — Connecting efficient administration and responsive democracy*. Guttersloh, Bertelsmann Foundation.
- Briggs, S, Guldberg H & Sivacivan, S (1996) *Lane Cove Library — a part of life: the social role and economic benefit of a public library*. Sydney, Library Council of New South Wales in association with Lane Cove Council.

- Canadian Library Association (2003) *Access of [sic] GOL in public libraries*, prepared for Industry Canada by the Canadian Library Association with the assistance of Maureen Cubberly and Stan Skrzyszewski, ASM Advanced Strategic Management Consultants. Available at <http://ln-rb.ic.gc.ca/e/connect/LibraryNet-GoLAccessReport.pdf>. Accessed 25 November 2003.
- Cap Gemini Ernst & Young (2003) *Online availability of public services: how does Europe progress? Web-based survey on electronic public services*, prepared by Cap Gemini Ernst & Young for the European Commission and DG Information Society. Available at: http://www.capgemini.dk/nyheder/2003/files/overall_report_2003.pdf. Accessed 15 January 2004.
- Commonwealth of Australia. House of Representatives Standing Committee on Economics, Finance and Public Administration (2003) *Rates and taxes: a fair share for responsible local government*. Canberra, the Commonwealth.
- Cox, E (2000) *A safe place to go: libraries and social capital*. Sydney: University of Technology, Sydney and State Library of New South Wales.
- Department of Communications, Information Technology and the Arts (2003) *Maintaining the viability of online access centres in regional, rural and remote Australia: discussion paper*. Available at http://www.dcita.gov.au/download/0,2118,4_117075,00.doc. Accessed 12 February 2004
- Di Maio, A (2001) *E-government: what are citizens really looking for? Research note 24 May 2001*. Stamford, Ct, Gartner.
- Di Maio, A (2002) *Government portals: whose life view? Research note 24 October 2002*. Stamford, Ct, Gartner.
- Di Maio, A, Baum, C and Keller, B (2002) *Five truths and five myths to cross the digital divide: Research Note 1 February 2002*. Stamford, Ct, Gartner.
- Di Maio, A; Baum, C; Keller, B; Kreizman, G; Pretali, M & Seabrook, D (2002) *Framework for E-government strategy assessment: strategic analysis report 8 March 2002*. Stamford, Ct, Gartner.
- European Commission (no date) *E-government research and development*. Available at: http://www.europa.eu.int/information_society/programmes/egov_rd/index_en.htm. Accessed 28 January 2004.
- Froud, R and Mackenzie, C (2001) *E-government & public libraries: furthering local and national agendas*. Gutersloh, Bertelsmann Foundation.
- Garrod, P (2003) 'A tour round local e-government interoperability and the role of the public library' *Managing Information* vol 10 (1, January/February 2003) pp40–42.
- Holden, F and Fletcher, P (2001) 'Introduction [to] symposium issue' *Government Information Quarterly* vol 18, pp75–77.
- Jaegar, PT (2003) 'The endless wire: E-government as global phenomenon' *Government Information Quarterly* vol 20, n°4 pp323–331.
- Jaegar, PT and Thompson, KM (2003) 'E-government around the world: lessons, challenges, and future directions', *Government Information Quarterly*, vol 20, n° 4, pp289–294.

- Kost, J & Kolsky, E (2003) *Understanding true costs of self-service in government: Research Note 12 April 2003*. Stamford, Ct, Gartner.
- Kost, J (2002) *Human intervention in E-government: Research note 6 September 2002*. Stamford, Ct, Gartner.
- KPMG Consulting (2001) *Egovernment for all: the KPMG Consulting e-government survey 2001*. London, KPMG. Available at: http://www.kpmgconsulting.co.uk/research/reports/ps_egov0401.html. Accessed 11 December 2003
- KPMG Consulting (2002) *Is Britain on course for 2005? The third KPMG Consulting e-government survey*. London, KPMG Consulting. Available at: <http://www.kpmgconsulting.co.uk>. Accessed 11 December 2003.
- La Vigne, M (1997) *E-Government bridges the state-local divide*. Center for Technology in Government/University at Albany, SUNY. Available at <http://www.net-caucus.org/books/egov2001/pdf/egovtbri.pdf>. Accessed 18 December 2003.
- Lloyd, R and Bill, A (2004) *Australia online: how Australians are using computers and the internet: Australian Census Analytic Program, 2001*. Canberra, ABS.
- McLaren, J and Zappalà, G (2002) 'The 'Digital Divide' among financially disadvantaged families in Australia' *First Monday* vol 7, n° 11 November 2002, Available at: http://firstmonday.org/issues/issue7_11/mclaren/index.html. Accessed 23 February 2004.
- Moon, MJ (2002) 'The evolution of e-government among municipalities: rhetoric or reality?' *Public Administration Review* vol 62, n°4, pp424–432.
- Muir, A & Oppenheim, C (2001) *Report on developments world-wide on national information policy*, prepared for Re:Source and The Library Association by Adrienne Muir and Charles Oppenheim with the assistance of Naomi Hammond and Jane Platts. Department of Information Science, Loughborough University, Loughborough, Leicester. Available at http://www.la-hq.org.uk/directory/prof_issues/nip/index.html. Accessed 9 February 2004.
- NOIE (1999) *A strategic framework for the information economy: [full report]: Identifying priorities for action*, NOIE, Canberra. Available at: http://www.noie.gov.au/projects/framework/reports/dec98_strategy.htm. Accessed 2 February 2004.
- NOIE (2000) *Government online: The Commonwealth Government's strategy*. NOIE, Canberra. Available at <http://www.noie.gov.au/projects/egovernment/Archive/GovOnlineStrategy.htm>. Accessed 23 December 2003.
- NOIE (2002) *Better services, better government: The Federal Government's e-Government strategy*. Available at http://www.noie.gov.au/publications/NOIE/better_services-better_gov/exec_sum.htm. Accessed 23 December 2003.
- NOIE (2003a) *E-government benefits study: appendix 1 – Demand for e-government (Phase 1)*. Available at: http://www.noie.gov.au/publications/NOIE/egovt_benefits/appendix1.htm. Accessed 11 December 2003.
- NOIE (2003b) *E-government benefits study: demand for E-government*, NOIE, Canberra. Available at: http://www.noie.gov.au/publications/NOIE/egovt_benefits/demand_egov.htm. Accessed on 11 December 2003.

- NOIE (2003c) *Pocket stats: Australia online*. Canberra: NOIE. Available at: http://www.noie.gov.au/publications/NOIE/statistics/pocket_stats.htm. Accessed 28 January 2004.
- NSW Audit Office (2001) *E-government: use of the internet and related technologies to improve public sector performance: performance audit report*, Audit Office, Sydney. Available at <http://www.audit.nsw.gov.au/perfaud-rep/e-govt-sept01/E-government-Sept2001.pdf>. Accessed 2 February 2004.
- NSW Government (1998?) *Egovernment*. Available at <http://www.nsw.gov.au/government.asp>. Accessed 8 December 2003.
- OCLC (2004) *2003 Environmental scan: pattern recognition*. Available at <http://www.oclc.org/membership/escan/introduction/default.htm>. Accessed 24 February 2004.
- Office of the e-Envoy (no date) *Responsibilities*. Available at <http://www.e-envoy.gov.uk/Responsibilities/Responsibilities/fs/en>. Accessed 26 February 2004.
- Pardo, T (2000) *Realising the promise of digital government: it's more than building a website*. Albany: Centre for Technology in Government, University of Albany, SUNY. Available at: <http://www.netcaucus.org/books/egov2001/pdf/realizin.pdf>. Accessed 14 January 2004.
- Parliament of the Commonwealth of Australia. House of Representatives Standing Committee on Economics, Finance and Public Administration (2003a) *At the crossroads — a discussion paper: inquiry into local government and cost shifting*. Canberra, Commonwealth of Australia.
- Parliament of the Commonwealth of Australia. House of Representatives Standing Committee on Economics, Finance and Public Administration (2003b) *Rates and taxes: a fair share for responsible local government*. Canberra: the Commonwealth. Available at: <http://www.aph.gov.au/house/committee/efpa/localgovt/report/fullreport.pdf>. Accessed 14 January 2004.
- Pew Research Centre (2004) *How Americans get in touch with government*. Available at: <http://www.pewinternet.org/reports/toc.asp?Report=127>. Accessed 25 May 2004.
- PULMAN (2003) *The PULMAN Guidelines: Section 1: Social Policy Guidelines: E-Government and Citizenship*. 2nd ed. February, 2003. Available at <http://www.pulmanweb.org/DGMS/egovfull>. Accessed 8 December 2003.
- Re:Source: Council for Museums, Archives and Libraries (2003) *Framework for the future: libraries, learning and information in the new decade*, Department for Culture, Media and Sport, London. Available at http://www.resource.gov.uk/documents/fff_ap2003.doc. Accessed 13 January 2004.
- Singh, S; Ryan, A; Kelso, R; Laidler, T; Burke, J and Tegart, A (2001) *The user perspective on government electronic service delivery (ESD): Research Report N° 29*. Melbourne, RMIT, Centre for International Research on Communication and Information Technologies. Available at <http://www.circit.rmit.edu.au/publics/rr29.pdf>. Accessed 27 January 2004.

- Stedman, D. (2001) *Transformation not automation: the e-government challenge*. Demos, London. Available at www.demos.co.uk/catalogue/transformation_page103.aspx. Accessed 13 January 2004.
- SAP (2002) *Local e-government now: a worldwide view*. Improvement and Development Agency, London. Cited in Canadian Library Association, 2003, *Access of GOL in Public Libraries*, prepared for Industry Canada by the Canadian Library Association with the assistance of Maureen Cubberly and Stan Skrzyszewski, ASM Advanced Strategic Management Consultants, p9. Available at <http://nrb.ic.gc.ca/e/connect/LibraryNetGoLAccessReport.pdf>. Accessed 25 November 2003.
- Top of the web: survey on quality and usage of public E-services* (2003) commissioned by DG Information Society; study conducted by PLS RAMBOLL Management A/S & EWORX S.A. Available at <http://www.topoftheweb.net>. Accessed 13 January 2004.
- Usher, M (2001) *Championing E-transformation in local government first No 8*, August 2001, cited in Froud, R and MacKenzie, C, 2001. *E-government and public libraries: furthering local and national agendas*. Gutersloh, Bertelsmann Foundation.

Jennifer Berryman works in planning and policy development at the State Library of New South Wales and is undertaking doctoral research at the University of Technology, Sydney. She also teaches there in information management and has conducted research projects at the State Library and external consultancies in quality management. Jennifer Berryman, policy officer, State Library of New South Wales, Macquarie Street, Sydney 2000, ph 02 9273 1416 fx 02 9273 1262, berryman@sl.nsw.gov.au.

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

The librarians' pay equity case 2002 — not just a pay rise

Kate Burnham

On 28 March 2002, the first decision under the Equal Remuneration Principle (re Equal Remuneration Principle (2000) 97 IR 177) was made by the NSW Industrial Relations Commission. Applications were made by three parties, the Public Service Association of NSW (PSA) for a new *Crown Employees (Library and Archives Workers All Departments and Administrative Units Award)*, the Public Employment Office (PEO) with two separate applications, one for a new *Crown Employees (Library and Information Workers Award)* and one for *Crown Employees (Archivists) Award* and the fourth application by the Department of Education and Training (DET) for a new *Crown Employees (Learning Resource Officers in TAFE Award)*.¹

Manuscript received January 2004

This essay was a joint winner of the 2003 Jean Arnot Fellowship with that by Irene Bonella. Irene's essay was published here in November 2003

THIS PAPER AIMS TO CONSIDER THE IMPACT OF THE ISSUES COVERED IN THE CASE and the possible value of the outcome to the profession as a whole rather than as a successful wage case for certain public sector library workers in NSW; an analysis of the thinking and development behind the Public Service Association (PSA) application and the arguments as they developed during the hearings will be discussed. The post-decision negotiations between the parties on the substance of the award within the structure laid down by the decision will also be analysed from a participant's point of view. The author was a participant in the PSA application and the Pay Equity Inquiry preceding it.

The applications and the decision brought to a conclusion six years of work by members of the PSA employed in libraries to rectify what they saw as a long-term

...the senior industrial officer allocated to our matter proved to be difficult to work with in terms of the conflict between our 'honorary' role and our full-time jobs and the paid official role that was the full-time job for that officer...

inequitable wage and career structure. The duration of the case from the first directions hearing on 27 March 2001, saw for the first time a full judicial consideration of most of the aspects that affect library workers in the workforce. Issues of pay were certainly at the forefront, but in presenting their case, the PSA traversed the meaning of 'profession' and how it applies to librarianship, the role of professional organisations, the awards conferred by the educational institutions, the impact of information technology and a real and practical look at the work performed. In effect, it was a work value case.

First steps

In 1996, librarians and library technicians at the State Library of New South Wales PSA Workplace Group met and resolved to actively pursue a new award firstly within the PSA and then with the employer through whatever avenues were appropriate. A general meeting of members was held in December 1996 and this meeting resolved to :

1. Establish a Library Industry Advisory Group, and from that group establish a Working Party to pursue the award as allowable under the PSA rules.
2. Directed the Working Party to draft an award for submission to the employers for discussion.
3. Place equal emphasis on wage rates and classification structures.
4. Draft a single award for library technicians, librarians and archivists in TAFE, State Library of NSW, State Records and government departments.²

Armed with these instructions from the members, and with approval from the PSA to be established as a Working Party under the rules, it, with elected representatives from librarians and library technicians at the State Library, archivists from State Records, librarians and technicians from government department libraries and librarians from public hospitals³ set about establishing the principles from which the proposals would be developed.

The Working Party began with discussions on what was wrong with the existing awards and agreements and then in more detail looked at why existing and past wage fixing systems had failed to rectify the glaring problems so readily acknowledged by many library employers, the Australian Library and Information Association (ALIA), and, from time-to-time, the PSA.

The Working Party from the first was able to share the details of the history (and up till now failed) efforts at changing the way things were for library workers in the NSW public service through the combined knowledge of the participants. The group also regularly held meetings of members to discuss the development of the application and to get the first hand input that was to prove to be so important during the hearings. Additionally, as so many campaign and lobby groups now know, the existence of e-mail enabled accurate, timely and far-reaching communication amongst members at a fraction of the time and effort of face-to-face and hard-copy document transfer methods. This use of e-mail was, surprisingly not reflected in communications with the PSA until the latter part of the case.

At the same time, two significant opportunities were about to present themselves which gave a 'window of opportunity'. Firstly, the announcement of an inquiry into

pay equity by the NSW Industrial Relations Commission⁴ before Glynn, J, and that a 'Section 19' review of all awards was to take place.⁵ The first event resulted in a significant boost to the Working Party's claims and the second did not in the end provide any significant opportunity because of the progress already being made towards an application by the Working Party.

Pay Equity Inquiry 1998

This Inquiry was probably the most significant event leading to the library workers' successful claim. The Inquiry came about via vigorous lobbying of the Carr Labour Government by various government (such as the Women's Employment Bureau DIR and the Office of the Director of Equal Opportunity in Public Employment [ODEOPE]) community and political groups campaigning on behalf of women such as the National Pay Equity Coalition, the Women's Electoral Lobby and the Business and Professional Women's Association (NSW). Leading women within the Australian Labor Party and the government caucus also supported the concept, carried forward the lobbying, and a commitment was given by the government to proceed with the Inquiry.

Within the terms of reference, the Inquiry chose to concentrate on a select number of female-dominated classifications in both the public and private sectors. An officer of the PSA, Jane Timbrell, who was also the representative on the Pay Equity Taskforce (made up of Labour Council representatives and the government) to consider ways of approaching pay equity, suggested, with the concurrence of the PSA's general secretary, Janet Good, herself a librarian of note, that librarians were a suitable case study. Jane Timbrell, through her work as Women's Industrial Officer, and in the negotiations for an enterprise agreement in the Department of Agriculture, which included thirteen library staff, was aware of some of the issues of concern. It was clear even at this early stage that the librarians had a definable and quantifiable case to present. The full-text of the results of the Inquiry can be read in the report, however for the purposes of this paper it is enough to know that the issues that were canvassed by the Inquiry provided the platform for the subsequent library case.

The significance of librarians as a group within the Inquiry was enhanced by the submission of a report⁶ by the ODEOPE. This NSW Public Sector case study compared the work value and remuneration of librarians and geologists. This report has provided a factual comparison using a number of job evaluation methodologies as well as drawing together a comparative historical 'time line' of the development of the classification of librarian and geoscientist within the NSW public sector and as a result its usefulness went beyond the Pay Equity Inquiry and on into the pay case.

The key issues from the Inquiry that were to support the pay case (apart from the Recommendations and subsequent principle⁷) were:

- comparison of qualifications at entry level,
- available wage rates in the comparator groups
- recognition of librarianship as a profession
- various systems within the public sector used to determine wage rates including job evaluation and,

(18) ...an assessment of the value of work of librarians should be conducted [and] the undervaluation ...identified. This assessment should be carried out presumably with the full co-operation of both parties, under the new principle which I shall recommend....⁸

The making of the Equal Remuneration Principle⁹ opened the door — this was the best opportunity since 1985¹⁰ for the group to pursue a claim, and with the PSA undertaking to support the claim and all of the groups who had laid the groundwork hoping that a case could be mounted, and the Working Party determined to pursue their case, the claim went forward.

Section 19 review

The Section 19 Review¹¹ highlighted one of the major problems the Working Party had during the six years from 1996 to the final award being made in 2002. Throughout the case, the Working Party had to not only devise a completely new award containing a fundamentally different structure and salary rates, but had to expend an enormous amount of energy in negotiating the factional complexities of the internal arrangements of the PSA .

While the Working Party was remote from the leadership of the PSA, the senior industrial officer allocated to our matter proved to be difficult to work with in terms of the conflict between our 'honorary' role and our full-time jobs and the paid official role that was the full-time job for that officer. The Working Party members were all fully employed and carried out their work duties as well as the intensive work for the case over the six-year period and there was often conflict over simple matters of forward planning and meeting schedules to maintain the goodwill of employers and colleagues for the commitment required. It was also of some concern to the Working Party that despite there being a specialist Women's Industrial Officer and the PSA Women's Council which had existed in some form or other since 1932, the matter was allocated to an industrial officer with no known specialist expertise in matters of pay equity or for that matter library workers.

It is a well-documented fact¹² that trade unions are a very male-dominated and difficult environment for women trade unionists who usually have to fight two battles: firstly, to be heard within the union and then, having fought that battle, to go forward to the industrial matter that brought them together in the first place, and never being able to relinquish the first battle. It is important to note here that, in the end, the Working Party had to maintain constant vigilance over the PSA officials to prevent a watering down or soft-option approach to what was a complex matter. This vigilance was doubly difficult, given the passionate commitment of the Working Party to the claim, and the conflict involved in trying to get the best outcome while avoiding disagreements with the PSA leadership who were, after all, paying for the case.¹³

These difficulties added a further burden to the Working Party in that fast action was required to analyse incoming documents received at the last minute, vetting of outgoing documents, and keeping track of activities and meeting times when no notice was given. It must be acknowledged that the Working Party members and the negotiating team of Leon Parissi, TAFE, Sau Foster from the State Library of New South Wales and myself owe a huge debt to our colleagues for filling in for us in the workplace while we were absent — a real test of everybody's skills and com-

mitment. The Working Party knew the Section 19 review would be looking at the library and archives awards and agreements but was not advised of the event until afterwards and therefore had no input into the outcome which created a temporary but nevertheless worrying problem for library workers. The IRC had, on learning of the preparations for the application, agreed to leave the instruments in their current format with updates to include anti-discrimination compliance, et cetera while pending the outcome of the planned application.

With no input [!] from the members in the discipline, the PSA agreed to an amended version of the 1985 award which had the starting rates for librarians stipulate that a graduate librarian commenced on Year 2 of the seven-year scale and that non-graduate librarians (still in the workforce, although diminishing in numbers since 1985) commenced on Year 1 of the scale, to one in which all librarians at base grade commenced on Year 1. This was not understood by the industrial officer who thought the original clauses were no longer required and despite months of remonstrances by the Working Party failed to rectify the change, so that in the approximately two years between lodgment and finalisation of the pay case, librarians commencing on this grade were further disadvantaged by the already inadequate award. This did not encourage the Working Party's confidence and we redoubled our vigilance to ensure nothing was lost in the ongoing conflict that characterised the relationship between the industrial officer and the negotiating team.

The framework of the PSA claim

By directing the Working Party to place equal emphasis on career path and salary, the membership gave the Working Party a task that was much more complex than a simple pay rise, although this too would have been a major undertaking under the Equal Remuneration principle. The industrial officer regularly pressured the group to reduce their claim to a wage rise in order to expedite matters: however the Working Party was working at the direction of the members in this and understood the single opportunity the case represented.

After comparing other public sector professional awards¹⁴ such as legal officers, scientific officers, psychologists and the generic departmental professional officers classification the Working Party came to the conclusion that the contrasts identified already in the ODEOPE report¹⁵ were fairly consistent with these other groups.

In coming to grips with the existing system the Working Party drew the conclusion that despite there being a range of grades and pay rates available, the complete absence of any criteria for each grade had resulted in an unwritten set of 'rules' that further repressed gradings and wage rates within the available instruments. These 'rules' are almost impossible to prove but seemed to rest on notions of supervision and financial expenditure which, when considered within the framework of the Working Party's brief, were illogical at best and at worst completely ignored the specialist and very specific skills of the occupation.

The Working Party conjectured (and based on their own collective knowledge and experience) that in the absence of any guidance within the existing industrial instruments, employers had used criteria that were culturally appropriate in clerical positions to grade library positions even though there was really no commonality in the work performed. The responsibility for this rested with library managements, non-library managements and library workers themselves who did not question this

approach in any concerted way. The only explanation that could be contemplated was that there were no other criteria available: but no definitive reason can be cited.

This concept of ignoring the specifics of library work in favour of the more readily understood activities of a clerical job had also occurred over a variety of wage fixing systems and even into enterprise bargaining. Most notably, the application of job evaluation systems within the public sector continued to present major difficulties for professional classifications which resulted in public sector organisations trying to make jobs fit the system rather than the system fit the jobs. The effectiveness of job evaluation came up repeatedly in the Inquiry, the case hearings and the decision. The general view was that job evaluation as practised in the NSW public sector cannot of itself deliver pay equity due to the effect of the job evaluation tool, the 'points to grade' table which is based on the existing award or agreement, and is only effective where there are enough workers in the one classification to justify its implementation.¹⁷

The Working Party, in looking for a tool to assist employers in determining appropriate grades for jobs, decided on the idea of grade descriptors that would be contained within the award and could be used regardless of the workplace size, or the individual or networked nature of the service being delivered. The key criteria would cover skill levels, responsibilities, outcomes and organisational impact. For job evaluation practitioners these terms are familiar but in devising grade-level descriptors, the Working Party had to grapple with a level of 'word-smithing' that few had attempted before.

The Working Party had a number of all-day sessions in groups to come up with the text of the descriptors, and in doing so, a platform of qualifications acceptable to ALIA was agreed as the determiner of acceptance into the classification at all levels. The existing *Crown Librarians Award*¹⁸ had this criterion but neither the archivists nor the library technicians had this factor included, despite efforts in the early 1980s by the library technicians. Some of these activists were members of the Working Party, once more emphasising the value of the cultural memory available to the group throughout the proceedings.

The style of wording in the job descriptors was based on the *ALIA Work-level guidelines* and other papers from various vocational education and training organisations, but eventually it was the shared experience and skill that produced the final documents for lodgement.

Salary rates were left for a later stage except for a recognition that it would be consistent with the scale of Common Salary Points which covered the equivalent of the *Crown Employees (Administrative and Clerical Officers Salaries) Award* Grades 1–12. This part of the process was the province of the Working Party with no input from PSA industrial staff.

First negotiations

Once the basic framework of the application was agreed to, the Working Party requested that the PSA contact the Public Employment Office (PEO) to discuss the proposal with them. A number of meetings took place over 1998, 1999 and 2000 with what was to become the negotiating team of Leon Parissi, Sau Foster and my-

self, the PSA industrial officer and representatives of the State Library of New South Wales, and State Records management.

The first hurdle was that the PSA proposed that they were intending to lodge one award for all three groups to cover all those covered by the existing awards and agreements. Initially, there was reluctance on the part of the employers to accept this based on the desire to increase the number of enterprise agreements — this was a particular interest of the State Library management. In discussing these issues, the State Library representatives (from State Library Human Resources) asked what conditions would be up for negotiation, placing on the table flexible working hours and penalty rates. This set the scene for the Working Party to express their understanding of the proposed application which was to redress past inequities not a standard trade-off negotiation.

Ultimately, the PEO contacted all relevant departments and employing authorities requesting a view on whether they were prepared to accept an across-the-service award (as currently existed) or to move towards enterprise arrangements. Overwhelmingly, respondents did not want the bother of negotiating library staff wages and preferred a centralised system. This represented the final part of the pre-application interaction with the PEO until the lodgement of the application on 22 December 2000.

Finalisation of the application

In preparing the application to be lodged, based on the decisions already prepared by the Working Party and ratified by the membership at general meetings, the negotiating party commenced discussions with the PSA's solicitor, Conrad Staff from Staff Jones and Co and a barrister Adam Hatcher from the chambers of H B Higgins.

In commencing these discussions the team had for the first time to present their case, and the basis of their application in-depth to an audience that, whilst it had expert knowledge of the industrial framework in which we were working, lacked in-depth knowledge of the occupation of librarianship and of the idiosyncrasies of the NSW public service. This was a salutary and lengthy exercise for all of us and it was an excellent dress rehearsal for what was to come during the hearings. The topics that required intense explanatory and supporting reasoning were:

1. Why ALIA was the best determiner of qualifications as opposed to union or employer approval?
2. How was the proposed grading structure devised and were the comparators acceptable and logical?
3. What would be the consequences of not having an across-the-board award, including whether we should have separate awards for archivists, librarians and library technicians?
4. How had the history of these classifications developed and what was a typical career pattern?
5. How did job evaluation work in principle and in practice in the workplace, and what were the industrial agreements for the process?
6. How did we see the grade descriptors being applied in practice?
7. What salary rates did we see as appropriate (these were not decided until just prior to lodgement)?

8. How were we going to establish the gender-based inequities? [Despite the Pay Equity Inquiry, this would have to be established for the purposes of the application]

In this pre-hearing conferencing it became very clear to us that our ability to analyse and support our view to the barrister and in our submissions to the IRC would be crucial to the success of the case.

Lodgement of the applications

In lodging our application on 22 December 2000, we made history by being the first application under the Equal Remuneration Principle in NSW. This meant that there were no precedents to draw upon so that from this point on we were in unknown territory. What we did know, however, was that many employers (including the State Library of New South Wales) were supportive of the application in so far as they agreed that library workers needed to redress the aberrations of their classifications¹⁹. We also knew from the advice of the barrister and the solicitor that we would in effect be conducting a work value case for library and archives workers and that this was a process that was understood. Prior to the first directions hearing, the employer applications were lodged.

On 27 March 2001, a 'directions hearing' commenced before Wright, J, president of the IRC and a number of important matters were resolved. Firstly, an argument was mounted as to the need for the matter to be heard by the full bench. This would ensure that the outcome could not be appealed, and it was something of a gamble, but the ongoing recognition by all parties that there was a case to consider helped in the successful conclusion to this opening argument. In addition, the bench recognised that there existed areas of agreement and that discussions should continue to try and increase these prior to the commencement of the hearings proper.

Lastly, a decision to carry out site inspections was made and the selection of sites agreed upon: the significance of these inspections became clear during the hearings and final submissions when members of the bench demonstrated, in the questioning of counsel and in their decision, complete comprehension of the activities and skills involved. The site inspections were held at the State Library of New South Wales, the Attorney General's Library, State Records, Sydney Institute of Technology and Petersham Campus and the technical services branch of TAFE Library Services. The hearings were set down for 6–15 November 2001. The interim period was an intense period of further discussions between the parties and the preparation of evidence.

The interim discussions

A number of meetings were held in which the negotiating team explained in depth the thinking behind the PSA application, and the PEO to a lesser extent explained their approach. What was clear was that while there were fundamental differences in coverage and criteria and the issue of job *evaluation* versus job descriptors, the proposed structures were fairly similar in approach. This was very encouraging. The negotiating team for the PEO now had on board Mary Jane Gleeson, team leader, Workplace Development in the State Library. Although not a library practitioner, she proved to have a very perceptive understanding of award development and workplace application and in combination with the PEO team, the PSA negotiating team was able to discuss all matters in a very positive environment.

The areas of disagreement were as follows:

1. ALIA definitions as the determinant as against those of a departmental head.
2. Grade descriptors or job evaluation?
3. Hard or soft barriers in grade progression?
4. One award or four?
5. The separation of technician and professional career paths.

Gathering of evidence

Here it is relevant to mention that the collaborative culture of library and archives workers was crucial in the delivery of high quality and relevant evidence. E-mail again was instrumental in a call for witnesses and dozens of colleagues submitted written statements for assessment by the negotiating team and forwarding to Adam Hatcher, the barrister. What became evident was that colleagues who had not previously been involved were passionate enough *and* sufficiently cognisant of the issues to put themselves forward to support the case. Eventually, as can be seen from the list of witnesses, a representative cross-section of the library and archives workforce participated.²⁰ A crucial witness was Marie Murphy from ALIA, who outlined the history, educative and philosophical roles of ALIA in the development of the profession in Australia; Phil Teece, industrial officer of ALIA gave continuing support throughout its duration. Their submissions ballasted the PSA application.

Commencement of the hearings

After completion of the site inspections (which involved some twenty participants including the bench, their associates, solicitors and barristers for each party, court reporters and representatives) the hearings were opened before Justice Boland sitting as the full bench. Media coverage was intense on the opening day with television, radio and print media all interested in the issues of pay equity for appellants generally considered to be conservative rather than left-wing industrial activists. (While the PEO applications were not too far removed from that of the PSA it should be noted that TAFE had lodged an application that proposed an entirely different outcome by arguing for the deletion of the classification altogether and reliance on a generic 'learning resource officer' designation comprising a variety of skills and not really connected to library work as it is generally understood. The concept of different needs figured very largely in their approach however, interestingly, unlike the PEO, the concept of grade descriptors was also proposed in this application).

The hearings

From the opening statements through to the final witnesses the questioning followed a series of concepts, some of which had already been canvassed in the pre-hearing discussions:

1. The competing positions of one award against four awards and how this would affect workers across organisations with differing pay scales and employment criteria.
2. The role of ALIA in the determination of qualifications and practice.
3. The efficacy of job evaluation as against grade descriptors.

4. The *nature of librarianship* and whether it constituted a profession in the accepted community understanding of the word.
5. The work patterns and career paths of the witnesses, as well as their current employment experiences.
6. Changes in the nature of work undertaken with an emphasis on the impact of information technology.

The full transcript of the hearings is compelling reading, but as someone who was there I was impressed and moved at the absolute commitment of witnesses to their service-based profession, their skills and highly specialised knowledge, in a poorly-remunerated and largely unrecognised occupation. Witnesses for the employers were largely laypeople. A highlight was the discussion between the bench and the barristers on the effectiveness and application of job evaluation: it was here that some previously unquestioned issues came to the fore as once again the ineffectiveness of job evaluation in anything other than a maintenance of the status quo became evident.²¹

Final submissions

On 3–4 December 2001, final submissions were heard before the full bench and in addition an intervention by the National Pay Equity Coalition (NPEC) was tendered. This submission drew together issues of the PSA and PEO applications, the adequacy of job evaluations and was highly critical of the TAFE application. The submission also went into some detail regarding the skills crucial to library work and responses to the challenge of information technology. Finally the submission drew on the broader issues of gender and pay equity to add weight to the PSA's application.²² It was at these final submissions that all that had gone before was drawn together into a synopsis of each application: accompanied by in-depth questioning from the bench on some of the assertions made by the applicants. It was also the time during the case where there was a clear demonstration of the goodwill engendered during the hearing and acknowledgement of the outstanding work of the legal team.

Because of the intervention by NPEC, the PEO sought an extension of time in presenting their final written submission which would then be followed by the PSA's final written submission. It was with some horror that the Working Party received the PEO final submission the week before Christmas 2001 as it was immediately evident that a serious reworking of the PEO case was being presented to try and rebut what had occurred in the hearings. The PSA Industrial Officer did not seem to grasp the implications of this: but Adam Hatcher certainly did and it is to his credit that he sought and received an extension for the PSA's final submission with the negotiating team providing written and verbal analyses over the festive season. This was an indication of just how well the PSA application had gone that the PEO were prepared to attempt such a revision.

The decision — the interim award

The outcome of the case is now very well known²³ and again there was substantial media coverage of the decision which was delivered at on Thursday 28 March 2002. The Working Party had succeeded in all major aspects of the case:

1. One award was delivered.

2. Librarianship was determined to be a profession in both the employment and sociological sense.
3. The legitimacy of ALIA's role in determining qualifications was acknowledged.
4. The grading structure closely mirrored the PEO application: but this was not markedly different from the PSA application.
5. The transitional arrangements would deliver wage rises averaging sixteen per cent with some going as high as twenty-five per cent.

The parties were directed to confer on:

- the form and content of classification definitions and descriptors;
- how job evaluation might operate;
- how TAFE's need for flexibility could be accommodated;
- what constituted equivalent qualifications; and
- barriers to progression.

To say there was rejoicing in the streets would be an understatement. Six years of unflagging commitment by the Working Party with the members' support had delivered a tremendous result.

The final award

The negotiations for the final award continued until 12 November 2002.²⁴ This stage of the process was arduous and detailed. The outcome was not well received by TAFE who had not achieved any of their proposals in the interim award. Their approach to the final award negotiations was confrontational and obstructionist. In trying to put together the classification and grade descriptors there was a concerted effort from TAFE to wind back as much as possible the effect of the decision in an attempt to dilute definitions for the classification, negate the role of ALIA and in the final days, trying to word descriptors in such a way as to repress career path opportunities for the greater number of librarians within the structure. However the Working Party did not deviate from its original position and in the end this prevailed in the final award. The only real variation was that in the establishment of the new award all previous increment dates of affected officers were reset to the operative 29 March date. This was a small compromise compared with the rest of the achievement.

The impact

In the ongoing analysis and implementation of the new award it is clear that many issues raised by the case deserve closer understanding and that only time will deliver the final judgment on the new award.

In the negative:

- Since the decision, there have been no further applications under the principle although groups such as child care workers, nurses and library workers in other parts of the public sector are rumoured to be preparing to either achieve flow-on or make new applications. These other groups face issues such as capacity of the industry to pay and the ability (and willingness) of representative organisations to fund the cost of a claim.

- The capacity to pay has not been entirely absent from the library case as only TAFE and the State Library of New South Wales have so far received supplementary funding for the wage increases. Other departments such as the Attorney General's have not received additional funding and the thirty-eight library staff are feeling vulnerable as a new 'review of library services' is mooted.
- ALIA has received a boost to its status but this in turn means that this may be seen by some to be restrictive by entrenching the terms 'library', 'librarians' and 'library technicians' in this landmark award.
- Understanding of how the grade descriptors are to be applied is minimal and members of the Working Party are still engaged in advising members how they could be applied in their organisation.
- The flow-on to library workers under enterprise agreements or other awards has proven to be difficult with each application having to be hard fought on a case-by-case basis.
- There is still no substantial reconsideration by the PSA of job evaluation although the decision was very critical of the system and left the way open for some review.
- The conflict that continued throughout the case between some members of the Working Party and the officials and leadership of the PSA has continued in the PSA's refusal to acknowledge those individuals who showed such commitment, determination and sheer tenacity in winning the fight.

On the positive side

- There is a very real achievement in the outcome in terms of wages and career paths for library workers covered by the new award and a landmark precedent set for other library workers to follow.
- A precedent has been set in pay equity that will have far-reaching effects and relevance for groups outside of libraries.
- The profile of library workers has risen in prominence and the extent to which it is understood in the industrial context.
- There is a new understanding within the profession of what can be achieved.
- The realisation that understanding the industrial system and the ability to articulate skills and worth is paramount in any application. It is a tribute to all the individuals involved that they were able to seize the opportunities delivered by the pay equity campaigners, that the PSA, despite the differences with some individuals, was able to recognise the possibilities and be prepared to fund the case and that the legal team was of the very highest calibre. In addition it is recognised that there was a spirit of goodwill amongst most of the parties which laid the groundwork for considerable agreement before the case proper commenced.

The outcome of the case will continue to be analysed over the next few years but as the industrial environment continues to evolve in the face of political attitudes, government and expediency, it will be interesting to look at it again in ten years time

to see how the 2002 award fares in this female-dominated profession and whether pay equity has truly been delivered.

References

1. *Industrial Reports Crown Librarians Award (2002)* 111 IR 48 p53
2. Minutes of the PSA General Meeting of library members December 1996
3. Note that the hospital librarians were transferred from PSA to the Health and Research Employees Association (HREA) as part of the resolution of a demarcation dispute between the two unions. In Schmidt, J 29 May 1998 Matter No. 6733/1997, 6735/1997.
4. Pay Equity Inquiry (unreported 97/6320, 14 December 1998)
5. *NSW Industrial Relations Act 1996* No 17 Section 19 *Review of Awards*.
6. Fruin, Di *Pay equity case study: librarians and geologists*, ODEOPE, February 1998
7. Re: *Equal remuneration principle* (2000) 97 IR 177
8. *op cit* [4]
9. Re: *Equal remuneration principle* (2000) 97 IR 177
10. *Crown Employees (Librarians) Award* (unreported, 243 IG 823)
11. *op cit* [5]
12. A selection of some of the resources:
 - Carol O'Donnell and Philippa Hall *Getting equal: labour market regulation and women's work*. Sydney Allen & Unwin 1988.
 - Kathie Muir *Strength in numbers: increasing women's representation in unions*. 1994 Centre for Labour Studies University of Adelaide.
 - Fran Gale 'A comfortable kind of union?' *Australian Quarterly* Autumn 1990, vol 62 n°1 pp15–20
 - Danny Blackman and Linda Carruthers, *Report requested by the Women's Council of the Public Service Association of NSW on matters relating to women's employment in the NSW public service and statutory authorities in relation to overall questions on union structure*
13. Final 'hearsay' estimates of the cost were about \$100 000
14. Re: *Crown Librarians Award* 111 IR 48 paragraphs 18–23
15. *op cit* [6]
- 16, 17. *op cit* [1] paragraph 100
18. *op cit* [10]
19. *op cit* [1] paragraph 53
20. *op cit* [1] paragraph 13
21. *op cit* [1] paragraph 6, paragraph 91–120
22. Submission by National Pay Equity Coalition, The Women's Electoral Lobby (NSW) and The Business and Professional Women's Association (NSW) presented by Dr Susan Jamieson

23. *op cit* [1]

24. *Crown Employees (Librarians, Library Assistants, Library Technicians and Archivists) Award 2002*. 07/02/03 Volume 338, Part 3, AIRC C1729 1623

Kate Burnham received the Library Practice Certificate of NSW TAFE in 1976. She completed her BA (Librarianship) from Charles Sturt University in 1987 and has worked in libraries since 1973. She is currently the library manager at the Attorney General's Department, NSW and has completed a nine-month secondment as Quality Manager there. She has been seconded to her union as an organiser, and also taught the Library Practice Diploma in NSW TAFE for three years. She has chaired the NSW Public Service Association Library Industry Working Party for the Pay Equity claim since 1996 and been a major contributor to the development of the claim and the direction of the case, as well as leading the negotiations during and after the decision. Kate has written papers, delivered talks and spread the word at every opportunity for the claim and the development of the classification within the NSW Public Service.

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.

Critical issues in public library planning: the New South Wales experience

David J Jones

Drawing on recent experience and observation in New South Wales, this paper describes issues facing authorities, planners and librarians who are working on public library building projects. The author emphasises the need for all involved to focus not just on traditional good design principles, but also on user needs, consulting the community, assessing space and siting requirements and costs. This paper is based on part of a presentation by the author and Kathleen Bresnahan, assistant state librarian, Public Library Services, State Library of New South Wales, to the International Federation of Library Associations Metropolitan Libraries Section Conference, *Library as a fusion space – possibilities and opportunities* Singapore, 26 September – 1 October 2004.

Manuscript received October 2004

Introduction

IN NEW SOUTH WALES PUBLIC LIBRARY BUILDINGS ARE THE RESPONSIBILITY OF THE LOCAL government authority. Local councils initiate and carry out library construction, mainly from their own finances, and maintain the buildings once they are commissioned. In 2004 there were 392 public library buildings, ranging in size from under a hundred square metres to over 5500 square metres. The buildings vary as widely in shape as they do in size. Most libraries are custom-built, although a significant number are in buildings which were constructed for a different purpose: a town hall, a department store, a church, a commercial office building, a school of arts, a supermarket. They may be stand-alone or part of a complex. They vary in age from just built to historic, the oldest occupying a building which dates from the early years of the 19th century.

...three issues ...lie at the heart of every successful public library building in recent years: user needs, space and costs...

At a seminar in Sydney in February 2004 we counted about fifty recent, current or impending public library building projects in New South Wales alone.¹ This rate of activity is necessary, as there are many existing buildings which no longer meet contemporary needs or current standards. The seminar has already stirred some of those attending into further action. What advice can be offered to librarians, planners and architects when they face a new building project? Ten years ago one would probably have started with Harry Faulkner-Brown's 'Ten Commandments', which required library buildings to be flexible, compact, accessible, extendible, varied, organised, comfortable, constant in environment, secure and economic.² We used to emphasise these planning and design principles to architects and to our colleagues at every opportunity. Today many of them have become so well accepted that we can almost take them for granted. There are however three issues which we certainly cannot take for granted and which lie at the heart of every successful public library building in recent years: user needs, space and costs.

User needs

Anyone who has taken an interest in library buildings over the past few years will have witnessed their transformation from process- and collection-centred to people- and services-focussed facilities. We have seen a general recognition of libraries as hubs of their communities.³ Meeting the needs of each community is a paramount issue. User needs are the reason we are in business. There has never been a one-size-fits-all for library buildings, but today the variety of user needs for which we have to plan is greater than ever.

People are spending longer in libraries; in Australia on-site use is outstripping growth in loans. People want a pleasant environment; so we create spaces where they will feel comfortable. Many people want to converse with each other informally: noise levels are generally higher. Some people want a room of their own where they can discuss, plan or argue: group study rooms and seminar rooms are now very common in public libraries. Other people just want a quiet area where they can concentrate: this may require a quiet study room, or a 'homework' room, or simply good layout and acoustics.

Users range from children in strollers to elderly people using walking frames or powered chairs. Australia's population is ageing and accessibility standards are becoming more and more stringent. Australians come from many ethnic backgrounds and everyone should be able to feel at home in the library. Community art and public art can be a welcoming feature and can be integral to the design — not just an afterthought. Some people have special language requirements: this may mean multilingual signage or space for language learning.

Everyone needs access to computers (for which their appetite shows no abating), as well as to collections and to staff expertise. Good design makes everything approachable and as visible as possible. Some people need little assistance and are quite happy to help themselves, and for them logical layouts and good wayfinding are still important. Other users need a lot of assistance. Some have special needs because of a disability: they may need technical aids as well as accessible design. Most people now have high expectations, not just of libraries, but of services generally. They bring their experiences of other buildings — notably retail and entertainment — into the library with them. The need for visual appeal has led to a 'retail' approach in public

libraries. Many lessons learned from supermarket design have been successfully applied to libraries.

Space

Space — library sites as well as the internal spaces — is a critical issue in a number of ways. The characteristics and availability of suitable sites (or in the case of many cities their lack of availability) has a major influence on design. Scarcity of land in metropolitan areas has also encouraged local authorities to locate more than one facility on the same site. In the past it was common to see community facilities scattered around the local government area. These facilities might include community halls, galleries, museums, baby health centres, meals on wheels services, youth clubs, senior citizens' centres, scout and guide halls, recreation centres, neighbourhood centres and child care centres, as well as libraries.

Nowadays the possibility of co-location is examined very closely where circumstances permit. A single large building can be easier to construct, to keep secure and to maintain than several smaller buildings. Sharing car parks, foyers and other common spaces can also make economic sense. Co-located facilities may be more convenient for the community. They may also enable a wide variety of people visiting other facilities to be drawn into contact with the library on a regular basis. Co-location may mean symbiotic relationships. There may be a diversity of services on offer, with the community as the common core.

It is significant that in some localities co-location is bringing local government into co-operative arrangements with the state government — there is more than one example of a library sharing a building with a police station or an area health centre. In May 2004 a New South Wales Parliamentary Committee began an inquiry into joint use and co-location of local government facilities with State Government public buildings.⁴ Some of the success stories in co-location have involved libraries.

More and more libraries are being located in shopping centres, often as a result of a deal between the local authority and a developer. Shopping centre owners are aware of the large numbers of people who come into libraries, and therefore into their shopping centres, each day. We used to say that the best site for a public library was next to Woolworths. Nowadays it seems the best place for a Woolworths is next to the library. Of course shopping centre space may be expensive and there is usually pressure to keep the size of 'mall' libraries to a minimum. Even so, they can be very effective branch libraries, giving a taste of what is available at a larger central library, or catering for a particular target group within the community.

Land values are also encouraging local authorities to try to realise as fully as possible the potential of sites which they own when they have to replace or upgrade community infrastructure. In New South Wales four very large civic renewal projects are currently on the drawing board — at Albury, Chatswood, Newcastle and Parramatta. These projects will involve the regeneration of entire city blocks with public libraries as major 'anchor tenants' in all four schemes. The catalyst for at least one of these projects was the need to replace or extend an outgrown library building.

There is no evidence that less space is needed. On the contrary a variety of new functions demands even more space. Growth areas include group study, training, volunteers, meetings and seminars, exhibitions and other public programs, with some

spaces accessible even when the library is closed. Population growth, particularly in metropolitan areas, adds to floorspace requirements. Several projects under way at the moment are tripling the floor areas of the 1970s and 1980s buildings they are replacing. Even with large increases in floor area, we are still looking to make the best use of space. Whenever possible spaces are designed for more than one function, accepting that some compromises in the performance of multifunction spaces may be necessary.

Realising the potential of available sites and making the most of the floor areas which can be afforded are certainly common themes in current public library planning in New South Wales.

Costs

Funding new library buildings has never been easy. In New South Wales there is some assistance in new release and growth areas — localities where major new developments are taking place — when new libraries are being built as part of the infrastructure. Section 94 of the *Environmental Planning and Assessment Act 1979* (NSW) provides for developers to make a contribution to help meet the cost of the increased demand on public infrastructure which their developments will generate. This infrastructure can include library buildings, equipment and collections.

In areas where little new development is occurring, funding is much more difficult. The price of land and competition for sites with retail and commercial developments compounds the difficulty. Funding is also very difficult in some rural areas, where the local government area may be affected by a low rate base, by drought, by declining populations and by rising costs. There are some opportunities for grant funding for public library buildings in New South Wales, notably the annual Library Development Grants. The maximum grant obtainable is \$200 000 and competition for grants is always very strong.

Interest in construction and commissioning costs of new libraries has meant much more intensive scrutiny of designs. Closer attention is paid to preliminary planning and design briefs, with greater use made of specialist consultants. Value management is sometimes applied to the design. Local government authorities have adopted the principles of ecologically sustainable development (ESD) and this is reflected in many new library designs. The life-cycle cost of a building is examined much more frequently than before, not just the cost of construction. Economic benefits of co-location were mentioned earlier. Some local authorities are able to include a revenue-generating component in a development, such as a cafe, bookshop or gymnasium.

Rising staff costs are also having an impact on design in several ways. The continuing importance of interaction between staff and users is recognised as a key user need, and a welcoming face close to the entrance is a feature of successful new public libraries. Nonetheless there are opportunities for self service and automation of routine tasks to be adopted in many libraries, enabling stable staff numbers to serve growing user numbers and larger buildings.

Conclusion

Identifying user needs, determining space and site requirements, and assessing costs are key issues, particularly at the early stages of a new public library building project. Publications such as *People places: a guide for public library buildings in New*

South Wales can assist the planning process.⁵ *People places* was the result of a desire to describe a planning framework, to endorse a consultative planning process, to set out good design principles and to provide benchmarks (which are really space standards) based on forecast populations and the services provided. The theme of assessment of user needs appears to have struck a chord in New South Wales. Today there is more community consultation on public libraries than ever before and the public reception of post-*People places* buildings is very encouraging.

The greatest challenge in public library building projects is certainly the economic one, as funds remain limited and costs steadily rise. Our greatest asset is people: the current healthy library building scene is a tribute to library champions in the community and among elected representatives and council officers, as well as to committed library managers. The importance of the library is acknowledged, even when budgets are tight. There may be vigorous debate about where the library should be located and what it should look like. But few people will argue that the library building is not needed.

Footnotes

- ¹ 'The place to be: the public library building renaissance', State Library of New South Wales, 11 February 2004. Select papers are at <http://www.sl.nsw.gov.au/pls/professional/placetobe2004.cfm>
- ² H Faulkner-Brown, 'Planning and designing library buildings — the tuition of architects', in *Library buildings: preparation for planning*, edited by Michael Dewe, Munchen, K. G. Saur, 1989, p51.
- ³ See, for example, Sharyn Briggs, Hans Guldberg and Sevan Sivaciyan, *Lane Cove Library: a part of life: the social role and economic benefit of a public library*, Sydney, Library Council of New South Wales in association with Lane Cove Council, 1996; Eva Cox, Kathleen Swinbourne, Chris Pip and Suzanne Laing, *A safe place to go: libraries and social capital*, Sydney, University of Technology, Sydney, and the State Library of New South Wales, 2000 (http://www.sl.nsw.gov.au/pls/publications/pdf/safe_place.pdf).
- ⁴ For information on the Legislative Assembly Standing Committee on Public Works Inquiry into the Joint Use and Co-location of Public Buildings see the Committees section at <http://www.parliament.nsw.gov.au>. The State Library of New South Wales submission (no 39) provides examples of joint-use libraries and co-location of libraries with other facilities. Submissions were received from forty-eight organisations and individuals, including the Metropolitan Public Libraries Association NSW and the Country Public Library Association of NSW (submission n° 38) and Dr Alan Bundy (submission n° 4).
- ⁵ *People places: a guide for public library buildings in New South Wales*, prepared by Heather Nesbitt in association with Bligh Voller Nield, Sydney, Library Council of New South Wales, 2000 (http://www.sl.nsw.gov.au/pls/publications/pdf/people_places.pdf).

Dr David J Jones has worked at the State Library of New South Wales since 1970. He co-ordinated the Library's new building and refurbishing project between 1983 and 1988 and is now Library Building Consultant and Principal of the Building and Planning Advisory Service. Since 1989 he has worked on over 200 library building projects in Australia and overseas.



Above: Skilful adaptation: branch library and community meeting space in a former school of arts building at Haberfield, New South Wales. (Architect: Tanner Associates; photographer: Ray Joyce)

Below: Restored nineteenth century bank building, now the Haymarket branch of the City of Sydney Library. (Architect: Tanner Associates; photographer: Ray Joyce)





Top: Civic heart: Wagga Wagga City Library and headquarters of the Riverina Regional Library, New South Wales, shares building with council chambers, administration and the National Art Glass Gallery. (Architect: Garner Davis; photographer: David J Jones)

Left: Cafe society: part of the Wagga Wagga Civic Centre. (Architect: Garner Davis; photographer: David J Jones)



Above: Public art: a link with the community at Wagga Wagga Civic Centre.
(Architect: Garner Davis; photographer: David J Jones)

Below: Local icon: Eagle Vale Library, New South Wales, part of a leisure centre.
(Architect: Tanner Associates; photographer: Anthony Browell)



Information literacy milestones: building upon the prior knowledge of first-year students

Jenny Ellis and Fiona Salisbury

This article reports on a study we conducted with first-year students in the Faculty of Arts at the University of Melbourne in 2003. Building upon our 2002 research (*Library Review*, 2003, vol 52, n°5 pp209–217), we investigated the prior library instruction, information preferences and skills of students enrolled in first-year subjects in the Faculty of Arts at the University of Melbourne. Our article reflects on how this investigation has broadened our understanding of the information literacy (IL) knowledge and prior experience of entry-level students at university. It considers the implications that the results of our study have for ‘teaching librarians’ and attempts to answer questions about how we can better assist students to build upon what they already know.

Manuscript received August 2004

This is a refereed article

Introduction

‘Successful teaching is like a construction site — it is a construction site — on which students build on what they already know.’ (Biggs 1999, p72)

IN HIS INFLUENTIAL WORK ENTITLED *TEACHING FOR QUALITY LEARNING AT UNIVERSITY* (1999), John Biggs repeatedly stresses the importance of planning teaching and learning activities that build upon the existing knowledge base of the student. Using a constructivist framework, Biggs explains that meaning is personal and not simply

The perverse preference for the internet at the expense of reliability indicates that students in this study may be consciously choosing to use their knowledge of other academic sources in a limited way...

'transmitted' from teacher to student, like dubbing an audio-tape' (1999, p13). It is a student-centred process where constructing a knowledge base is 'done not by the teacher as master-builder, but by the students using the materials supplied both by their teacher and by their experience.' (1999, p76) He argues that deep learning and cognitive growth occurs when 'new learning connects with old' or, as he also puts it, 'in the restructuring that occurs when new knowledge becomes connected with what is already known.' (1999, p73). The importance of building upon past experience and an existing knowledge base is not limited to constructivist educational theory though. It is also present in the writings of educationists in the phenomenographic camp (Prosser & Trigwell 1999, chapter 3; Ramsden 2003, p65).

The principle that teachers should assist students to build upon their prior experience applies just as much to 'teaching librarians' as it does to teachers in any other discipline.¹ However when we attempted to apply this principle to teaching information literacy in the Faculty of Arts at the University of Melbourne, we discovered that our understanding of the knowledge and prior experience of students at this university was in fact quite limited. At best it was anecdotal and impressionistic. With this poor starting point, how could we assist students to build upon what they already know? How could we provide appropriate learning activities to support student learning? Building upon earlier research (Salisbury & Ellis 2002), this paper attempts to answer some of these questions through an investigation of the prior library education, information preferences and skills of students enrolled in first year subjects in the Faculty of Arts at the University of Melbourne.

Our aim is to improve teaching practice in the area of information literacy and this includes (but is not limited to) the teaching of information skills. Recently, teaching librarian Mandy Lupton (2002) argued strongly that librarians tend to place too much emphasis on the acquisition of bibliographic skills and that this tendency perpetuates a narrow and limited view of information literacy. Traditional bibliographic instruction, she argued, is therefore inaccurately conflated with information literacy.

We are sympathetic to this view and we freely acknowledge that information-seeking skills are only one part of the broader spectrum of information literacy. Nevertheless, we still feel that the acquisition of library skills is a valid part of the lifelong learning process and critical to becoming an independent and information literate researcher. These are enabling skills that support meaningful research and deep learning.

Since we are often required to teach these skills, there is a case for saying that they should be well taught. We have no doubt that these skills need to be taught as part of a considered and sequential program where information literacy objectives are integrated into the curriculum and taught in context. However before we can design appropriate student-centred programs that support these objectives we need to have a clearer understanding of the prior experience and knowledge of the computer-literate students who are now commencing at this university.

Other researchers have collected data related to the information skills, knowledge and attitudes of students commencing post-secondary education. While these studies do shed light on the prior experience of students, they are not as useful for our purposes as might be expected. Some studies, conducted in the mid-1990s, are somewhat dated and could not be expected to reflect the ICT experience of students

now entering university (Geffert & Christensen 1998, p279; Kunkel, Weaver & Cook 1996). Another relevant consideration is that the majority of similar studies were also generated in an American (as opposed to Australian) context (Dunn 2002; Carter 2002; D'Angelo 2001).

Furthermore researchers have often asked different questions of their data. Many studies emanate from an interest in outcomes assessment. These researchers investigated the knowledge base of incoming students so that they could evaluate the impact of subsequent information literacy programs on student learning (Carter 2002, p2; Dunn 2002, p26; D'Angelo 2001, p282; Churkovich & Oughtred 2002; Salisbury & Ellis 2003, p211). Hence their papers usually report upon the impact of the program, the rate of improvement in student learning, or even the effectiveness of the assessment tool. They often do not report upon the prior knowledge of the students in any detail. A huge multi-year study of students commencing in 2000 at the University of California may address this need (Dunn 2002, p29), but to our knowledge, it has not yet been published in full.²

Elizabeth Hartmann (2001) at the University of Ballarat, employed a qualitative approach, ascertaining student perceptions of their information literacy needs when they started university. Her team held focus groups for students as they neared the completion of first year to explore their experience of first year information needs and identify gaps in their knowledge. The qualitative findings of this reflective study complement our findings.³

The study

This study was conducted in Semester One, 2003 and involved students enrolled in six first year subjects in the Faculty of Arts at the University of Melbourne. The subjects were drawn from the departments of History, Geography, Linguistics and English with Cultural Studies.⁴

There were two methods of data collection:

- A questionnaire of fifteen questions was developed to obtain quantitative data regarding educational background, previous library skills training, student attitudes and preferences for information sources. This was also a test of basic library skills such as determining keywords, truncation, identifying citations and locating items in the library catalogue. The survey was brief so that it could be completed in five to six minutes at the start of a class and did not take up too much class time. It was administered to students at the start of the first information literacy session provided for that subject.
- Reflective journals. One History subject (Medieval World A) asked students to complete reflective journals related to tutorial experience. We received twenty-six examples of student reflections about the library skills workshop. These provided qualitative data as students reflected upon new learning.

This study extends related research conducted by the authors in 2002 (Salisbury & Ellis 2002). The earlier study evaluated different modes of information literacy instruction and included a pre-test of the library skills of 280 first year students. Some of the pre-test questions related to library skills were replicated in the 2003 study for purposes of comparison and validation.

Results

Educational background and previous training

We received 401 responses to the survey instrument from students who had the following educational profile. A total of 346 respondents indicated their educational level was VCE.⁵ Twenty-seven already possessed a university degree and twenty-eight students did not respond to this question. The latter group may have included international students and special entry students who did not fit the normal pattern for school leavers. In this paper the VCE level group will be referred to as non-graduates. Those students who did not indicate their educational background are included in all results for the total group, but not in the tabulation of results that are specific to the graduate and non-graduate groups.

We were somewhat surprised to find that twenty-four per cent of the total group reported that they had not received any library training at all before they arrived at university. Fifty-two per cent had received some training at secondary school while the remaining twenty-two per cent had received training at university; university as well as school; or from some other source.

Information preferences

Students were asked to rate their preferred ways of searching for information. They were asked to rate the following search tools in order of preference — internet search engine, library catalogue, journal article database, local library or any other search method that they might care to nominate.

Not surprisingly, sixty-five per cent rated internet search engines as their most preferred way of searching for information whereas only twenty-four per cent rated the library catalogue as most preferred, seven per cent rated the local library as most preferred and four per cent rated the journal database as most preferred. If you combine first and second preferences, then seventy-nine per cent of the total group favoured internet search engines over the other forms of searching for information.

Preferred methods of searching for information were affected by educational background. Although students who already possessed a university degree still exhibited a strong preference for the internet search engine, they were less enthusiastic. Figure 2 indicates that graduates also endorsed a broader range of academic information sources.

Reliability of information sources

Students appear to be well aware that the information from internet search engines is not necessarily reliable. In fact, Table 1 demonstrates that the great majority only rated the reliability of internet information as 3 in a rating of 1–4. However it is interesting to note that this did not affect their preference for this method of searching for information since we have seen that sixty-five per cent of the total group rated the internet as their most preferred search tool.

Search Preferences - Total

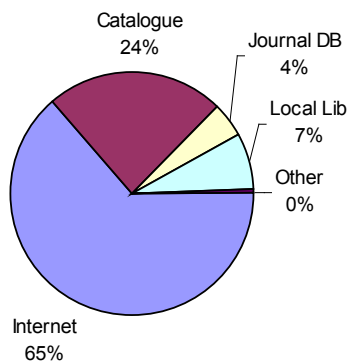


Figure 1: Search preferences ⁶

Search Preferences - Graduate

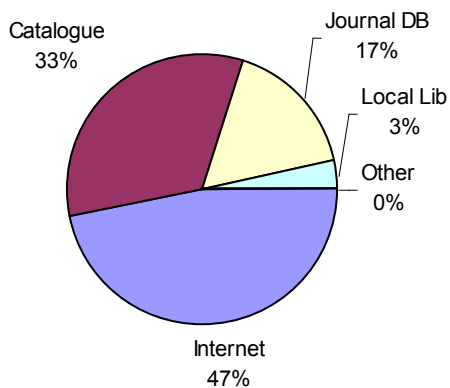


Figure 2: Graduate search preferences

Search Preferences - Non Graduate

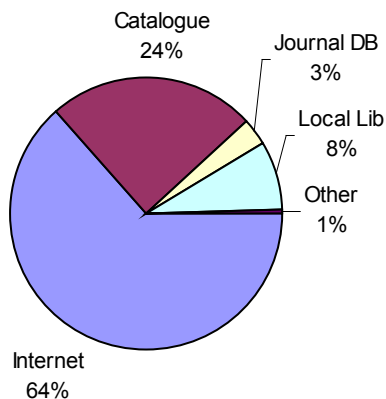


Figure 3: Non-graduate search preferences

Reliability of information from the internet (1: most reliable to 4: least reliable)		
Rating	N° of students	% of total
1	53	13%
2	63	16%
3	236	59%
4	37	9%
No response	12	3%

Table 1: Perceived reliability of internet information

The reverse situation is evident in attitudes towards the reliability of information derived from the library catalogue. We have seen that only twenty-four per cent of the total group regarded the library catalogue as their most preferred way of searching for information, yet fifty-five per cent rated this method as providing the most reliable information. In fact ninety per cent of the total group rated the library catalogue as either 1 or 2 in terms of reliability.

Reliability of information from the Library catalogue? (1: most reliable to 4: least reliable)		
Rating	N° of students	% of total
1	222	55%
2	141	35%
3	18	5%
4	4	1%
No response	16	4%

Table 2: Perceived reliability of library catalogue information

The situation is even more pronounced regarding attitudes to journal databases. Only four per cent of the total group rated journal databases as their most preferred method for searching for information, yet twenty-four per cent rated the journal database as providing the most reliable information.

Reliability of information from journal article database? (1: most reliable to 4: least reliable)		
Rating	N° of students	% of total
1	98	24% v
2	181	45%
3	90	22%
4	10	3%
No response	22	6%

Table 3: Perceived reliability of journal article database information

Understanding of key tasks and concepts

Students were asked to perform some of the key tasks required for conducting library research such as identifying keywords, constructing a search strategy, identifying a citation to a journal article and a chapter in a book and then finding them using the library catalogue.

Keywords

Students were asked to underline the keywords in the following essay topic:

Examine the use of suspense in Alfred Hitchcock's films: *Psycho* and *Rear Window*

The definition of keywords is subject to interpretation and a lot of latitude was allowed in the assessment of this task. Of the total group, thirty-two per cent were able to identify a suitable number of appropriate key words that would have given a sensible starting point for constructing a search strategy. However, thirty-one per cent underlined too few keywords. For example, underlining of only the words 'Examine' and 'suspense' was not considered sufficient coverage of the topic. Twenty-eight per cent displayed a tendency to underline too many key words in the topic, sometimes underlining almost every word in the sentence. Others underlined instructional words such as 'examine' and 'use of' as well as the key concepts required for searching. Eight per cent of students did not attempt this question.

The results suggest that most students have not considered that search terms may not be coterminous with the key words used for answering the essay question. This was corroborated in a reflective journal entry in which a student commented that she/he 'was not familiar with how to search, using key words, for specific information required by any particular essay question.'

Previous library skills training at school did not appear to help students to complete this task since this group was the least able to perform this task. Only twenty-four per cent of non-graduates who had received training at school were able to identify appropriate keywords. Yet thirty-three per cent of the group who reported no information skills training at all were able to identify the key words in the topic. University education was clearly an advantage here as forty-eight per cent of the group who reported that they had received library skills training at university or elsewhere were able to complete the task satisfactorily.

Boolean searching

About half of these students were unclear about the use of Boolean operators when constructing a search. Forty-nine per cent of the total group reported that they did use Boolean operators to link concepts when searching library databases and fifty-one per cent were actually able to demonstrate the correct placement of the OR operator that was required by the question. 203 students were asked the following question:

If you wanted to search the library catalogue for information about either of Hitchcock's films, *Psycho* and *Rear Window*, which connecting word (AND/OR/NOT) would you use to link the concepts?

psycho AND/OR/NOT rear window

This is higher than the result achieved by students in the 2002 study, where only twenty-six per cent of students were able to supply the required Boolean operators. The task was simplified and also re-phrased this year to include the word 'either'. Although this removed possible ambiguity, we are concerned that the automatic grammatical association of either/or may have inflated the results this year.

In the reflective journal entries, many students commented generally about learning more productive search techniques in the library skills workshop. However one student particularly commented that 'effective searching using Boolean techniques was particularly helpful as I haven't had a chance to learn it properly before.'

Truncation

Students were clearly unfamiliar with the concept of truncation. Only thirteen per cent of the total group were able to demonstrate this ability. Previous library skills training made very little difference to the outcomes in this question. For example, fourteen per cent of the non-graduates who had received library skills training at school were able to truncate, while eleven per cent of the group who reported no training at all were still able to complete the task. Those who reported further training elsewhere as well as school fared much better with twenty-three per cent able to complete the truncation.

Interpretation of a reading list

We wanted to know whether students were able to identify and locate items that are commonly prescribed on first year reading lists such as journal articles, books or chapters in a book. The questionnaire listed two citations, modified according to the citation style specified for each subject. For example, Question 10 on the questionnaire asked:

Is the following a book or a chapter in a book or a journal article?

White, A (2000) 'Eternal vigilance in Rear Window,' in *Alfred Hitchcock's Rear Window*. John Belton (ed.), Cambridge: Cambridge University Press, pp158–177.

From a multiple choice list, sixty-three per cent of commencing students were able to identify this citation as a chapter in a book. Similarly, seventy-five per cent were able to correctly select the journal article option. This is consistent with results from the 2002 study that found that seventy-three per cent of students were able to identify a journal article at the start of their university careers. (Salisbury & Ellis 2002, p213)

Students were then asked how they would search for these items in the library catalogue and the results for this task were much less satisfactory. For each item, students were asked the following questions:

If you searched the library catalogue for this item would you perform an author or a title search?

What words would you type in the catalogue search box?

Only twenty-two per cent of the total group would ever have located the journal article using the library catalogue, while thirty-six per cent of the total group would have found the chapter in the book. This corresponds exactly with the 2002 group where only twenty-two per cent were able to demonstrate that they would be able to find a journal using the library catalogue. (Salisbury & Ellis 2002, p213)

Previous library skills training at school did not significantly affect this result. For example, twenty-one per cent of the non-graduates who received library skills training at school were able to locate the journal article using the library catalogue. However, eighteen per cent of the group who reported no training at all were still able to complete the task.

Educational background was an advantage since sixty-three per cent of the graduates would have located the book chapter using the catalogue and forty-four per cent would have located the journal article. However, forty-four per cent is still not a very high level of competence in such a basic research skill.

Discussion

Previous library skills training

University teaching librarians need to be aware that a significant proportion of students may have received no library skills training at all before they commence at university. Even if they have received some library education at school, our findings suggest that this experience is of limited value in equipping students with the searching skills required by first year humanities students. At the very least, school library skills training does not appear to be transferred readily to the university environment. Students with secondary school training did not perform significantly better in any of the tasks than the students who had received no training at all.⁷

This should not be interpreted as a criticism of school experience since the expectations of university research are quite different. For example the secondary curriculum does not generally require independent research using journals. It would be pointless to focus upon skills that are not relevant to the needs of students at that stage of their education. The scale of the libraries is probably also significant since students are probably familiar with the physical location of relevant resources in the school library. In this smaller environment, information-seeking skills may not have the same imperative. In focus groups conducted at the University of Ballarat, Hartmann reported that students did not find their school library experience was helpful at university because of the overwhelming size of the university library (Hartmann 2001).

When students commence university studies we need to assume that they have not had skills training that equips them for the research tasks that they will be required to perform in the course of an Arts degree.

Information preferences

Information preferences were clearly linked to educational background and experience. Both graduates and non-graduates preferred searching the internet above other methods of searching for information. However experience acquired in the course of a university degree doubtless influenced the graduate group who set greater value upon other sources of academic information such as the library catalogue and journal databases. Even so, graduates are still clearly more comfortable using internet search engines.

As far as non-graduate commencing students are concerned, it is tempting to infer a simple relationship between their prior experience and information preferences. In this scenario, we could suggest that students who are new to university studies may not appreciate the value attached to journal articles in academic research therefore leading them to underestimate this source of information. The team conducting focus groups at the University of Ballarat reported that 'the heavy emphasis placed on the use of journal articles came as a surprise to them, as did the means of accessing them...' Conversely these groups also reported that they did expect to use the internet at University (Hartmann 2001, p115; D'Angelo 2001, p286).

However commencing students in this study do not appear to be so naïve about information sources. These students judged information from the library catalogue and journal databases as more reliable than information from the internet, thus indicating that they were both aware of these sources and had some appreciation of

their academic value. The determined preference for the internet shows that students are actively exercising informed choice to use the internet instead of more reliable sources. While we might be disturbed at such undue emphasis on internet resources, student suspicion of the reliability of information from the internet is promising, suggesting that they are aware of the need for careful evaluation.

Library research skills

Commencing student preference for the internet over more reliable sources of information may be partially explained by familiarity with the tool. Such familiarity makes the internet a quick and easy choice, especially when library skills are inadequate. Put simply, many participants in this study do not have the basic skills that would enable them to use other search tools effectively. Even if they tried to search catalogues and databases, the chances are that the searches would be unproductive. Most library catalogues and journal databases require some structured searching ability in order to retrieve useful search results. These students do not appear to have requisite skills in these areas. Even if they were handed a reading list by a lecturer, they do not appear to have the knowledge of how to de-code the citations and find the items using the catalogue. Without these basic skills, it is no wonder that they prefer the internet.

By contrast, search engines such as Google do not require structured searches. An internet search usually returns so many hits that it is not necessary to think about keywords, synonyms, and constructing search statements. And, there is little doubt that Google would be a much more familiar and everyday route to information for most students.

In their reflective journals, several students recognised this deficiency in their search techniques and acknowledged the benefit of the library skills workshop in redressing the gaps in their knowledge. For example, one student commented 'I learnt a lot of little things about search requests on search engines that I didn't know before ... and they will certainly come in handy in the future!' Another indicated that the library session was 'most useful as learnt new (and far more productive!) ways to search the "net"'. Another described the workshop as 'really helpful' and 'definitely a learning curve!' This was new learning for the students and with only a single exception, they did perceive the activities as worthwhile.

Several students also reflected that this learning could be readily transferred to new learning situations, understanding the relevance of library research skills for other subjects. This is a good example of how these students were able to build upon their new learning. For example, one student commented: 'Today's tutorial was a lesson in research methods for history (and other) essays.' Another described the session as 'Very useful for developing research skills for more than just medieval studies.' Another stated the session was 'not only helpful to history, but to all my other subjects as we were taught how to search various databases and how to access online resources.' And again, 'This will make researching for history as well as my other subjects, much more efficient.' These comments indicate that students were able to put the sessions in context and transfer information between subjects.

The reflective journals also indicate that at least some students made the connection between library research skills and more sophisticated learning tasks. They were aware that these were enabling skills giving them access to a range of interpretations

and theories. For example, one commented on the importance of the 'large variety of resources' while another stated:

I chose the King Arthur topic and was amazed at how much information there was as to whether he existed or not. There were so many theories and papers on areas in England that could be related back to the Arthurian legend.

And another commented:

Similarly, how to search for journal articles related to the essay question I choose will also broaden the range of references that I will be able to use to complete my final essay.

Implications for teaching practice

'What people construct from a learning encounter depends upon their motives and intentions, on what they know already and on how they use their prior knowledge' (Biggs 1999, p13).

The perverse preference for the internet at the expense of reliability indicates that students in this study may be consciously choosing to use their knowledge of other academic sources in a limited way. The task for academic and information staff is to devise programs for first year students that will broaden student attitudes towards alternative sources of academic information as well as equip them with appropriate retrieval skills. This deals with motivation as well as skills.

Humanities students are commonly expected to complete research tasks that are based on critical reading of a broad range of materials. Depending on the assignment, this is likely to include scholarly and professional writing as well as perhaps examples from popular culture. Teaching librarians need to emphasise the big picture, the intellectual issues at stake, especially the connection between critical reading of a broad range of material and producing thoughtful and scholarly essays.

Even though students in this study exhibit a potentially unhealthy reliance on the internet, which we may consider narrow and limiting, it is still possible to acknowledge and carefully build upon this prior experience. Biggs (1999) describes teachers who tell students to forget what they already know as 'arrogantly anti-intellectual'. Instead he argues that teachers must build on the known, not reject it. He exhorts good teachers to 'choose familiar examples first, get students to build upon their own experience, draw and explain parallels while teaching, use cross-references.' (p73-4). He points out that such strategies help students to draw connections between old and new learning.

This appears to be good advice for teaching librarians since the reflective journal entries indicate that many students in this study have made connections between old and new learning in terms of their prior internet searching experience. This is most evident in their use of language for many students used the language of the web to describe their new learning. For example, one student described the session as learning a 'lot of little things about search requests on search engines'. Another student stated 'In today's tutorial we learnt how to use the internet'; another reflected that the class learned 'new ways to search the "net"'. Another student described journal indexes as 'browsers on the internet'.

This language was not generally used by the librarian during the session and it is a clear pointer to the way in which the students structured this new learning into their existing knowledge base. Teaching librarians would probably find it useful to

start with internet searching examples and consciously build upon this experience, adapting the language of the web to assist students to connect old learning with new. This would produce a more student-centred program because it reflects how the students appear to learn.

In conclusion, this study indicates that students commencing an Arts degree at the University of Melbourne do not have the library skills required for basic university research. There is no doubt that the absence of these skills would adversely affect the quality of essays and probably contribute to over-reliance on the internet at the expense of other sources of information. There is a need for library skills programs that equip students with appropriate information seeking skills for university research.

However these skills programs should be presented as part of a coherent approach to the need for information within a discipline where students are encouraged to broaden their attitudes to other sources of information. The reflective journal entries confirm that the students appreciated the library skills workshops and that they were able to discern the value of these skills as part of the research process. The entries indicate that many students readily transferred this learning to other contexts and that they understood the ways in which these skills could add to their research tasks.

If we are to assist students to build upon their prior experience and existing knowledge base, then this study has a clear message. Students do have prior information-seeking preferences and experience and their clear preference rests with internet searching. The preference is so strong that it overrides other sources of academic information that they know are more reliable. If we are to assist students to broaden their attitudes towards other sources of academic information as well as equip them with the necessary searching skills, then we need to acknowledge their experience with the internet. We need to further investigate the nature of this experience and then frame programs that build upon this experience as the initial reference point for information literacy programs at university level.

Endnotes

1. This term was coined by Judith Peacock (2001).
2. A URL was given for further information but we have been unable to connect to this page. See Dunn (2002, p35) Note 14.
3. Another study by Seamans was also based on extensive qualitative data, probing the information seeking habits of nine freshmen entering university in Virginia. However both Seamans' and Hartmann's studies were based on small samples from which generalisation is difficult although they do yield useful insights into student information seeking habits and attitudes to information.
4. The authors acknowledge and thank staff and students enrolled in the following subjects in Semester one, 2003 who participated in this study — Medieval World A; Screen Writing History: History on Film; Australian Colonial: Claiming a Land; Environmental Change; Contemporary Culture and Media; Introduction to Language.
5. The Victorian Certificate of Education (VCE) is obtained following successful completion of secondary school in Victoria, Australia.

6. The total group is made up of all respondents including those who did not indicate their educational background. Respondents who did not indicate their educational background are not included in Figures 2 and 3.
7. This was also found by Geffert and Christensen (1998).

References

- Biggs, John B. (1999). *Teaching for quality learning at university: what the student does*. Society for Research into Higher Education: Open University Press, Buckingham.
- Carter, Elizabeth (2002). 'Doing the best you can with what you have: lessons learned from outcomes assessment' *Journal of Academic Librarianship* vol 28 n° 1–2, p36–41.
- Churkovich, Marion and Christine Oughtred (2002). 'Can an online tutorial pass the test for library instruction? An evaluation and comparison of library skills instruction methods for first year students at Deakin University' *Australian Academic and Research Libraries*, vol 33 n°1, p25–39.
- D'Angelo, Barbara (2001). 'Integrating and assessing information literacy competencies in a gateway course', *Reference Services Review* vol 29 n°4, p282–293.
- Dunn, Kathleen (2002). 'Assessing information literacy skills in the California State University: a progress report' *Journal of Academic Librarianship* vol 28 n°1, p26–35.
- Geffert, Bryn and Beth Christensen (1998). 'Things they carry. Attitudes toward, opinions about and knowledge of libraries and research among incoming college students' *Reference and User Services Quarterly* vol 37 n°3, p279–285.
- Hartmann, Elizabeth (2001). 'Understandings of information literacy: the perceptions of first year undergraduate students at the University of Ballarat' *Australian Academic and Research Libraries*, vol 32 n°2, p110–122.
- Kunkel, Lilith, Susan Weaver and Kim Cook (1996). 'What do they know?: an assessment of undergraduate library skills' *Journal of Academic Librarianship* vol 22 n°6, p430–434.
- Lupton, Mandy (2002) 'The getting of wisdom: reflections of a teaching librarian' *Australian Academic and Research Libraries* vol 33 n°2, p75–86.
- Peacock, Judith (2001). 'Teaching skills for teaching librarians: Postcards from the edge of the educational paradigm' *Australian Academic and Research Libraries* vol 32 n°1, p26–42.
- Prosser, Michael and Keith Trigwell (1999). *Understanding learning and teaching: the experience in higher education*. Society for Research into Higher Education & Open University Press, Buckingham [England]; Philadelphia, PA.
- Ramsden, Paul (2003). *Learning to teach in higher education*. Routledge, London.
- Salisbury, Fiona and Jenny Ellis (2003). 'Online and face-to-face: evaluating methods for teaching information literacy skills to undergraduate arts students' *Library Review* vol 52 n°5, p209–217.

Seamans, Nancy (2002). 'Student perceptions of information literacy: Insights for librarians' *Reference Services Review* vol 30 n°2, p112–123.

Jenny Ellis is the senior team member, Arts Learning Resources Team in the Teaching Learning and Research Department at the University of Melbourne. The Arts Learning Resources team is responsible for providing information literacy programs to the Faculty of Arts. She is currently on secondment to the Arts Faculty. Phone 03 8344 5243 e-mail: j.ellis@unimelb.edu.au. Fiona Salisbury is the director of the Academic Centre at St Mary's College and Newman College at the University of Melbourne. Until recently she was team leader, Arts Learning Resources Team in the Teaching Learning and Research Department at the University of Melbourne. Phone 03 9342 1614 e-mail: fiona.salisbury@academiccentre.stmarys.newman.unimelb.edu.au

Curating books on remote islands: the fate of the de Brum Library on Likiep Atoll, Marshall Islands

*Dirk HR Spennemann
and Jon O'Neill*

Extensive private libraries are rare in the tropical Pacific. This holds even more true for libraries established during the late nineteenth century. There was only one such library in entire Micronesia: the Joachim de Brum Library on Likiep. This paper briefly describes the library and discusses its management over time, including the challenges faced in conservation management.

Manuscript received April 2004

This is a refereed article

Introduction

THE REPUBLIC OF THE MARSHALL ISLANDS (RMI) EXTENDS OVER ABOUT 1 950 000 km² of the Pacific Ocean, but has only 171 km² of land. It comprises twenty-nine coral atolls and five islands that are arranged geographically in two chains trending north-west to north-east in an area between 4°–19° North latitude and 160°–175° East longitude. Likiep Atoll forms part of the eastern-most chain (Ratak or Sunrise) and is located at 10° North, 169° East, about 450 kilometres northwest of Majuro, the capital of the RMI. With a lagoon area of 425 km², it includes sixty-five islands totalling only ten km² of land. According to the 1988 census the total population was 482 resulting in a population density of 48 per km² (Office of Planning and Statistics, 1989).

Likiep Island is at the south-eastern most point of Likiep Atoll. Although far enough north to escape most of the typhoons that develop in the northern Pacific, Likiep has endured its share of these devastating storms. The highest point in the

Such an eclectic collection of books, journals, magazines, business ledgers and other personal documents has enormous historical and cultural significance...

Marshall Islands (12 metres) occurs on Likiep and is a direct result of the power of a typhoon as coral rubble was torn from the reef platform, combined with coral aggregate from the island and piled into a wall by storm driven waves.

At its widest point Likiep Island is less than 200 metres from ocean to lagoon. In most places it is less than fifty metres. Trade winds are an almost constant presence as they gently blow across the island bringing moisture, salt laden air, and a perception of coolness into every house and building. Average temperature is about 28 degrees Celsius with a variation between summer and winter of only two or three degrees. Coral sands, swaying coconut palms, tall spreading breadfruit trees, translucent water and sun combine to present a stereotypical picture of a quintessential tropical coral island. Such descriptions sound ideal to many and perhaps they are, but they are also ideal conditions for most elements of decay.

It is true that decay is inevitable, but in the warm, moist, tropical conditions of Likiep it is accelerated markedly. Micro fauna and flora are abundant and prolific in these conditions and are critical to the environment on coral atolls such as Likiep which are the most marginal human habitats on earth. Their impact on cultural heritage material is just as marked and they provide continuing and very considerable difficulties for preservation management.

The Joachim de Brum House and Collection

The great significance of Likiep Atoll results directly from its unique history and the life of its most celebrated son, Joachim de Brum. The first site in Micronesia to have been included on the Historic Site Register of the United States is on Likiep Island. Joachim de Brum's house and associated buildings form its centrepiece: it is a cultural heritage site which is unique in the Marshall Islands, in Micronesia and in fact in most of the Pacific. As a complete colonial period homestead replete with much of the original furnishings, including books, phonograph rolls and glass plate negatives, it provides a unique insight into both the living conditions of affluent planters during the late 19th and early 20th century, as well as into the mind of an exceptional Marshallese man, Joachim de Brum.

Joachim was born on Jaluit Atoll on 22 February 1860(?) the eldest son of the Portuguese whaler and trader José Anton de Brum and Likemeto, a relative of Jortoka, the supreme chief (Iroj laplap) over much of the Ratak chain. His success as a self-taught businessman, builder, artist, engineer, shipbuilder, and amateur scientist is remarkable, especially considering the remoteness of his island home. It is astounding to consider that he also learned sufficient medical skills to provide basic medical services and established clinics at his own expense on Likiep and nearby islands. The emerging science of photography fascinated him as both engineer and scientist. He became an artist of remarkable ability and vision, producing a spectacular portfolio that is highly significant from artistic, medical, cultural and historical viewpoints. A prolific builder, many of the houses he designed and constructed between 1890 and 1920 are still used by descendants of those for whom they were originally built. Most remain substantially unchanged. Joachim died on 10 January 1937, aged 77, leaving his library and tools to his family. He stated in his will that all his tools and books should be 'kept as a memorial' of him and that while both could be loaned out, they could 'not be sold' (Spennemann et al 2003).

De Brum commenced his collection around 1890 by acquiring all books that could be obtained from local traders and individuals working for the German colonial administration or the German trading companies operating in Micronesia. Later he struck up a business relationship (that quickly grew into a close friendship) with Frank H Phillips of Sydney, who supplied him with books. In addition, Joachim de Brum seems to have ordered large numbers of newspapers and magazines, and also obtained book catalogues from book dealers as well as directly from publishers. In its heyday, his library comprised over 1500 volumes (Spennemann and O'Neill *in press*).

Significance

In a coastal tropical environment such as Micronesia organic material does not usually survive. Climatic events, such as typhoons, as well as biological agents such as termites and fungi destroy what human disinterest and neglect does not achieve earlier. Moreover, much of Micronesia was ravaged by the fighting and bombing during World War II, resulting in wide-spread destruction and as a result heritage properties dating from that period are rare. Even more rare are properties that have retained much of their original appearance and furnishings. Large private libraries were rare throughout Micronesia. This library is culturally significant because:

1. It forms an integral part of the de Brum House, a unique entity comprising the building itself, outbuildings and curtilage, as well the material culture associated with the property, namely the furniture, the glass plate negatives, the phonograph records and recordings and, not least the library.
2. It is associated with Joachim de Brum, a largely self-educated true 'renaissance man' who through his interests and activities was the 'pater familias' for Likiep Atoll and as such shaped the fate of Likiep Atoll and its inhabitants during part of the German and the critical early part of the Japanese administration period.
3. It has been compiled by an individual of mixed Portuguese and Marshallese parentage, thus bridging indigenous Marshallese and colonial European cultural traditions against a background of German administrative and business concepts, and the spiritual influences of American Protestantism via the American Board of Commissioners for Foreign Missions.
4. It is the only surviving privately collected colonial period library in Micronesia and as such illustrative of the reading habits of colonial planters in Micronesia: it has informative value for the entire Pacific.
5. It spans the period from the 1890s to the 1930s and in its composition (through the imprint dates) is reflective of the political and trading history of the region.

The evolution and eventual decay of Joachim de Brum's library underwent significant changes in probably five clearly defined phases (Spennemann et al 2003).

Phase one

This first development period (from 1890 to about 1900) seems to have continued for several years and involved a comparatively slow and perhaps haphazard expansion of the library as his business and personal networks

across the Pacific were established. His voracious appetite for information and knowledge developed along with a catholic taste in literature that was entirely characteristic. It may be that his book purchases were not as organised as they later became.

Phase two

This lasted until Joachim's death in 1937. Involving consolidation and continuing expansion both in number of books and variety of subjects, it is closely associated with his friendship with Frank Phillips. Throughout his life, Joachim continued to use and augment his library with whatever material aroused his interest. Phillips organised regular shipments to Likiep of selections of books that he obtained from several sources. Joachim regarded this personal relationship as very important and held Frank Phillips in high regard. So much so, in fact, that he specifically requested in his will that Phillips be a guide and mentor for his children. De Brum accessed his library regularly and extensively before his death and other people on Likiep, particularly the immediate family, also seem to have used it as a general library. Children do not appear to have been excluded and parts of the library (including religious books, indoor and outdoor recreation, and games books) are clearly intended for their use or by those responsible for them. His son Leonard recalled that he and his other brothers and sisters were responsible for dusting and cleaning every book in the library as well as each bookcase at least once every year, and certainly every Christmas. The Christmas cleaning of the bookcases continued for some years after his death, but gradually became less important and was performed less frequently. The present condition of the books and bookcases suggests it is no longer done at all.

Phase three

The third period followed Joachim's death in 1937 through to 1947, which was another pivotal year in the history of the site. In 1947 the family secured the house, arranged for it to be protected by local caretakers, and moved away. During these ten years, the library gradually became less and less a feature of life in the de Brum household. Joachim was held in the deepest of respect and everything associated with him was treated accordingly. But nobody used the library as intensively as he did and there was probably little further acquisition of books. Nevertheless, the house remained in use by members of the family as their home and the library and other elements of the house and curtilage were better maintained than later.

Phase four

The fourth period continued from 1947 until the late 1970s. Its major feature is continued decay through disuse. Nobody lived in the house regularly during this period although Leonard would usually stay there whenever he visited Likiep. Once family members vacated the house and moved to other islands or other houses on Likiep, decay and deterioration were inevitable. Reports from both the 1977 (Jelks and Jelks 1977) and 1984 (Roberts 1984) preservation and maintenance projects describe the decay in some detail. Naturally, the library and all the books, documents and photographs associated with it decayed along with everything else.

Phase five

Extending from the late 1970s to today, this final period has seen several notable events that have impacted on the library. Active steps have been taken to preserve the house and curtilage as a registered historic site and two major preservation projects have been undertaken. The first was in 1977 under the supervision of Edward B Jelks from the University of Illinois (Jelks & Jelks 1977). The second was in 1984 when, under the supervision of Gerald R Knight, further preservation and maintenance of the site was completed with Noel Bigler as project manager (Roberts 1984). In September 1982, the Government of the Republic of the Marshall Islands chartered the Joachim de Brum Memorial Trust Corporation as a not-for-profit organisation (Roberts 1984). Formed to preserve this highly significant site, it continues today under the chairmanship of Leonard de Brum, Joachim's youngest son. In 2001 an Australian aid funded project began to digitise the glass plate negatives (Rosof et al 2001).

Protective mechanisms

The house and its contents were nominated for inclusion on the US National Register of Historic Places in 1976 (Curtis 1986) which in theory ought to have ensured preservation. Yet, given that the Marshall Islands are an independent nation affiliated with the United States of America through a Compact of Free Association (United States of America 1989; 2003), management decisions on the fate of colonial period heritage places are subordinate to political decisions (O'Neill & Spennemann 2001; 2002). Furthermore, as Likiep Atoll is the only atoll on the Marshalls in private ownership (albeit by a very extended family) and as the de Brum House is in private hands, managed nominally by the Joachim de Brum Memorial Trust Corporation, local political disagreements are being played out to the detriment of funding and interventional management decisions. The political constraints to management are impeding desperately needed action in the face of adverse environmental conditions.

Status of the library

Completeness

At the time of the first conservation assessment in 1977 it was estimated that there were some 1500 books (Pangelinan 1978). The 1999 documentation found only 726 volumes (48.2 per cent of the 1977 total), with another 103 volumes located in the Alele Archives, identified from correspondence or listed in Jelks & Jelks 1977 report. While it can be assumed that the 1977 estimate would have been rough, it is unlikely that it would have been wildly incorrect. Clearly, new shelving installed in 1983 as part of that conservation management exercise was made to suit the then available volume of books. Overall, an extrapolated loss of some 450 to 600 books, or about one third of the library, occurred between 1977 and 1983. (Spennemann et al 2003).

We can only guess where these books would have gone. Some may well have been removed to the Alele Museum on Majuro where they may have ended up in the Pacific Studies room without specific notation as to their provenance. Others may have been dispersed on Likiep, over time, while others may well have been removed by unauthorised visitors. At least one instance of theft by visiting yacht people is on record, which relates to an item whose absence was readily noted. It is very unlikely that the theft of individual books would have been noted: further, these are small, piecemeal losses.

Preservation

Environmental conditions on Pacific Islands are not conducive to the survival of organic materials and low-lying island locales such as Likiep are particularly prone to a range of destructive processes. Determining the possible combinations of factors involved in any decay process is an essential step in planning effective management. Several were seen to be active during the survey on Likiep (table 2). Those most immediately relevant to books stored in the bookcases in Joachim de Brum's house and others found in a neighbouring house were biological in nature and included moulds and fungi, and insects. Likiep is further north of the main track of tropical cyclones than are other atolls, and has consequently not suffered as much damage from tropical cyclones as have Majuro and Jaluit for example (Spennemann 1996). Nevertheless it is not immune from such events (Spennemann & Marschner 1995), which pose a major hazard by virtue of their high impact and widespread destruction.

However, it must be acknowledged that anthropological factors have also contributed. This may be most clearly seen through neglect of basic maintenance procedures, which, if properly implemented, could have reduced the impact of the biological factors, and lack of use. Environmental conditions on Likiep were essentially the same before Joachim de Brum died as they are now. The one major difference is the factor of management — while he remained alive his library was well used and books and bookcases were regularly cleaned, aired and dusted. The house itself was aired and well maintained. A leaking roof would not have been tolerated for long when the house was occupied, but it leaks now. Panels of roofing material are missing and galvanised iron roof capping has corroded so badly that it now offers little protection. Water stains are evident in the parlour, and rafters were twice seen to be wet following typically brief but heavy squalls of rain.

There are two large windows in the northern wall of the northern bedroom and southern wall of the southern bedroom. When they and the large doors were opened, air would circulate freely in each room and throughout the house. However, when a valuable family heirloom was stolen by visiting yacht people, the family decided to seal the house more securely, lock all doors and lock and board up the windows. Thus the three doors and two windows in both bedrooms, the large double doors opening from the parlour to the veranda, and the large vents to the gable roof are all tightly sealed. The flow of air within the house has been reduced to an absolute minimum.

Following work undertaken during the restoration program in 1984, books were cleaned, brushed, and transferred to six new bookcases purpose built of mahogany for storage of the collection. These bookcases are well built and have close-fitting and lockable glass doors, but when closed and locked they further restrict airflow within the bookcase. Elements of the library that have been stored in locked bookcases in the southern bedroom of his house on Likiep were inventoried during the 1999 survey. A musty smell characteristic of mould was very noticeable when the locked bookcases were opened. A thick layer of dust and termite frass covered shelves and books, and silverfish frequently hid as books were removed for recording. Damage was extensive throughout the library.

Pages and covers of many books were very brittle, accretion of pages was common, even between whole books. Some books were in such poor condition that they were not removed from the bookcase shelves for identification because it was feared

that without appropriate treatment they could be damaged further before they could be properly cared for. In hindsight that was possibly the wrong decision to make. In total the contents of five shelves, containing approximately eighty books, could not be identified. The library's condition continues to deteriorate as it suffers the natural ravages of decay in largely unprotected tropical conditions. The main physical causes of this deterioration are insect damage and moisture, both of which are closely linked to lack of regular use. It is possible that the books were too tightly packed in the shelves which has compounded the effect of moisture ingress.

Likiep Atoll consists of sand cays with an average elevation of less than 1.5 metres above high water level. High temperatures, high humidity, and high levels of atmospheric salt are a normal part of life and are not conducive to long-term preservation of books and fragile documentary material. Minute salt crystals cover everything to a greater or lesser extent and available moisture is absorbed and retained, creating damp conditions for longer periods of time. In this instance, naturally occurring high temperatures and humidity combine with limited circulation to result in higher humidity over a longer period — ideal conditions for insects to breed, and moulds and fungi to propagate. The fact that books have been tightly packed into the shelves has compounded the effects of moisture ingress. Some lower quality paper absorbs moisture more readily than other paper and consequently may suffer damage from damp, mould and mildew more easily. Combine this environment with a lack of maintenance and physical care, and the consequence is that insects and moulds are again present despite extensive cleaning and treatment during the preservation project in 1984. Many books are now so badly damaged as to be almost unidentifiable.

Implications

An abundance of authoritative material on preventing decay of books, other printed material, and other paper-based records such as hand-written diaries, business ledgers, personal correspondence is available. Much of it concentrates on the particular problems associated with historic preservation in tropical climates (cf. Teygeler et al 2001). Knowing how to preserve such fragile historical material is one thing, having the desire and the resources to do so is another. An issue of paramount importance to heritage preservation generally is that involving knowledge of, interest in, and ownership of, historic property. Government interest in the library as part of Marshallese heritage is high. Ownership is clearly recognised and accepted. Nevertheless, historically and culturally important books were found stacked in very poor environmental conditions in a disused and leaking house because they were not recognised by local villagers as having any relevance to the Capelle/de Brum heritage which is so much a part of their history. When their historic importance was recognised, immediate steps were taken to protect them temporarily until more permanent and effective archival care could be arranged. Despite two expensive conservation programs (in 1977 and 1983) the loss to the historic fabric of the buildings and loss to the inventory continues (O'Neill & Spennemann 2000). A recent preservation program focused on the glass plate negative collection (Rosof et al 2001), to the exclusion of material culture contained in the building and no consideration whatsoever being given to the library.

What does the future hold for this once extensive library? Such an eclectic collection of books, journals, magazines, business ledgers and other personal documents

has enormous historical and cultural significance. The books are decayed to such a degree that much is well and truly beyond salvage. For some of the borderline material that might be saved one has to ask whether they are indeed worth saving given the expenditure involved: but it is their provenance that is of interest here. Many of the books in the collection can be easily and cheaply obtained on the second-hand book market and thus are neither unique nor rare items. Following this line of thought, the knowledge of the contents of the library as such and the combination of books kept by de Brum is of greater significance than the individual books themselves. There is an urgent need to identify the books that were seen in 1999 as so far decayed that their titles and editions could not be ascertained. While eventually the physical books may be gone, at least their identity needs to be recorded. This is, in essence, the end game for the major privately held library in Micronesia. A sad ending. Yet we should be grateful that it survived long enough for much of its content to be recorded.

References

- Curtis, Carol (1986) US National Park Service National register of Historic Places Nomination Form.
- Jelks, E B, & J C Jelks, (1978). *Stabilisation and inventory, 1977: the Joachim de Brum House, Likiep, Marshall Islands*.
- Look, David W. & Dirk H R Spennemann (1996) 'In a tropical marine climate: conservation management of historic metals.' *APT Bulletin* vol 27 n°1–2, pp60–68
- McGrath (1973) 'The Joachim de Brum Papers.' *Journal of Pacific Affairs* pp181–185.
- O'Neill, Jon G & Spennemann, Dirk H R (2001) The management of German colonial heritage in post-colonial Micronesia. *Cultural Resources Management* vol 24 n°1, pp46–47.
- O'Neill, Jon G & Spennemann, Dirk. H R (2000) Conservation Assessment of the Joachim de Brum House. Likiep Atoll, Republic of the Marshall Islands. *Johnstone Centre Report N° 151*. Albury, NSW: The Johnstone Centre, Charles Sturt University.
- O'Neill, Jon G & Spennemann, Dirk H R (in press) The Joachim de Brum House, Likiep Atoll, Marshall Islands — an outstanding example of Micronesian plantation architecture. (*The Micronesian Journal of the Humanities and Social Sciences* submitted for publication).
- Office of Planning and Statistics (1989). *Census of population and housing 1988: final report*. Majuro Atoll, Republic of the Marshall Islands: Office of Planning and Statistics, Republic of the Marshall Islands.
- Pangelinan, JB (1978). Participation of Jesus Pangelinan to the stabilization project of Joachim de Brum House of Likiep Atoll, Marshalls District, first acquisition and development project in the Trust Territory. *Report to Office of the High Commissioner, Trust Territory of the Pacific Islands, Saipan* (Serial: HP–952; File:178.67.36).
- Roberts, Michael (1984) Completion Report for Rehabilitation of the De Brum House, Likiep Atoll, Republic of the Marshall Islands.

- Rosoff, Sue, Lindborg, Cristina and Lindborg, Eric (2001) *The Joachim de Brum Photograph Project; Digital Restoration and Archiving in Micronesia*. International Cultural Heritage Informatics Meeting: Cultural Heritage and Technologies in the Third Millennium. 3–7 September 2001. Archives and Museum Informatics. Plitechnico di Milano
- Spennemann, Dirk H R (1996) Dreading the next wave: non-traditional settlement patterns and typhoon threats on contemporary Majuro, Marshall Islands. *Environmental Management* vol 20 n°3, pp337–348.
- Spennemann, Dirk H R (in press) Libraries in German Micronesia 1885–1914. *Library History* (submitted for publication).
- Spennemann, Dirk H R and David W Look (1994) *Impact of tropical vegetation on historical cultural resources: a photographic case study from the Marshall Islands*. (The Johnstone Centre for Parks, Recreation and Heritage Report N° 18) The Johnstone Centre for Parks, Recreation and Heritage, Charles Sturt University, Albury, NSW 1994.
- Spennemann, Dirk H R and Ian G Marschner (1995) 'Association between ENSO and typhoons in the Marshall Islands.' *Disasters* vol 19 n°3, pp194–197.
- Spennemann, Dirk H R and Jon G O'Neill, (in press) 'A library in paradise: the de Brum Library on Likiep (Micronesia).' *Libraries and Culture*.
- Spennemann, Dirk H R, Jon G O'Neill and Joan O'Neill, (2003) *A rapid assessment of the library of the Joachim de Brum House, Likiep Atoll, Republic of the Marshall Islands*. (Johnstone Centre Report n° 196). Albury, NSW: The Johnstone Centre, Charles Sturt University.
- Teygeler, René, et al., (2001) *Preservation of archives in tropical climates: an annotated bibliography*. Paris: International Council on Archives.
- US National Park Service (1984). Likiep Village Historic Reserve. *National Register of Historic Places Inventory — Nomination Form*.
- United States of America (1986) *Compact of Free Association between the Government of the United States of America and the Government of the Republic of the Marshall Islands*, signed 14 January 1986.
- United States of America (2003) *Compact of Free Association, as amended, between the Government of the United States of America and the Government of the Republic of the Marshall Islands*, signed 30 April 2003.

Dirk HR Spennemann can be reached at the Johnstone Centre and School of Environmental and Information Sciences, Charles Sturt University, PO Box 789, Albury 2640 dspennemann@csu.edu.au

Jon O'Neill has an Applied Science Degree in Parks, Recreation and Heritage with First Class Honours. He has conducted research in several Micronesian political entities including Guam, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia and the Republic of the Marshall Islands. He is a doctoral student at Charles Sturt University where he is presently researching heritage issues in Micronesia. Particular attention is being given to: changes in preservation management that may have occurred following self-government, evolving Micronesian perceptions of heritage values and the extent to which indigenous decision-makers have been empowered.

Appendix:**Table 1 Chronology of de Brum house Likiep**

Date	General context	Event on Likiep
1877		Jose Anton de Brum purchases land rights to Likiep Atoll from Jortoka
1878		Land is transferred to Capelle and Co.
1886	Germany annexes the Marshall Islands	
c1900		Management of Capelle & Co passes to Joachim de Brum and William Capelle
1901, 22 March		Jose de Brum died
1902		Joachim de Brum becomes Imperial German postal agent on Likiep
1905, 30 September		Adolph Capelle dies
1904/1905		Joachim de Brum builds the house on low concrete piers
1907		Likomju de Brum's house is built
1910–1915		Thatched roof is replaced with corrugated iron
1914, October	Japan replaces Germany as colonial authority	
c1920		Raymond de Brum's house burns down
1929		House raised on two metre high wooden posts.
1937, 10 January		Joachim de Brum dies
1944, April		United States of America replaces Japan on Likiep during WWII
1945, September	Japanese administration in Micronesia ends	
1947		De Brum family moves off-island
1964	Congress of Micronesia established	
1966	<i>National Historic Preservation Act</i> of the United States enacted	
1976 April		Joachim de Brum house nominated for inclusion on US National Register of Historic Places
1976 September		Approved for inclusion on US National Register of Historic Places
1977		First Stabilisation and Preservation Project (Jelks)
1977, February		Listed in Supplemental Publication of the National Register of Historic Places

1979	Government of the Marshall Islands established	
1982, September		The Joachim de Brum Memorial Trust formed and chartered by the Government of the Republic of the Marshall Islands.
1984		Second Preservation Project (Knight and Bigler)
1986	Compact of Free Association approved	
1987		Dining Room and Kitchen building badly damaged by a severe tropical storm
1999, October		Survey by Jon O'Neill
2001		Glassplate negatives digitisation project begins

Table 2. Observed decay factors on Likiep Atoll

Decay factor	Element	Affecting library	
		Directly	Indirectly
Weathering	Mechanical		X
	Chemical		X
Biological	Moulds and fungi	X	X
	Higher plants		X
	Insects	X	X
	Animals		X
Anthropogenic	War		X
	Salvage and re-use	X	X
	Vandalism & theft	X	X
	Tourism	X	X
	Construction/maintenance		X
Climatological	Moisture	X	X
	Wind (continuous)	X	X
	Tropical cyclones	X	X
	Sun		X
Chemical	Salt	X	X
	Corrosion		X

From OJT to WBL

Allan, Barbara, and Moran, Barbara *Developing library staff through work-based learning*. Lanham, MD: Scarecrow Press, 2003. 192p US\$45.00 soft ISBN 0810847485 (available from James Bennett Pty Ltd)

FIRST PUBLISHED IN THE UK IN 1999, THIS EDITION HAS BEEN REVISED FOR THE AMERICAN market by the well-known academic and author of one of the major library management texts, Barbara Moran. As the title suggests, the volume focuses on work-based learning and its role in building and developing staff. Its aim is to provide practical, low-cost ideas to spark the imagination of management in encouraging staff development through relatively informal activities that fit comfortably into the work environment.

Work-based learning (WBL), generally considered as on-the-job learning or training, has been adopted by virtually all organisations as a worthwhile, practical and cost-effective method of raising staff skill levels. For libraries in particular, the nature of much of the work makes this approach particularly useful. As a complement to more formal development programs, WBL provides management with the tool to, as the author states, 'link learning to the work role'.

The first fifty pages of this title cover independent learning in the workplace, why it is important, the nature of formal and informal learning and the role of management in supporting and encouraging staff development. A number of examples and questionnaires are provided to illustrate themes, and the final chapter in this section, dealing with the development of the learning organisation, summarises the key points in a simple and accessible manner. The second section of the book outlines 101 activities for work-based learning. These activities, usually accompanied by practical examples, range from the fairly obvious: analysing mistakes, mentoring, to the more demanding, such as upward feedback or SWOT analysis, to the somewhat dubious, such as video recording work activities or the use of the Delphi technique to bat around problems. Generally, though, most supervisors or managers would find some good ideas here that they could implement with only modest effort — an important factor in an increasingly busy work environment. Each activity is clearly presented with an outline of what it is aiming to achieve, how to do it and when it may prove a useful approach. The example provides a good illustration of the technique in action.

This is a useful book for any supervisor. It is easy to read, full of short, sharp advice and some thoughtful comment. The examples are particularly useful and cover a wide range of situations, many of which will be familiar to any practising library manager. The short additional reading list concentrates on a small number of UK publications, many from the same author with obscure publication details. Maybe this reflects a paucity of material on the subject, but it is something that, surely, could have been improved upon by the American editor. Overall though, this is well worthwhile, especially for a beginning manager.

Bob Pymm, ScreenSound Australia

...has been adopted by virtually all organisations as a worthwhile, practical and cost-effective method of raising staff skill levels...

Break glass in an emergency

Becker, Nancy J; Pollicino, Elizabeth B; and Holtschneider, Dennis H *Challenges in librarianship: a casebook for educators and professionals*. Lanham, MD: Scarecrow Press, 2003. 120p US\$34.95 soft ISBN 0810848325 (available from James Bennett Pty Ltd)

Sound familiar? This is just one of twenty case studies created by the authors...

THE GOOD NEWS IS THAT AN EXTERNAL GRANT HAS JUST BEEN AWARDED TO ENHANCE automation and commercial document delivery in the new medical library. However, the rejoicing library director is now informed by the hospital administrator that twenty per cent of the library's space will have to be given over to the hospital's expanding information technology offices, which were originally planned to be adjacent. Sound familiar? This is just one of twenty case studies created by the authors to stimulate students and librarians in thinking about various managerial problems which have been identified as incorporating key issues. The cases are arranged under five headings: Finance and facilities; Traditional and virtual libraries; Censorship and intellectual property; Access for diverse populations; and Personnel issues. Of course, case studies have been used in the education of library and information professionals for nearly half a century, sometimes published in book format like the present one and sometimes more realistically in the form of kits. What, then, does this work by Becker and her colleagues have to offer?

First, I think, it is a reminder of the value of this particular technique (there is a useful annotated bibliography) — although in our library schools we still see plenty of missed opportunities for employing what can be a powerful tool for provoking individual thought and group discussion. Second, each author has contributed a short and simple chapter on using the method from an educational point of view. Third, the topics selected are current ones with due deference to technology. However, I must confess to having been disappointed that the cases were not more controversial, but tended to present stereotypes whilst attempting to be liberal. For example, an alumnus revisiting his old college with his wife was upset to see students (presumably male) looking at pornographic computer sites, and several alumni subsequently demanded 'that the library honor the religious traditions of the college and ban access to websites that include "inappropriate images of the human body"'. The female Provost told the male librarian that she would be offended, too, saying: 'it does seem like those images would create a hostile environment, especially for women'. How can we make case studies more exiting and less predictable? Remember the impact of the final revelation of the identity of 'the spy who came in from the cold'? This upset our racial preconceptions. Suppose, then, that in the above case it was the female students who were accessing pornographic sites and older males who were offended — and are only religious traditions anti-pornographic in the present age (the Provost hints otherwise)?

Nevertheless, this would be a useful book for the novice educator — and a timely reminder to the more experienced that case studies can have a greater impact on learning than mere text books.

Edward Reid-Smith, Charles Sturt University

‘Every day and in every way...’

Laughlin, Sarah; Shockley, Denise Sisco; and Wilson, Ray *The library's continuous improvement fieldbook: 29 ready-to-use tools*. Chicago: American Library Association, 2003. 144p US\$35.00 (ALA members \$31.50) soft ISBN 0838908594

DURING THE PAST TWENTY YEARS, PROGRESSIVE BUSINESSES HAVE COME TO REALISE that their very survival depends on organisational changes which allow them to function more efficiently in a global environment. It is also recognised that required changes can best be brought about by empowering employees to improve processes, rather than by imposing new systems from above. Continuous improvement is one such concept, which from its inception has become a focus of the manufacturing, business and education fields. But now Laughlin, Shockley and Wilson, three authors with considerable library experience, have moved the concept of continuous improvement into library settings where library staff will benefit from the improved efficiency and the stimulation of creative thinking.

The continuous improvement tools included in this volume have a number of uses and can be combined to increase their impact or applied to a variety of contexts. Each tool is concisely defined and step-by-step instructions for its use are given, followed by a set of indicators for use and examples of use in a library setting. Finally a case study of a successful application of each tool is provided. Each section concludes with hints, cautions and tricks for making the most of that tool.

Some of the techniques, such as brainstorming, flow charts and the use of agendas, will be familiar to most readers, but their application to a library setting gives them a new perspective. Other tools, such as cause analysis, Gantt charts, Pareto charts and nominal group technique, while well known in the business world, may be new to library staff and may take some effort to master. *The library's continuous improvement fieldbook* contains a comprehensive glossary of terms and suggestions for further reading, including a number of helpful websites.

The use of continuous improvement tools in the library environment will help staff members to work together in tackling long-standing problems by focusing on processes rather than personalities. It encourages the involvement of staff and clients in aspects of planning and identifying success factors. Although using a tool for the first time may be difficult and unsettling, particularly if a work group has an entrenched culture that is resistant to new ideas, it becomes easier as the value of the tools is demonstrated.

For a modern library facing complex threats and opportunities, the application of a selection of these continuous improvement tools can rapidly show results and build momentum for further efforts. If you have ever said ‘there has to be a better way to do this’, then this is the book for you. It proves that you were right all along, and helps you to find that better way.

Helen Dunford, TAFE Tasmania

The continuous improvement tools included in this volume have a number of uses and can be combined to increase their impact or applied to a variety of contexts...

Top notch

Evans, G Edward, and Ward, Patricia Layzell *Beyond the basics: the management guide for library and information professionals*. New York: Neal-Schuman Publishers, 2003. 325p US\$59.95 soft ISBN 155570476X (available from DA Information Services)

THIS IS SIMPLY ONE OF THE BEST MANAGEMENT TEXTBOOKS AIMED AT LIBRARY PROFESSIONALS that has crossed my desk. These two experienced and well known writers have built on their earlier work, *Management basics for information professionals*, to produce a volume that is readable and engaging, providing sound advice useful to both the novice or experienced manager. As the authors note in their preface, they have drawn upon their extensive management experience to provide practical advice supported by a solid backing of research. Thus each chapter has an interesting list of 'launching pad' readings, as well as references, and, embedded in the text, are occasional key references to print or electronic resources of particularly useful material.

The book is in three sections — understanding the context, understanding the responsibilities and understanding the people factors. Each of these comprises a number of well-laid-out chapters with plenty of dot points, summaries and suggested activities. The first section deals with the external environment — rapidly changing, sometimes difficult to understand and, very often, outside our control. How do managers ensure their organisations are adaptable and flexible enough to exploit opportunities and react to rapidly changing environments, while at the same time maintaining core principles, strategies and ethical standards that inform their day-to-day work? Issues such as these are covered in a wide-ranging, considered manner, providing practical advice while at the same time stimulating longer term, strategic consideration of the underlying principles that direct the information professions. This is followed by the section dealing with responsibilities, covering day-to-day management skills such as decision making, project management, budgeting and other control mechanisms, quality and performance. Focusing on actual situations, with plenty of helpful hints and check boxes for further thought, this section provides sensible, useful direction and advice for ensuring that the fundamentals are based soundly on clearly articulated principles and practices. Finally, the third section deals with the challenging aspect of people management — both staff and users. Again, these are good chapters on providing effective service to user communities, managing and working with colleagues and developing our own, and our staff's, careers.

In total, this is a very satisfying volume, useful to virtually any professional, whether they have two or twenty years' experience. The authors provide a website [<http://www.lib.lmu.edu/mbif/>] where additional information and updated references can be found. All in all, this is highly recommended.

Bob Pymm, ScreenSound Australia

Meta-data: meta-minds

Gorman, G E, and Dörner, Daniel G, eds *International yearbook of library and information management 2003–2004: metadata applications and management*. London: Facet Publishing, 2003. 359p price not reported hard ISBN 1856044742 (available from James Bennett Pty Ltd)

TEN YEARS AGO, TALKING ABOUT ‘METADATA’ AT A CATALOGUING CONFERENCE WAS GENERALLY regarded as fanciful and heretical. Today, metadata is one of the hottest topics in the world of library and information management and fully deserves the extended and wide-ranging treatment it is given in this volume. If nothing else, the papers included here show just how ubiquitous the concept of metadata now is. After two general perspectives, by Paul Miller of UKOLN and Anne Gilliland-Swetland of UCLA, there are two groups of more specific papers, which cover firstly metadata in selected subject areas and secondly metadata applications in a variety of different contexts. Miller’s brief overview is valuable for its analysis of metadata across ‘memory institutions’ generally and its emphasis on working across these different domains. Gilliland-Swetland makes a similar point, urging more holistic approaches to metadata in multi-domain settings, but also focuses on the political and policy implications of metadata developments.

The section devoted to metadata in specific subject areas brings together examples from the humanities, government and education sectors. There is a strong Australian flavour to this, ranging from Simon Pockley on the work of the Australian Centre for the Moving Image to Jon Mason on metadata for learning objects, as developed by such Australian initiatives as EdNA, COLIS and the Le@rning Federation. The ground-breaking work being done by MusicAustralia is given some recognition in Sherry L Vellucci’s thorough account of music metadata, though her paper is out-of-date when it refers to the use of Dublin Core as the metadata framework for this service — MODS is now being used. Most of this section relates to organisations other than libraries; Stocking and Craven’s paper on the UK Archives Network, which includes a detailed look at Encoded Archival Description (EAD), is particularly useful.

The section on metadata applications begins with three papers on the relationship between metadata and bibliographic organisation systems in the library context. Shirley Hyatt’s OCLC-based paper is especially valuable for its coverage of Functional Requirements for Bibliographic Records (FRBR) and the Open Archives Initiative (OAI). Among the other papers, Michael Day gives an authoritative account of the role of metadata in the long-term preservation of digital objects, and there are useful contributions on spatial metadata, the development of metadata standards, and Chinese work in metadata standards and research.

Taken as a whole, this volume is an excellent survey of the current state of play in the use of metadata by cultural heritage institutions. The coverage is broad but detailed, and the contributions are authoritative and up-to-date. A good balance is maintained between readability and technical detail, though a list of the many acronyms would have been helpful. For practitioners and advanced students alike, this is an essential reference.

Toby Burrows, University of Western Australia

...an excellent survey
of the current state of
play...

A bibliography for bibbers

Gabler, James M. *Wine into words: a history and bibliography of wine books in the English language*. 2nd ed. Baltimore: Bacchus Press, 2004. xix, 503 pp. ISBN 0961352558. US\$75

...a required purchase
for all collections with
significant holdings
about wine and
winemaking...

WHY ARE BIBLIOGRAPHIES OF THIS KIND PRODUCED? AND FOR WHOM? In pre-web days the answer to these questions was much more clear-cut than it is today, when the availability of library catalogues via the internet has significantly lessened the need for and usefulness of published bibliographies of this kind. The principal audience for such bibliographies today is perhaps collectors; researchers who aim at comprehensiveness will probably look further. The author is silent on the readership he envisages.

Gabler's bibliography has almost 8000 entries, up from 3200 in the first edition of 1985. It includes only material in the English language. Books, pamphlets and broadsides are listed if they are primarily about wine, or add significantly to wine literature, although I note entries that include CD-ROMs (for example Oz Clarke and James Halliday). Cookbooks are not included; fiction is, if it has a setting in the wine industry, hence entries for Dick Francis's novel *Proof* and for a novel by the less well-known Erica Platter, *A strange case of wine*.

The main sequence is arranged as one would expect, A-Z by author (or title if the author is unknown), and a short-title index and a subject index are present. Major authors are introduced by biographical introductions, sometimes as long as half a page (for example André Simon, George Saintsbury, and Pliny the Elder) but Thomas Jefferson scores almost three and a half pages in this US-published and authored bibliography. Australian entries with biographical information include James Busby, Len Evans, James Halliday, Thomas Hardy, Walter James, Alexander Charles Kelly, and Bryce C Rankine. Many entries have annotations, descriptive rather than critical, often containing lengthy quotes from the work itself. As one would expect, a significant amount of Australian material is listed, including conference reports, government publications (both federal and state governments), annual reports, and research reports. The text is enhanced by illustrations that reproduce title-pages of some significant (usually older) books, wine labels, and engravings.

The entries, in general, appear to be remarkably error-free, although my browsing uncovered one typo (the place of publication of Rob Linn's *Earth vine grape wine* is given as Angoston: it should, of course, be Angaston) and a factual error (Max Lake no longer owns Lake's Folly). This bibliography may not be comprehensive: I checked it against the bibliography of Charles Gent's *Mixed dozen: the story of Australian winemaking since 1788* (Sydney: Duffy & Snellgrove, 2003) — not in Gabler — and, of fifty-five entries, eleven were not listed. Mild doubt is raised about its authority, suggested by the fact that not all items listed have been seen, indicated by the statement 'Unable to verify'. But these are minor points in what is an impressive work. It should be a required purchase for all collections with significant holdings about wine and winemaking.

Ross Harvey, Charles Sturt University

What is the question?

Kuhlthau, Carol Collier *Seeking meaning: a process approach to library and information services*. 2nd ed. Westport CT: Libraries Unlimited, 2003. 248p US\$40.00 hard ISBN 1591580943

DRAWING FROM EXTENSIVE RESEARCH AND PROFESSIONAL EXPERIENCE, Carol Kuhlthau (Rutgers) presents a revised edition of her 1993 study of the information search process. Borrowing learning theory from John Dewey, George Kelly and Jerome Bruner, she proposes a new model for conceptualising the search paradigm in terms of process rather than sources. While not disposing of the traditional bibliographic paradigm, Kuhlthau introduces her process model as more accurately reflecting researcher's experiences.

This model presents the search for information as a process of construction, to which the researcher brings a distinctively personal dimension. Rather than focusing only on the cognitive element, Kuhlthau includes affective experience and demonstrates the decisive role that feelings play in directing the actions of researchers. Her model includes six stages — task initiation, topic selection, pre-focus exploration, focus formulation, information collection and search closure — that enable librarians to effectively diagnose and address patrons' difficulties. She cautions readers not to conceive of these stages as discrete and readily discernable, but rather as moments in a highly individualised process. Her most important contributions include the recognition of anxiety and confusion as normal elements that should be expected within the search process, and the significance of focus formulation as the turning point toward confidence. She proposes several corollaries within this model that include process, formulation, redundancy, mood, prediction and interest. These proposed elements form components of the information search model and enable librarians to advise researchers not merely in terms of source location, but affective response as well.

Kuhlthau is particularly concerned that librarians become more effective mediators in the information search process. She names five levels of mediation — organiser, locator, identifier, advisor and counsellor — and encourages librarians to build competence at the counsellor level, at which they assist researchers in constructive searches. Kuhlthau aims to raise librarians above their popularly-conceived roles as source locators (according to the bibliographic paradigm), involving them in the actual learning process of their patrons. The real merit of her work comes from her extensive research with patrons (primarily in academic libraries), and her observations about the dissonance between library research popularly conceived and library research as actually experienced. Her proposed model enables librarians to more accurately diagnose and address research-as-experienced.

For these reasons library and information science departments should adopt *Seeking meaning* (2nd edition) as a textbook for educating a new generation of reference librarians. Experienced reference librarians should read it for their professional development. Owners of the first edition should consider purchasing the second for its expanded elaboration of the information search model. Librarians who teach bibliographic instruction and/or research methods should incorporate its findings into their curriculum.

Barry W Hamilton, Northeastern Seminary

Kuhlthau is particularly concerned that librarians become more effective mediators in the information search process...

Old, but not ordinary

Mates, Barbara T *5-star programming and services for your 55+ library customers*. Chicago: American Library Association, 2003. 216p US\$42.00 soft ISBN 0838908438

Barbara Mates believes that special library programs would in fact recognise the interests and abilities of seniors...

AS THEY SAY, OLD AGE MAY NOT BE MUCH FUN, BUT LOOK AT THE ALTERNATIVE! This book is more positive, starting with the premise that the 50+ population (of the United States, that is) is financially in control, believes in advocacy, and sees leisure time as important. Certainly the 50+ may experience problems, but (like the rest of the population) not everyone in that age group suffers from poor vision, hearing loss, impeded mobility, 'cognitive changes' and alcohol and prescription abuse — and certainly not all at the same time. In fact older people form a representative cross-section of the community, so why think about special services for them? Would that not support the inherent ageism in Western societies? Barbara Mates believes that special library programs would in fact recognise the interests and abilities of seniors, and that some people will need modification of existing services whilst others will not.

This book sets out to give useful advice on planning special programs for seniors, and the qualities needed by library staff. Many suggestions are a century old (book talks and discussion groups, for example) but still have value for both library and users. There may be library services to the housebound and to nursing homes, or special computer training sessions on library premises. Some special low technology may be required — screen magnification programs, handles instead of doorknobs, rising assist cushions, page turners and easy-grip pens are among the suggestions for making library life easier. The first few chapters set out the author's philosophy in a practical way, and there is some emphasis on the use of computers and the internet, including an appendix of (mainly North American) websites of special potential value to seniors. Further practical suggestions (including funding sources) are made in the appendix, giving details of twenty-eight actual services — although this claims to be international, in fact all are American or Canadian except for one from Norway and one from England. Discussion groups, computer instruction and reminiscence sessions are popular, and outside funding may be available for many activities.

This is not a book for the expert but can certainly be a valuable source of practical and practicable ideas for a library looking to be more inclusive and fun as far as older members of the community are concerned. Look at the alternative!

Edward Reid-Smith, Charles Sturt University

Are we all that different?

Public speaking handbook for librarians and information professionals. Sarah R Statz (Jefferson, NC: McFarland, 2003)

DO WE, AS LIBRARIANS, NEED OUR OWN HANDBOOK OF PUBLIC SPEAKING SKILLS? There are so many eye-catching titles out there already: *Secrets of successful speakers* (how you can motivate, captivate and persuade); how to conquer the fear of public speaking and other coronary threats; how to create and deliver a dynamic presentation. Could it be that, as is the case with scientists, engineers and accountants (all of whom have communication skills handbooks specifically designed for them) someone, somewhere has a sneaking suspicion that librarians really do not speak all that well in public. Think of the last library conference that you attended: apart from the keynote speakers, were there many confident, engaging and talented speakers addressing you from the front of the room?

If you only have the time, energy or inclination to read one book on presentation skills, then I would recommend this one. Sarah Statz has obviously given a lot of thought to the need for enhanced communication skills in our profession, and her advice in this book is excellent: practical, lively and intelligent. She understands that most people find it very difficult to develop public speaking skills because of the nervousness and 'stage fright' that accompany 'public' performances and she addresses these concerns, and many other issues relating to public speaking, specifically in the context of our profession.

Part I of her book covers 'The speaking process': how to acquire or improve skills for speech preparation and delivery. The second part, 'The speaking environment', deals with specific situations in which librarians often have to communicate: library instruction sessions, reference interviews, book talks, meetings and conferences. The book is very much aimed at 'new librarians', including a chapter on interview skills. There are useful appendices on presentation software tips, the speaker's bookshelf and interviews with library professionals (who describe their own public speaking experiences.)

I do have a couple of reservations about this handbook. The first is that it is so uncomfortable to read! I can not imagine why the publishers felt that it would be a good idea to divide the text into two columns per page. A layout that suits encyclopedias and dictionaries, reference works used for quick consultation, does not work well for reading over an extended period of time. If I were Sarah Statz, I would also be unhappy with my publisher for another reason: the back cover description of the author as 'a library assistant for the Madison Public Library system in Madison, Wisconsin, and a freelance indexer' does nothing whatsoever to convey the breadth and depth of her experience in public speaking skills.

My other reservation is that the 'Speaking process' section has already been covered very, very effectively in many other books on presentation skills. I would like to encourage 'new librarians' to also think of themselves as 'new presenters' and to learn from the wealth of information outside our profession. (For example, I have been able to learn a lot about speaking skills from trainers, actors and Rostrum

If you only have the time, energy or inclination to read one book on presentation skills, then I would recommend this one...

members.) Having said that, though: Statz's library experiences and library-oriented examples are helpful, and if you are only going to read one book on this subject, this is a good choice to make.

Jennifer Osborn, University of Adelaide Library

Head-to-head with the dot.coms

Pace, Andrew K *The ultimate digital library: where the new information players meet*. Chicago: American Library Association, 2003. 176 pp. US\$35.00 soft ISBN 0838908446

Pace is unambiguous in advocating that libraries learn from the dot-coms like Google, Yahoo and Amazon, and emulate their business models where they pose a challenge to existing effective library services...

A GREAT DEAL HAS ALREADY BEEN WRITTEN ABOUT THE CHALLENGE POSED TO LIBRARIES by web-based commercial services. Why can't library catalogues be like Amazon.com? Why do users prefer Google to library search engines? Are reference services like Ask Jeeves better than those offered by libraries? How wide is the gap between what library systems can do and what these web services offer? Andrew Pace looks at the place of libraries and of library systems vendors in the face of this kind of challenge. As a systems librarian in a North American university library who previously worked for Innovative Interfaces, he is in a good position to see issues from both perspectives. The 'digital library' he refers to carries the wider sense of digital services, rather than digitisation or digital content creation.

Pace is unambiguous in advocating that libraries learn from the dot-coms like Google, Yahoo and Amazon, and emulate their business models where they pose a challenge to existing effective library services. He also recommends the use of business modelling in decision-making for creating and maintaining digital services. But he cautions against the resurgence of stand-alone, niche approaches — whether home-grown or commercial — to areas not well-handled by integrated library systems. These include full-text, electronic reserve, document delivery and digital content management. His view is that libraries should develop a much closer partnership with vendors in order to develop library systems which incorporate lessons from the dot-coms and integrate all these functions into the main library system. This will help to overcome the fragmentation which is so evident in most libraries' current digital services.

His aim is to vindicate libraries as a viable alternative to the dot-coms in terms of IT-based services, but without sacrificing professional integrity and principles. He offers a lengthy and very helpful discussion of the validity of privacy as a principle in a world where web users are providing personal details, consciously or unconsciously, to all sorts of service providers. If libraries want to emulate the kind of personalisation offered by the dot-com services, they will need to ensure that users are alerted to the privacy implications and allowed to choose whether to provide this kind of data about themselves.

This book is promoted as presenting extreme views and suggesting radical changes, though this seems to overstate the case somewhat. Nevertheless, Pace offers some interesting and thought-provoking suggestions, and his views are well worth reading.

Toby Burrows, University of Western Australia

Landing that big one

Pantry, Sheila, and Griffiths, Peter *Your essential guide to career success*. 2nd ed. London: Facet Publishing, 2003. 200p £19.95 soft ISBN 1856044912 (available from James Bennett Pty Ltd)

THIS BOOK IS VALUABLE FOR LIBRARY AND INFORMATION PROFESSIONALS WHO ARE interested in career planning, as it offers thorough, yet succinct coverage of the topic. It will be of interest to professionals at all levels, although the earlier chapters are most useful to those new to the profession. The chapter entitled 'Other considerations in career planning' will have greatest appeal to mature workers. One of the strengths of the book is the coverage of the variety of types of jobs available — the authors portray a varied and exciting profession.

Each chapter starts with what will be covered in dot points and ends with a summary. The book has clear layout, is well written and is quick to read, as it lacks diagrams, chatty material and frequent amusing anecdotes which characterise the popular genre of general career books such as RN Bolles, *What color is your parachute? a practical manual for job-hunters and career changers* (Berkeley, CA: Ten Speed Press, 2003).

One limitation, from the point of view of an Australian audience, is that examples and references are predominantly from the United Kingdom. There is reference to European Union opportunities and a brief look at working internationally. Anyone wanting to work in the United Kingdom will find this book invaluable, but for work in Australia it will be necessary to discover the local equivalents to references at times.

Topics covered are: challenges of today's employment market; career planning; starting out; applying for jobs; promotion plans; interviews; alternative career opportunities; other considerations in career planning; and case studies, including one from Pat Gallagher of Western Australia. Appendices give typical questions which appear on application forms with advice on how to complete answers well and a model curriculum vitae. There is also further reading and references plus an index.

The chapter on interviewing discusses different interview types and gives very practical and up-to-date advice which I found amusing and which I felt might be particularly useful to younger job-seekers who might not fully understand the expectations of selection panels. An example is to avoid visibly pierced body parts other than on ear-lobes until the job is yours. The diversity of the four case studies and the enthusiasm of all for the profession is excellent in show-casing the variety of available opportunities.

...avoid visibly pierced body parts other than on ear-lobes until the job is yours...

If you wish to read only one career planning title, this one would be a good choice. I recommend that libraries serving students of library and information work and larger libraries purchase this book.

Julia Leong, University of New England

Long live the book!

Porter, Catherine *Collecting modern books*. London: Miller's, 2003. 160 pp. US\$59.95 cloth ISBN 1840007230

Powers, Alan *Front cover*. London: Mitchell Beazley, 2003. 144 pp. US\$59.95 cloth ISBN 1840004215

Powers, Alan *Children's book covers*. London: Mitchell Beazley, 2003. 144 pp. US\$59.95 cloth ISBN 1840006935

All three hardback books under review are attractively priced. They will undoubtedly become eminently collectible in themselves in due course, but in the meantime they will comprise a source of great pleasure to book collectors new and old alike...

THESE THREE LAVISHLY ILLUSTRATED BOOKS REMIND THE READER THAT THE PHYSICAL BOOK is far from dead. While in the future books will probably all be created electronically, the end product is still going to be predominantly in paper output, especially through print-on-demand (POD) facilities. PODs are already emerging in trade and scholarly publishing, although it will be some time before we reach the vision of Jason Epstein's paperbacks printed on demand in social settings like Starbucks coffee shops. Such mass outputs are likely to be extremely functional in production and design.

The two books from University of Greenwich lecturer Dr Alan Powers, *Front cover* and *Children's book covers*, superbly illustrate the historical traditions and contemporary creative trends in book production. *Front cover* provides an overview of book jacket design from the 1920s to the 1990s, while *Children's book covers* takes as its starting point chapbooks and the 18th century.

Book covers were once neglected by bibliographers and regarded in low esteem by collectors. Powers states that keeping a bookjacket was almost regarded in the same vein as now considering keeping clothes in the carrier bag from the shop in which they have been bought! Book jackets first appeared in England in the 19th century, but only after 1900 did they become commonplace, and even then were often discarded. Now the presence of the jacket is, rightly or wrongly, often more important for the value of a book than the text.

Children's book covers provides both authoritative coverage of the subject and also almost provides instant nostalgia. Powers includes over 400 specially photographed covers of books by authors and illustrators. Authors analysed range from Beatrix Potter, Kenneth Grahame and Arthur Ransome through Enid Blyton, W E Johns and Richmal Crompton to Maurice Sendak, Alan Garner and J K Rowling.

Powers does not attempt to price the children's books cited, but the current market here is decidedly bearish for good copies. Many children's books are intended to be read, and therefore condition is often poor, particularly for authors who did not start out as instantly collectable. In this process one should not forget annuals, especially from Britain, such as *The Beano* and *The Dandy*, which now fetch high prices for early

annuals. *The Beano* first issue of 1938 recently went at auction for nearly US\$20 000! Powers provides fascinating details of series such as *Rupert the Bear*. This began as a 1921 newspaper cartoon strip called 'Little Bear and the Fairy Child' and evolved from the yellow-covered formats of the 1920s into the now familiar jackets and covers for the Rupert Annuals, particularly by Alfred Bestall.

Front cover, with over 300 jacket illustrations, is equally browsable and fascinating. Powers covers such topics as the impact of modernism on covers in the 1920s and 1930s; the Penguin revolution; the James Bond covers by Richard Chopping of the 1950s and 1960s; the psychedelia of the 1970s (Martin Sharp's *Playpower* jacket design for Richard Neville) is prominently displayed; and then finally the design revolutions of the digital age.

Major designers and illustrators such as E McKnight Kauffer, Edward Bawden, Eric Ravilious and Jeff Fisher are profiled. Publishers such as Penguin, Picador and Black Sparrow are also featured in what the publisher claims is the first book to bring together the jackets and covers that have made the greatest impact over the course of the 20th century.

Catherine Porter in *Collecting modern books* follows the same attractive layout of text and numerous cover illustrations. *Collecting modern books* is divided into useful categories such as women crime writers, American contemporary fiction and individual authors such as Joseph Conrad, Joseph Heller and J R R Tolkien. While none can supplant the detailed reference works on each topic, the text is authoritative, while the numerous illustrations stimulate the collecting appetite.

Peter Selley of Sotheby's indicates in a foreword that book collecting should be undertaken from the heart rather than the purse — that is, the collecting of books for profit/investment should not be the primary motive. Collecting modern authors can be a very dangerous financial proposition, as they rise and fall almost like dot-com companies. John Galsworthy and Angus Wilson are just two authors who have declined in value since their initial popularity. More recent authors whose first edition monetary value has declined include Peter Ackroyd, Philip Kerr and Kingsley Amis, although Amis' *Lucky Jim*, with the distinctive yellow Gollancz dustjacket, will always remain a high spot and has a current value, according to Porter, of between £2500 and £3500.

Porter provides numerous examples of top-end collectables. James Joyce's *Dubliners* (1914) in the scarce dust jacket with an inscription to his publisher, is priced between £100 000 and £150 000. This book illustrates three major points for collectors: a proven collectable author, the dust jacket in good condition and an appropriate inscription. A relevant inscription adds value. The Olympia Press edition of *Lolita*, illustrated by Porter, inscribed 'from Nabokov to Graham Greene' is priced between £120 000 and £160 000.

A Peter Carey signature, however, 'to Fred' would probably detract in value from the first edition of, say, *The fat man in history* unless Fred had some particular provenance or fame. Sadly, or perhaps not for Australian collectors, few contemporary Australian authors figure largely in the global first edition markets, with perhaps only Peter Carey and Tim Winton standing out. In this context I vividly remember a Sydney

second-hand dealer chanting out repetitively: 'No call, no call for Rodney Hall' to a customer who had wandered in with several of Hall's first edition to sell!

Porter provides useful collecting tips, for example, on internet buying, and a variety of helpful glossaries, especially on bibliographical terminologies. First edition collectors need to be extremely wary on the internet in terms of first editions, as many sellers, either wittingly or unwittingly, wrongly describe key bibliographical points.

All three hardback books under review are attractively priced. They will undoubtedly become eminently collectible in themselves in due course, but in the meantime they will comprise a source of great pleasure to book collectors new and old alike.

Colin Steele, Australian National University

Joining them?

Higgins, Pamela L, ed *Libraries and electronic resources: new partnerships, new practices, new perspectives*. Binghamton NY: Haworth, 2002. 229p price not reported soft ISBN 0789017296 (also published as *Journal of library administration* vol 35, n° 1/2)

Although perhaps relatively little new is offered by many of these papers, together this collection does form a handy and generally readable overview of a range of topics on electronic library resources...

LIBRARIANS HAVE ALWAYS BEEN KEENLY AWARE OF THE INTERTWINING OF INFORMATION AND society and indeed, the internet adds new dimensions to those relationships', asserts Higgins promisingly. However, this work does not really explore the sociology of information in a comprehensive and coherent way; rather, its thirteen discrete papers focus on a number of topics relating to the use of the web's facilities by various library initiatives. The papers have been allocated to five broad sections: scholarly publishing, eBook standards, access to digital libraries, global consortia, and transforming teaching and learning. Their twenty-one authors and co-authors are mainly from the United States, though the global consortia section has brought together short papers on licensing experiences in the Netherlands, Australia (CAUL), the United Kingdom (NESLI) and Canada by nationals of their respective countries. (Diane Costello's introduction to CAUL may usefully be complemented by an informative experience-based article, 'Registering for electronic access to journal titles with current print subscriptions', by Stephen Crothers, Margaret Prabhu and Shirley Sullivan of Melbourne University, which appeared in the *Christian Librarians' Network Newsletter*, Vol 4, N° 3, Winter/Spring 2003.) An extensive, though incomplete, list of consortia throughout the world — almost seventy per cent of those noted are in the United States — is appended to Hirshon's introductory paper on international library consortia.

Five papers form the section on current scholarly publishing; headed by James Neal's discussion of academic libraries' co-operation with (or undertaking of) university presses in which he concludes by suggesting an action plan for symbiosis, the remaining four papers each deal with one existing publishing program — such as the well-known Cornell-Duke Project Euclid for mathematics scholars. One of the problems with the print purchase versus electronic access argument is that there is little data available on cost-benefit, a situation which the Columbia University

Online Books Evaluation Project (Summerfield, Mandel and Kantor) attempts to rectify. This interesting paper does make some attempt at quantitative analysis, but as usual qualitative interpretation remains difficult. Another problem is that during the six years of the project the situation continued to change with electronic rapidity. Indeed, the book's basic belief in the economic value of metadata is already being challenged (see, for example, 'Dropping the metadata mindset' in *Library + Information Update*, May 2003).

Although perhaps relatively little new is offered by many of these papers, together this collection does form a handy and generally readable overview of a range of topics on electronic library resources which will interest anyone happy with its national bias. My favourite paper is 'The Open Archives Initiative' by Suleman and Fox, who ask why we need digital library inter-operability. 'The short answer is that there are very few digital libraries that have both extensive collections and effective services. Some contain lots of data. Others provide lots of service. In either case, users do not easily find the resources related to their particular information need'. The aim? To make '...searching of DLs a feasible notion without compromising on the quality of information management that sets digital libraries apart from the mass of data on the WWW'. Students, discuss.

Edward Reid-Smith, Charles Sturt University

Dodging digital destruction

Kahn, Miriam B. *Protecting your library's digital sources: the essential guide to planning and preservation*. Chicago: American Library Association, 2004. xiii, 104 pp. ISBN 0-8389-0873-X. US\$40.00

ENSURING ONGOING ACCESS TO DIGITAL INFORMATION RESOURCES INTO THE FUTURE is shaping up to be the most crucial issue the information professions will face in coming decades. 'Traditional' information resources, typically paper-based, can withstand some lack of attention without compromising them, but digital information resources require constant and ongoing attention if they are to remain usable. Although we are aware of the problems, we are not yet clear about how to address and manage them. There are some excellent web-based guides that indicate the likely directions that digital preservation activities will take, such as the Australian-authored *2003 UNESCO guidelines for the preservation of digital heritage*. However, there are relatively few monographs published on this topic, which is perhaps an impediment to disseminating more widely to the information professions knowledge about this crucial issue. Kahn's book is an addition to this small number. But is it a useful addition to the literature about maintaining access to digital resources?

Miriam Kahn is well known for her writings about disaster planning and response, such as her *Disaster response and planning for libraries* (2nd ed. ALA, 2003). In *Protecting your library's digital sources: the essential guide to planning and preservation* she has applied the same concepts and approaches to digital information resources used by libraries. This slim book has three sections. The first (about thirty pages) focuses on how to avoid disasters affecting digital resources and how to respond to them. It

...the most crucial issue the information professions will face in coming decades...

includes a useful introduction to the importance of backups and the range of techniques available to carry them out. Some of this section is generic disaster planning material applicable to any kind of information resources. The second section (about twenty pages) deals with the broader perspective of digital preservation, that is, how to prevent data loss over long periods. The third section (about fifty pages) consists of checklists and lists of organisations and companies. There is a useful bibliography, although I must point out that the URL provided for Harvey (p95) leads to a section within the work, not to the whole work as the citation indicates.

Is this book a useful addition to the literature? Its strength is its emphasis on practical matters, an example being the illustrative value of the case studies of disasters that are provided. The first section provides useful information that will better educate readers about why they should be pro-active in preventing digital disasters and will assist them to make better decisions. The second section is best considered as a basic primer about digital preservation, but does not cover some aspects that are now starting to be considered as essential, such as the need to integrate digital preservation practice into mainstream library operations. Readers who would like to know about these are advised to go elsewhere. The twenty-nine checklists and other materials in the third section are helpful, although much of the content of the two appendices ('Contact points for organizations involved with the study of the preservation of electronic records' and 'Companies that protect or help cope with the loss of digital materials') are irrelevant to the reader outside the United States, and even for readers in the United States will become irrelevant because the names and contacts will date quickly. Many of the checklists lists are generic disaster planning tools rather than specific to digital information resources.

The title promises more than the book delivers: it is not 'the essential guide to planning and preservation' of digital resources that the subtitle suggests, but rather is a brief introduction to the practicalities of one aspect, disaster planning. Although it is a useful addition to the published literature on digital preservation, we still await a more comprehensive book.

Ross Harvey, Charles Sturt University

Ahead of her time

Seaver, Barry W *A true politician: Rebecca Browning Rankin, municipal reference librarian of the City of New York, 1920–1952*. Jefferson, NC, McFarland and Company, 2004. 218p US\$45.00 soft ISBN 0786416343

REBECCA RANKIN, AN AMERICAN LIBRARIAN UNFAMILIAR TO MOST AUSTRALIANS, is noteworthy for a number of reasons. As the title of this book suggests, she possessed political and professional skills and made good use of them as head of the Municipal Reference Library (MRL) of New York City. Seaver traces the stages of her career from assistant to E H Anderson, director of the New York Public Library (NYPL), to head of MRL. The library was created to serve the needs of the municipal government of New York City, but was staffed through the NYPL. She had a keen

This is recommended
for collections dealing
with municipal
government and with
American library
history...

interest in the problems of local government, a strong missionary zeal to provide information for the improvement of city government, and a considerable talent for public relations and for public education in civic questions. She also became the unofficial historian of the City.

The municipal government of New York City, pre-eminently a male preserve, was a difficult clientele to interest in using MRL that had opened in a small way in 1913. The City paid for MRL's maintenance, but NYPL supervised its administration. Rebecca Rankin came to MRL in 1919, becoming its head in 1920. The first part of the book (pp27–107) deals with Rankin's impact on MRL, her concurrent activities in the Special Libraries Association which she greatly energised, and her role as 'civic educator', using regular radio broadcasts effectively to project MRL and to introduce citizens to the ideas of reform and efficiency in city government. These ideas were much in the air in the 1920s and 1930s. Tammany Hall was still a powerful force for patronage in civic affairs, but with the election of Fiorello La Guardia as Mayor (1933–Jan 1946) reforms began to take root. Under this mayor, Rebecca Rankin obtained support for activities which extended her mission beyond the walls of the library. But the focal point of her activities remained the vision of MRL becoming akin to a research facility for city government. This vision had an impact on the still-developing field of American special librarianship.

Part 2 (pp111–172) looks in detail at her relations with La Guardia and the publications and initiatives she undertook at his behest. Seaver devotes much attention to this largely untroubled relationship built on mutual trust and shared values. The many extracts from radio talks, reports and documents Seaver quotes tend to be pedestrian and her style old-fashioned. She evidently possessed public speaking skills and competence as chairman of the committees she headed. The photos of her show a strong 'no-nonsense' face.

Rankin's flair for public relations using press and radio gained status for her library, but it was really the force of her personality and the fortunate association with La Guardia that made her success. During the dark days of the Great Depression Rankin took on the voluntary job for the Special Libraries Association of trying to aid unemployed special librarians in New York. Her association with the Special Libraries Association was very fruitful for that body. She also played a key role in enabling public librarians, mainly at NYPL, to gain pension eligibility from the New York State Employee's Retirement System. The details of this struggle make it clear how little political influence librarians had at this time. Rankin stood out as one of the few able to speak with the power brokers and make her voice heard.

Seaver's book, based on his PhD dissertation, evokes a still-developing period in American librarianship. Rebecca Rankin's achievements were significant, and she made her mark as yet another of the very effective woman librarians so characteristic of the American profession. The name of Adelaide Hasse, another of these powerful personalities, briefly occurs in this work as well. Their names should be honoured.

This is recommended for collections dealing with municipal government and with American library history.

RL Cope, Sydney

Pro bono?

Smith, Abby *New-model scholarship: how will it survive?* Washington, DC: Council on Library and Information Resources, 2003. 49p US\$15.00 soft ISBN 1887334998

Ultimately, beyond institutional self-interest, the stewardship of digital resources stands in the interest of the public...

IN THIS TIMELY ASSESSMENT OF 'NEW-MODEL SCHOLARSHIP' ABBY SMITH SURVEYS THE CHALLENGES presented by the task of digital resource preservation and calls for responsible stewardship from professional scholarship and its supporting institutions. In contrast with the short-term perspective that typically characterises the 'learn-while-doing' style of the participants, Smith asks her readers to raise questions concerning the long-term value of scholarly digital products and the problems associated with their availability for future generations. These questions are especially pertinent for 'born-digital' products, since these require infrastructure for longevity and co-operation among communities for preservation and access. According to Smith, most of the difficulty associated with digital preservation arises from the emergent status of digital communication. Participants have no past models to follow, and consequently must deal with the issue of preservation as scholarly communication develops. Smith follows this paradigm, citing examples of digital scholarship and raising questions from actual practice. Consequently, Smith's observations and questions strongly correlate with current developments in digital scholarship, and provide a reliable framework around which to structure the prescribed conversations concerning digital resource stewardship. In other words Smith moves inductively from practice to principles, generalising from multiple case studies, triangulating the data that supports her findings and thus enhancing the validity (internal and external) of her conclusions.

As Smith observes, faithful stewardship of digital resources will require these participants to overcome their historical differences and exercise joint responsibility for their preservation. While some readers may temper Smith's optimism with their own observations concerning the political difficulties of communication among these participants, the expediency of such conversation outweighs contemporary barriers to digital stewardship.

Perhaps Smith's greatest strength is her multi-faceted case studies of exemplary digital preservation projects. In the section titled 'Organizational approaches to preserving digital content', she examines various management models such as research libraries, publishers and government agencies, as well as business models such as JSTOR. Contrasting the well-funded enterprises for scientific research with the scant resources for the humanities, Smith underscores the critical role of infrastructure in the management of digital resources. She also notes the difficulties and reluctance of the scientific community in digital preservation and provides contemporary examples. She concludes with a set of questions concerning financial support for the required infrastructure. Ultimately, beyond institutional self-interest, the stewardship of digital resources stands in the interest of the public.

Smith adds two appendices that provide further models of digital archiving and survey the current state of digital preservation in the United States. She asks pertinent questions that frame the essential issues in digital projects and provide information professionals with indispensable tools for planning these projects. With these additional sections, Smith's book is an essential resource for librarians

and others (including IT staff) involved in the preservation of digital resources. It is highly recommended.

Barry W Hamilton, Northeastern Seminary, Rochester, New York

To the rostrum once more...

Statz, Sarah R *Public speaking handbook for librarians and information professionals*. Jefferson, NC: McFarland and Company, 2003. 175p A\$60.00 soft ISBN 0786415460 (available from DA Information Services)

WHY ON EARTH WOULD ANYBODY WRITE A SPEAKING MANUAL JUST FOR LIBRARIANS? A reasonable question, which the author tries to answer in her first pages: ‘...librarians and information professionals can no longer be content to be the unseen collectors, classifiers and guardians of information... Telling our clients about them is an important part of doing them, but are we doing it well? And are we enjoying ourselves while doing it?’ Telling us that ‘a whopping sixty-three per cent of librarians show introverted tendencies’, the author concludes that we are not!

The book has two main parts. There are forty pages or so on ‘The speaking process’, consisting of much general exhortation and advice on preparation of material. Be a good listener. Watch how good speakers do it. Start with a joke. Arrange your material in order. Practice. Be calm. Allow discussion. There is really nothing very new in any of this. The second part, ‘The speaking environment’, looks at techniques for interviewing, interpersonal communication (are these really public speaking?), library instruction, meetings and presentation to large groups. Each chapter has a section on further reading.

The remainder of the book begins with verbatim interviews of five library professionals from various backgrounds, explaining how they conquer their nervousness and speak in public. Next, ‘The speaker’s bookshelf’, with a witty little quote from most of the suggestions: books of quotations, anecdotes, jokes, lists, library trivia. (But it leaves out my favourite advice to speakers: ‘Stand up, speak up, then shut up’.) Finally we have ‘Presentation software tips’, a six-page bibliography and a very comprehensive four-page index.

I admit to being rather underwhelmed by this book, in spite of its impressive price tag. It could perhaps be of some help to an absolute tyro at the speaking game. But in the end, Ms Statz does not convince me that a librarian needs different advice from anybody else who speaks in public. Nor do I believe that a bibliography of 150 titles or an index with around 400 key words belong in an introductory handbook (did this perhaps start life as a master’s thesis?). I have in front of me *Writing, researching, communicating* by Keith and Elizabeth Windshuttle (Sydney: McGraw Hill, 1988), which treats public speaking as just another way of communicating and certainly does not aim its practical advice at particular categories of speakers — a common sense approach with which I feel much more comfortable.

Peter Judge, Canberra

But it leaves out my favourite advice to speakers: ‘Stand up, speak up, then shut up’...

The missionary position

Wallace, Linda K *Libraries, mission and marketing: writing mission statements that work*. Chicago: American Library Association, 2003. 112p US\$27.00 soft ISBN 0838908675

'Most bad mission statements sound like they were written by a committee and they probably were. Instead of sounding noble, they sound like to-do lists...'

AS A CORPORATE MARKETING TOOL, THE MISSION STATEMENT IS RAPIDLY GAINING POWER and popularity in all fields of business from fast foods to funeral planning. In *Libraries, mission and marketing*, Linda Wallace investigates ways in which mission statements can enliven and inspire staff and customers, energise organisations and turn ideas into action in the library.

Such useful mission statements, Wallace contends, must be short, punchy and focussed on the key outcomes of the business. Unfortunately, in today's library world the reality is somewhat different. Many libraries have mission statements which are ponderous, tedious, process focussed and boring — even to library staff and board members. Consequently, they are rarely seen or heard in public, and certainly never used as a marketing tool. However, application of the principles outlined by Wallace identifies the criteria which make for a successful mission statement which will invigorate the library's communications strategy and emphasise its value.

'Most bad mission statements sound like they were written by a committee and they probably were. Instead of sounding noble, they sound like to-do lists' Wallace remarks. So, after providing extensive tips on writing good mission statements, including words to use and words to avoid, she cuts to a totally new approach — epitomised by the Daly City Public Library's mission — Preserving yesterday; Informing today; Inspiring tomorrow and the Orange County Library system's Information, Imagination, Inspiration.

Following such outstanding introductory chapters, it was somewhat disappointing to find that the remaining pages (over half the book, in fact) were taken up with examples of existing mission statements, many of which meet few of Wallace's criteria of excellence. Most of the 104 sample statements vividly illustrate Wallace's contention that 'brevity is the exception rather than the rule in library mission statements', with some exceeding half a page in length and very few succeeding in being three lines or less.

The provision of a comprehensive list of additional resources and a Marketing Communications Plan work sheet among the appendices of this well-indexed book make it a useful adjunct to the library's strategic planning and marketing processes. It certainly aids in the construction of mission statements that work to market and build the image of the library. However, it may be that this one aspect of strategic planning does not warrant being made the subject of an individual publication. Perhaps if Wallace had extended this book to consider other aspects of strategic planning and marketing, such as the strategic analysis underpinning the mission statement, it would have resulted in a more useful publication.

Helen Dunford, TAFE Tasmania

Putting their finger on it

Witten, Ian H, and Bainbridge, David *How to build a digital library*. San Francisco, CA: Morgan Kaufman Publishers, 2002. 518p price not reported soft ISBN 1558607900

IN THIS BOOK, WITTEN AND BAINBRIDGE COVER BOTH THE THEORY OF DIGITAL LIBRARIES and the practicalities of building one, using the open source Greenstone Digital Library System software as an example.

They begin with four scenarios to illustrate the scope of digital libraries: the Humanity Development Library (some 1200 digitised books and periodicals) used by a co-operative organisation in rural Uganda; an online archive of physics research (over 150 000 papers in 2000); a proposed cultural resource to preserve the Zia Pueblo language and traditions (multimedia, with oral history interviews, videotapes, scores, and lyrics); and an experimental digital music library that supports browsing by humming a tune as well as more traditional searches by composer and title. These examples show both the versatility of their approach and the generic nature of their definition of a digital library: 'a focused collection of digital objects, including text, video, and audio, along with methods for access and retrieval, and for selection, organisation and maintenance of the collection'.

The second chapter covers basic concepts of bibliographic description and digitisation (the former will be very familiar to anyone who has studied cataloguing). Issues associated with the presentation of documents, metadata and search and browse interfaces are examined in detail, and the comprehensive description of Unicode, PostScript and PDF is particularly valuable. Markup (HTML and XML) and metadata (such as MARC and Dublin Core) are explained, followed by a discussion of techniques for automatically extracting certain types of metadata, such as dates, key phrases and acronyms.

Two chapters focus specifically on Greenstone processes: building a collection and delivering information to users. The book concludes with chapters on interoperability and emerging standards, and future developments and potential issues, such as preservation. There are many examples to illustrate the points being made, and the writing style is clear, with advanced technical issues described in a way that novices can follow.

Each chapter includes extensive notes, and there is a glossary, a bibliography and a subject index. An appendix covers installing and operating Greenstone. The companion website URL has changed from the one given in the preface, but I did find it on the publisher's web listing for the book. This uses the Greenstone software to provide access to words, figure captions, phrases and acronyms used in the book, and also includes updated versions of the Greenstone installation and operating instructions.

Overall, *How to build a digital library* is a welcome addition to existing material on creating digital libraries, complementing Arms' *Digital libraries* (Cambridge, MA: MIT Press, 2000) with a more technical approach. However, I would like to have seen a more extensive discussion of the use of a controlled vocabulary (including cross references) in the context of a digital library. The book would be useful as a text in

Overall, *How to build a digital library* is a welcome addition to existing material on creating digital libraries...

a course about creating digital libraries, and also for librarians who would like to know more about the issues and technical details involved in this area.

Brenda Chawner, Victoria University of Wellington

Myth or magic?

Wittenborg, Karin; Ferguson, Chris; and Keller, Michael A. *Reflecting on Leadership*. Washington, DC, Council on Library and Information Resources, 2003. 51p US\$15.00 soft ISBN 1932326 065

‘ [T] HE SEARCH FOR THE DEFINITIVE SOLUTION TO THE LEADERSHIP PROBLEM HAS proved to be another endless quest for the Holy Grail...’ (Charles Handy, *Understanding organizations*. 3rd edition, Harmondsworth, Middlesex, Penguin, 1985. See p93 ff). Still the quest continues. Deanna Marcum states in the introduction that ‘Selecting authors for this publication was extremely difficult, for our profession today has many outstanding leaders’. The three contributors, all from American university libraries, ‘write candidly and personally about how they developed an understanding of their own strengths and styles, what they believe leadership is...’.

Karin Wittenborg’s account (‘Rocking the boat’) is strongly personal and is also thin in parts. ‘Achieving something significant is almost always hard. Enlightened optimism gives me the confidence and courage to go forward, even in the face of opposition and obstacle. I don’t like even to entertain the idea that I might fail...’. This sounds like the late Dale Carnegie, but she does have more respectably intellectual points to make. The personal tone in her piece, however, really weakens its impact.

Chris Ferguson’s contribution (‘Whose vision? Whose values?’) is more intellectually challenging and fruitful. Ferguson deals with a style of co-operative leadership at Pacific Lutheran University. He points out that for certain results to be achieved ‘the most effective way of [creating these values is often for the leader] to get out of the way and allow the collective wisdom of the person to whom you have entrusted these services to bring them forward’... Service providers had been empowered to [search for new responses to new service demands], and leadership had to let go of direct control over that process’. He sums up the results of his experience: ‘...the paradox of leadership in the contemporary organisation — the leader leads yet follows, engages yet transcends, and teaches while learning’. His contribution is followed by a number of references. This is a thoughtful and stimulating treatment and could interest library ‘leaders’ in various types of library.

The last piece, by Michael A Keller (‘Scattered leaves: reflections on leadership’) is based on experience working for large university libraries. He is presently head of the Stanford University Library. In his introduction he states: ‘... university librarians need to be adept at taking the measure of and dancing to the tunes of deference and authority. Many faculty members have little or no comprehension of [library tasks]’. This is seeing things as they generally are! He pays tribute to what he learned about leadership from someone ‘who was a terrific mentor’, a point most of us would echo from our working lives. The influence of models (or the reaction against bad models)

It will serve as a good starting point in tutorials and discussions on the Holy Grail of leadership in academic libraries. Is Parsifal in sight?

can sometimes count for a lot. Keller also says: 'It was illuminating while developing my own skills as a librarian, to observe some poor examples of library leadership'. He is discreet enough to give minimal details of these. In academic librarianship '[a]nother significant asset is scholarly experience in a discipline, especially one that is heavily reliant on recorded information sources...'. Whilst the challenges of technology are mentioned by all three authors, Keller makes specific mention of the stewardship role of library managers, and of their need to 'ser[ve] as cultural custodians... [who] preser[ve] for future generations the information and sources we collect and apply'. These are points worth stating, even if they have an old-fashioned air about them.

With regard to the psychological aspects of leadership, Keller states that 'One learns to overlook certain behaviours... and not base policies on individual issues or prejudices... The times I have failed in this regard have given me anguished moments and memories'. A final quote:

Tending the strategic, while meddling only when necessary in the tactical, the essential day-to-day work of the university librarians' staff, is a key responsibility of the leader.

There are a number of other thoughtful points made by Keller. This publication is of value to academic librarians and all who are curious about what makes people effective as 'leaders' and colleagues. It will serve as a good starting point in tutorials and discussions on the Holy Grail of leadership in academic libraries. Is Parsifal in sight?

RL Cope, Sydney

Arming the CIO

Marianne Broadbent and Ellen S Kitzis *The new CIO leader: setting the agenda and delivering results.* Boston Harvard Business School Press c. 2005 \$US 29.95

THE BOOK 'IS THE CULMINATION OF YEARS OF RESEARCH AND HUNDREDS OF IN-DEPTH interactions... with CIOs and their executive colleagues'. It shows. Marianne Broadbent was recently awarded an ALIA Fellowship: her career is one answer to the old question 'What can you do with a qualification in librarianship?' and the answer in her case is: Plenty! And her contribution to this eminently accessible handbook underlines this. She and her co-author Ellen S Kitzis have worked with thousands of CIOs [who may be known through dozens of different titles] through Gartner's Executive Programs, and this book is a crystallization of those interactions in which theoretical concepts are examined, refined and honed into very sharp tools indeed. The structure of the book is simple: ten 'critical points of focus' provide a skeleton, and the explicit objective is to 'differentiate CIOs who will be enterprise leaders from those who won't...'. There is a total absence of hype, but an abundance of simple and effective maxims.

Broadbent is now Associate Dean at Melbourne Business School, and we have every reason to expect a new generation of better-informed graduates from that conservative institution as a result. There is also a generation of librarians, including this writer, who will regret that a text such as this was not to hand in the formative years

From anecdotal evidence it is quite clear that such a text should find a ready audience in the SES at both the state and federal government levels, and in the private sector...

of library automation: and not just librarians. From anecdotal evidence it is quite clear that such a text should find a ready audience in the SES at both the state and federal government levels, and in the private sector. It should be required reading for anyone involved in making macro decisions about IT in any context. The recent unhappy experiences at RMIT deriving from unfortunate software choices suggest that the potential audience for this book may be very wide indeed, as do recent sales in that the first printing has sold out.

The ten 'critical points of focus'? [IT here refers to technology and IS to the organisation responsible for managing IT and delivering IT services.]

1. Lead: don't just manage.
2. Understand the fundamentals of your environment.
3. Create a vision for how IT will build your organisation's success.
4. Shape and inform expectations for an IT-enabled enterprise.
5. Create clear and appropriate IT governance.
6. Weave business and IT strategy together.
7. Build a new IS organisation: one that is leaner and more focused than its traditional predecessor.
8. Develop and nurture a high-performing team in your IS organisation.
9. Manage the new enterprise and IT risks.
10. Communicate IS performance in business-relevant language.

In contrast to many management and IT texts, you can read this book in bed without falling asleep. The authors are both very fluent in their field and have a gift for distilling dense theoretical concepts into a form which is highly accessible and eminently applicable: a sort of Sun Tzu's *The art of war* for CIOs. The style is conversational ['...so you're not the only CIO in your enterprise...'] and engaging. Even more importantly the ideas are not abstractions, but firmly couched in the enterprise environment: demand-side leadership and supply side leadership are firmly embedded in recognisable contexts. The formidable practicality of Gartner and the gifts for intellectual refinement of the HBS Press have given us a wide-ranging and seminal text, and it is not surprising that this congeniality was recently formalised in a partnership between the two. If this title is anything to go by, it will be an imprint worth watching.

John Levett, ALJ