THE AUSTRALIAN LIBRARY JOURNAL

Journal of the Australian LIbrary and Information Association

The Australian Library Journal

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Editorial

With this, my first issue as Editor of the Australian Library Journal, I'm pleased to be setting the scene with a new Editorial Board who will be helping to shape the Journal's strategic direction in alignment with the rest of the ALIA Publishing portfolio.

There are a number of issues which we will be teasing out over the next year, including the need to work with the creative tensions inherent in any journal's attempt to appeal to a wide range of practitioners while aspiring to reach recognised standards of a high quality, research-based publication. I am cautioned to keep in touch with the Journal's readership by one of my predecessors, John Levett, who in his parting editorial wrote: 'whilst ALJ might properly honour scholarship and publish scholarly works, its readership, already limited, would diminish further if it omitted, or worse, rejected those proud accounts of 'how we do it at my library'. (2006, 281) We will aim for a balance, and have adopted the description: 'ALJ is an internationally recognised journal that showcases the best of Australian library and information research and practice.'

This issue comprises five articles covering a number of topics relevant to practice in all types of libraries. Fiona Duthie looks at the vexed question of the ethics of censorship, particularly focusing on public and school libraries, where practical interpretation of sometimes 'high sounding' codes and policies, and guidance in making decisions, are much needed. Peta Wellstead has conducted her research into the information seeking behaviour of males in stressful, everyday-life situations. She raises the issue of how vulnerable and 'hard-to-reach' groups might be served better if social marketing campaign designers and online community information services engaged librarians and their information management expertise. Joan Ruthven returns with part two of her study, this time exploring the training needs and preferences

of adults in using public libraries' online databases. Fiona Blackburn reflects on her observations and experiences with electronic and social networking learning technologies in a public library, which she views as 'an alternative learning space'. Information literacy is a thread which runs through all these articles, highlighting the necessity for librarians to be skilled in helping their clients to access information in an online world.

In an initiative intended to encourage and mentor novice authors, we are introducing a new regular feature, 'Scholarship-in-practice', in which articles contributed by Library and Information Science students will focus on topical issues. The first series will be edited by Kate Davis, whose introduction provides more detail about this feature, and precedes an article on web archiving by Lachlan Glanville. And ALJ's regular book review section, compiled by Gary Gorman, continues to provide an invaluable guide to the latest literature of our profession.

John Levett, in the same editorial quoted above, lamented the 'variable success' of the Journal's attempts to 'provoke, resuscitate, revive, and sustain debate in the profession' as signified by the paucity of correspondence appearing in the 'letters to the editor' page (p. 282). Perhaps times have changed? There is much in our profession to prompt discussion, and to quote Fiona Duthie, who invites debate about the controversial topic of censorship: 'It is hoped that in this arena, many voices will continue to be heard. Perhaps there will never be a decisive conclusion. It may even transpire that ongoing, constructive debates and discussions are the best possible outcomes. They

are a testament to the purposely dynamic nature of the library and information environment which strives unceasingly to seek, test and employ new and creative methods of imparting information.'

Finally, I would like to thank and acknowledge my predecessors for their legacy – a journal which is the flagship publication of ALIA, providing an historical record and a research base for our profession. Each editor has had a unique influence on the Journal's evolution, and on the intellectual life and practice of librarianship in Australia, and the ones I have known personally I would like to acknowledge. John Levett provided thought-provoking, grounded, and entertaining commentary over many years; Ian McCallum's leadership took the Journal to new levels of achievement, with award winning content, recognised international indexing quality, and high ratings from ALIA's members; and Ian's insightful editorials and wry commentary provided an invitation to the Journal's contents and an apposite assessment of the context; and most recently Helen Partridge provided continuity as interim Editor, foreshadowing new directions. I am honoured to join this clan of editors, all of whom, I suggest, appreciate and value, as I do, the written word, and the position of trust in which we are placed by The Journals's authors and readers, and profession at large. I value words for the precise meaning they convey as well as the fascinating way that meanings evolve – English is a living language. I am fascinated by the derivations of words, and the use of grammar to elucidate and communicate intent (and I even confess to enjoying browsing through my new Chicago style manual, which must make me something of a pedantic 'word nerd'). I also value words for their inspirational qualities. To be

published and have one's words recorded forever in the public domain, I believe, is an awe-inspiring responsibility. There is an inevitable selection and interpretation that an editor brings to an author's work, and the challenge is to do this with as light a touch as possible. The previous editors have left their mark, helping to shape our profession through their focus and their commentary, and I will endeavour to serve the profession as well.

So with these opening remarks, I say welcome to the August issue of The Journal. I extend to all our readers and authors an invitation to contribute to the intellectual life of our profession by reading and writing, observing, reflecting, discussing and putting into practice the ideas and evidence-based research outcomes that we showcase in this and ensuing issues.

Ann Ritchie
ALJ Editor

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ARTICLES

Libraries and the Ethics of Censorship

FIONA DUTHIE

This paper reviews a selection of literature pertaining to the subject of censorship in modern libraries. It interrogates the literature in terms of the ethical debates informing much of the contemporary academic writing on this subject. A multi-pronged approach to the subject is adopted. The review includes evaluations of the relevant aspects of particular professional codes and statements. It also evaluates opinions that have been proffered with regard to the use of Internet filters in public libraries. In public libraries, librarians must also decide whether to enable an entirely free flow of information from other mediums or to take it upon themselves to protect readers from material that might be considered harmful. These issues are complicated further in school libraries where the question of a particular duty of care to young minds arises. This paper also investigates recent representations of libricide, the most extreme form of censorship which manifests in the destruction of libraries and the burning of books.

> *Fourteen centuries have learned,*
> *From charred remains, that what took place*
> *When Alexandria's library burned*
> *Brain-damaged the human race.*
> *Ted Hughes, 'Hear it Again'*

Introduction

The term 'censorship' is notoriously difficult to define. Although censorship is often seen as 'an enduring feature of all human communities' (Jansen 1988, 4), the concept is fluid. Even a legal definition is almost impossible to attain. However, it is generally accepted that the key aspects of censorship involve 'those actions which significantly restrict free access to information' (Moody 2004). Despite strong anti-censorship statements in professional association codes, the library and information sector often plays a major role as a censor.

There is a wide range of recent literature devoted to the issue of censorship in libraries. This literature bears witness to the fact that this is a highly controversial subject, encompassing legal, professional, social, political, and ethical issues and often giving rise to powerful emotions. If a gap exists in the contemporary literature relevant to this subject, it lies in the effective absence of documentation regarding the perspective and opinions of the customer, except perhaps in the case of concerned parents seeking to safeguard the interests of small children. Nearly all of the voices that are heard emanate from academic critics, professional organisations, government departments, and from the librarians.

This paper will review a selection of literature pertaining to the subject of censorship in modern libraries. It will interrogate the literature in terms of the ethical debates informing much of the contemporary academic writing on this subject. In particular, there is the question of the librarian's role and whether a moral duty exists to protect the public from material that might be considered harmful or whether the restriction of access to

information of any kind is itself unethical. The paper includes evaluations of the relevant aspects of particular professional codes and statements, an analysis of arguments regarding censorship of the Internet, discussion of the particular problems faced by public and school libraries, and an investigation of the most extreme form of censorship that manifests in libricide. Though critical evaluations of each source are included, it is not the principal purpose of this review to advance a particular argument but to offer a compendium of the various controversies associated with the ethics of censorship in libraries.

This review focuses upon literature relevant to the ethical issues of censorship in libraries and therefore does not include extensive mention of literature explicating the purely legal aspects of matters relating to censorship such as intellectual property and copyright. All of the primary texts are recent publications, extending no further back than the late 1990s. The scope is confined to scholarly and professional publications and excludes the popular media and fictional works. The review is primarily concerned with the Australian situation, but does include some assessments of works relating to censorship practices in America. There are also some references to practices in totalitarian regimes such as Iraq, Communist China and Nazi Germany.

The Codes

Many ethical codes relating to censorship in libraries are forthright and uncompromising in their statements. According to the professional code of the Australian Library and Information Association, all professional librarians must avoid censorship at all times; they should be 'committed to intellectual freedom and the free flow of ideas and information'. Similarly, the International Federation of Library Associations states: 'IFLA calls upon libraries and library staff to adhere to the principles of intellectual freedom, uninhibited access to information and freedom of expression and to recognise the privacy of the library user' and IFLA 'does not discriminate due to race, creed, gender, age or for any other reason'. The American Library Association follows suit:

ALA actively advocates in defense of the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment. A publicly supported library provides free and equal access to information for all people of that community. We enjoy this basic right in our democratic society. It is a core value of the library profession.

The current laws and regulations relating to censorship in America are illustrated in more detail by the American Library Association in their *Intellectual Freedom Manual*. This text advocates what is in many ways a moral duty to avoid censorship. The manual examines the *Library Bill of Rights* and various other statements made by the American Library Association, all the while reiterating the belief that all forms of censorship must be opposed. According to the manual, censorship stifles democracy (1996, xiv), libraries ought to be 'centres for uninhibited intellectual inquiry' (1996, xvii) and library collections must be as diverse as possible. These are worthy objectives but they are generalised. Potentially, they may result in an abdication of responsibility towards many vulnerable library users. The book is dismissive of any recommendations to implement restrictions. For example, it claims that demands for restrictions in order to protect children or to reduce the proliferation of pornography or to avoid giving offence to certain sectors of society are 'excuses' to initiate a 'return to more conservative times' (1996, xv). Furthermore, the introduction of 'sweeping anti-pornography' or 'antigay' 'rights legislation' would only 'limit the availability of constitutionally protected information' (1996, xv).

It must be acknowledged that the tone of the book is not entirely bombastic and some concessions are made. While it argues that professional librarians need take no action (1996, 21), parents are fully entitled to restrict the reading of their own children. However, for the most part, the tone the text adopts towards any would be censors is unyielding and sometimes almost patronising: 'The censor may not understand that a request that certain works be labelled or restricted, if fulfilled, would lead to an abridgment of the rights of other library users'

(1996, 242). This book gives an insight not only into a certain aspect of American culture, but also into the danger of allowing a mandate against authoritarian control to become equally dictatorial.

If the *Intellectual Freedom Manual* truly represents the views of the American information sector then arguably, their approach to avoiding censorship has been carried to some extremes. However, it must be acknowledged that though it may be the manifestation of the dominant authority, other voices also emanate from America. In contrast to the *Intellectual Freedom Manual*, the professional code delivered by the American Society for Information Science and Technology is markedly mild and moderate, if overly generalised. It 'urges its members to be ever aware of the social, economic, cultural and political impacts of their actions' and to 'inform their employers, clients or sponsors of any circumstances that create a conflict of interest'. Evidently, though the injunction to avoid censorship is prevalent throughout America, some information sectors are rather more rigid in its interpretation than others.

The Australian Library and Information Association, the International Federation of Library Associations, the American Library Association, and the American Society for Information Science and Technology are all reputable professional associations. Many of their publications have provided considerable assistance to their members. However, relevant literature reveals that certain aspects of these codes have frequently been subject to scathing criticism. Indeed, this paper also submits that the statements made in the ethical codes under examination are far too sweeping and fail to account for the fact that each type of library has different priorities and perspectives and different forms of pressure are brought to bear upon each of them. Even the *Intellectual Freedom Manual*, which is a treatise comprising a few hundred pages rather than a succinct, one-page code, is sorely lacking in detail or depth. Therefore, the codes and statements can be of little use to librarians in the workplace who find themselves in a situation that is in any way complex. It is because complicated situations arise so frequently that noted critics such as John Thawley censure ALIA and its brother

organisations quite severely, arguing that the codes of practice are in desperate need of 'fine tuning' (1997, 132).

Overall, at least in Australia and America, if the sources cited here can be taken as representative of the general situation, it would seem that little regard should be given to written ethical codes relating to censorship. Many librarians and library workers seek specific instruction that takes account of complex situations while the codes, statements and manuals offer bland generalisations or the simplistic rigidity of fundamentalism. As a result, quite often and quite rightly, they are dismissed entirely. As the following sections of this review will demonstrate, individual libraries and even individual librarians are often required to make unilateral decisions with regard to censoring their collections.

The Internet

The Internet is a technological marvel that has altered the nature and practices of libraries around the world. Where once libraries were patronised only by readers and traditional researchers, many now use libraries solely for Internet access. Though many of these users are scouring the web for research information, there is also a heavy demand for social networking facilities (Australian Library and Information Association 2009, 14). However, as informative and socially engaging as the Internet can be, it is also notorious as a medium for pornography and other materials that are considered by many to be both objectionable and harmful. For this reason, in many public libraries, children under the age of twelve are excluded from Internet use (Australian Library and Information Association 2009, 13). In many instances, even adults are not granted an unrestricted licence to browse the World Wide Web. On the contrary, Internet filters are employed as a censorship tool in many public libraries (Gorman 2000, 94).

In view of the fact that exclusions and filters are a clear violation of the injunctions of several professional codes to avoid censorship, it is perhaps surprising that in the literature under discussion, no great furore has ensued. On

the contrary, not one of these texts or articles challenges the ideologies prompting the widespread use of filters. In various ways and to various degrees, all endorse the notion of a moral obligation to protect the public, particularly its younger members, from harm. Michael Gorman simply states that it is sometimes necessary 'to make small accommodations' to the forces pressing on a librarian 'in order to preserve the greater good of the library and its users' (2000, 92). David Wilson is in accord, arguing that the prevalence and nature of the Internet has prompted a 'changed focus of our censorship laws' (2008, 697) and libraries are obligated to protect the 'public good from injury' (2008, 697). The tone of Niels Pors' article is flatly emphatic and not open to argument: 'Libraries have always been filtering institutions' and 'everybody acknowledges that giving access to information on the Internet is a phenomenon qualitatively very different from building a collection' (2001, 311). The more vociferous Irina Trushina goes further, and gives extreme examples of the dangers of free access in order to illustrate her arguments. She writes: 'Very few librarians would feel satisfied when assisting teenagers in finding some Web resources detailing suicide techniques or romantic death stories' (2004, 418). Still fewer would endorse the notion of providing an aspiring terrorist with information on 'feasible homemade bomb techniques' (p. 419). However, hyperbole aside, Trushina's article, like the others under examination, cogently argues the case that no law or regulation can be absolute. Once again, the point is made that official injunctions against censorship are in dire need of some flexibility.

Overall, it would seem that at least some aspects of censorship in modern times are much less controversial than others. Certainly, the literature under discussion in this section suggests that the Internet is often regarded as an absolute and perfectly acceptable exception to all official mandates against censorship. Librarians are perceived as being not only collectors of information but also as protectors of people. If they were to neglect this role, the image of the profession would be tarnished.

Practicalities of Information Ethics

The Broad View

Whatever the rights and wrongs of the situation, in practical terms censorship is often represented as impossible to maintain and ultimately ineffective. The authors of *100 Banned Books: Censorship Histories of World Literature* are unashamedly forthright on the subject: 'When you look back over the centuries of censorship and see the incredible range of books and authors whose works were suppressed, you can only be struck by how absurdly ineffective and useless it has been in the long run' (Karolides, Bald and Sova 1999, xi). Building from this premise, a reader of *100 Banned Books* may conclude that there is no sustainable ethical argument in favour of censorship because ethics are subjective, bound to particular cultures and subject to change.

100 Banned Books examines an extensive range of literature written over a period of centuries, all of which has been suppressed at some time by various bodies on political, religious, sexual or social grounds. It emphasises the argument that the judgements prompting such censorship are inescapably skewed. Furthermore, the act is futile. Literature deemed to be unsuitable for public circulation by a particular cultural authority at a particular point in time is almost invariably resurrected and even lionised at a later time by another cultural authority with a different view. Works such as Flaubert's *Madame Bovary*, now considered a classic, were once the subjects of court cases. Intermittently, the authorial tone is subtly mocking of all censors. In the view of this work, not only are many censors hopelessly blinded by cultural prejudice, they also display a patent lack of understanding with regard to the literature itself. For instance, amongst many varied examples, the book highlights the splendid irony of certain authorities banning both Harper Lee's *To Kill a Mockingbird* and Mark Twain's *The Adventures of Huckleberry Finn* on the specious grounds that they were racist when both books, though admittedly containing some objectionable terminology, are dedicated to the eradication of racism.

100 Banned Books is in many ways a polemic. Not once in the course of its many pages is an opposing perspective so much as considered. However, whether or not one accepts all or any of their arguments, it cannot be denied that Karolides, Bald and Sova have researched their chosen subject with admirable thoroughness. This fact alone allows the study a place amongst the landmark publications regarding the censorship of literary works.

Public Libraries

The matter of practicalities can present particular problems when presented to public libraries of the modern world. Kim Moody's article 'Covert Censorship in Libraries: A Discussion Paper' is considerably narrower in focus than *100 Banned Books*. It also presents an interesting contrast to the *Intellectual Freedom Manual*. While the latter is adamant that censorship must always be avoided, in effect, Moody's article demonstrates the incompatibility of the prohibition on censorship and its practical application. As Moody argues, officially the library and information profession is opposed to censorship, but battling manifestations of it, particularly when they appear in their more covert forms, is 'difficult and complex'.

Moody gives many examples of unavoidable censorship in public libraries. Some forms she views as desirable, others as regrettable. She reiterates and subtly endorses well-known ethical arguments advocating the removal of 'racist, sexist, homophobic', and 'anti-semitic' materials from public libraries. Coupled with the ethical argument is the prosaic fact that an avoidance of controversy is often the only practical course open to a librarian. However, while librarians may be obligated, both practically and ethically, to distance the public from certain materials, other forms of censorship may do the public a disservice. Sadly however, they are equally unavoidable. Moody goes on to describe some of the ways in which many libraries are compelled to bow to pressure from funding bodies, such as the government, by removing certain items from public circulation. The most insidious forms

of censorship she describes are self-censorship and inappropriate cataloguing. Self-censorship is governed by the prejudices and preferences of individual librarians. Although this stance is not always consciously adopted, it often determines which books are purchased for the library and which books are promoted within it. Quite often, many books of value are overlooked in this process. Similarly, items that are labelled or catalogued inappropriately are likely to escape the attention of researchers investigating the area to which they truly belong.

There is much to be admired in Moody's article. There is no obvious indication of prejudice and her work is clear and concise with insightful and wide-ranging ideas. Most significantly, Moody offers a wealth of practical experience garnered from various quarters to counterbalance the rather idealistic notion propagated by several professional organizations that censorship can and should be opposed in all cases. Indeed, at the essence of this article is practical advice. This article transports the reader from the relative security of straightforward and uncomplicated professional codes to the minutiae of everyday life in the library.

School Libraries

Traditionally, the primary purpose of a school library is to supplement the school curriculum (Kirk 1990, 2). In practice though, the policies of school libraries have evolved considerably and like public libraries, school libraries seek to satisfy many of the information, leisure, cultural, and social needs of the children they serve. However, though there are routine exceptions as demonstrated by Moody's article, in a public library, librarians are frequently able to justify the inclusion of materials under challenge (Credaro 2001, 1). This relative security might account in part for the tone of Moody's article which is seemingly without prejudice or emotive force. In contrast, a multitude of books have been removed from circulation in school libraries, particularly in primary schools. Indeed, the subject of censorship in school libraries has frequently given rise to virulent and often conflicting arguments.

A librarian who also holds the position of school teacher must balance the professional imperative to avoid censorship with a duty of care. Some argue that such a librarian might be said to be acting in loco parentis and therefore, introducing some form of censorship might be to act 'in a more ethical manner than a professional association which tries to pretend that its members can stand aside from engagement with real ethical dilemmas and merely apply some simple rules' (Brophy 2003, 229). Others such as Jennifer Cram are distinctly contemptuous of what has been called 'the fear or anxiety about the public uttering or writing of particular words' coupled with 'the erroneous belief that people, particularly if young, will be recruited to the lifestyle and behaviour depicted in the book' (Cram 1996, 91). Still others claim that to withhold information from burgeoning young minds is to do them a grave disservice.

A prominent example of the literature against censorship in school libraries is 'Selection or Censorship: Libraries and the Intelligent Design Debate' by Michael and Connie O'Sullivan. The O'Sullivans are unequivocal in their argument that there have been instances in which censorship has retarded the intellectual development of children, an act they depict as morally wrong. As their principal example, they cite a case from 1999 in Kansas in which the study of evolution was removed from the school science curriculum and books pertaining to the subject were removed from the library. This was done in deference to pressure groups who were demanding that a fundamentalist approach to creationism be the only theory taught to the students. As the O'Sullivans phrase their view of the issue, advocates of creationism, a 'so-called new scientific theory', have unfortunately been 'successful in their attempts to undermine the teaching of legitimate science in the science class' (2007, 201). The O'Sullivans believe, as do many, that school libraries ought to house materials supporting both sides of controversial issues (2007, 202).

Though it does not necessarily detract from the writers' argument, the O'Sullivans' article, like many of the other texts germane to the issue of censorship in school libraries, is a document of passion rather than reasoned argument. However, as controversial as this subject is, the belief that librarians owe an ethical duty to their young readers and that the questions of censorship play an integral role within that duty has not been called into question. Both armies seek to elevate the welfare of children, one by offering the variety of protection that preserves innocence and the other by imparting what they view as a comprehensive education.

Libricide

The most extreme form of censorship is libricide, which is defined as the deliberate destruction of a library and its contents with the specific purpose of preventing access to certain information and modes of thought. Much of the literature devoted to describing the practice of libricide is principally designed to impact upon the emotions of the reader. Vivid imagery is their keystone. As James Raven writes in *Lost Libraries*: 'When books burn, drown or are carted off as war booty, the images are often indelible' (2004, 8). Similarly, Lucien Polastron inverts the famous quotation from Heinrich Heine: 'Where they burn men, they will eventually burn books' (2007, 190). In the vast majority of this literature, censorship is portrayed as an evil resulting in irredeemable loss to every society's store of knowledge and culture.

One of the most comprehensive texts on the subject is Rebecca Knuth's *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the Twentieth Century*. The form of censorship described in this book is not undertaken merely to obstruct freedom of access to information, it is designed to prevent freedom of thought. Knuth investigates the mass destructions of books and libraries performed by several totalitarian regimes including Nazi Germany and China's Cultural Revolution. Her most recent example is Iraq's invasion of Kuwait in the early 1990s. As Knuth assesses the motivations behind each case, it becomes clear that her primary goal is to highlight the power of the written word and to evoke a sense of tragedy when that power is destroyed.

In her view, books, 'by their very existence and coexistence with the entirety of the world's print literature, support individualism, pluralism, creativity, rationalism, freedom of information, critical thinking and intellectual freedom' (2003, 236). Therefore, the destruction of books is seen as an imperative in most totalitarian regimes in order to 'homogenise national discourse' (2003, 54). In Knuth's view, this process always entails great social and political damage.

Knuth's book is specifically designed to promote an understanding of the 'twentieth century's plague of book destruction' in the fervent hope that readers will 'take active steps to protect the common cultural heritage of the world' (2003, vii) and prevent any cases of libricide in the future. This idea is undoubtedly meritorious, though perhaps overly ambitious. Like the *Intellectual Freedom Manual* and much of the literature pertaining to censorship in school libraries, the tone of *Libricide* is not so much academic, by which is meant detached and coolly analytical, as almost passionate. However, Knuth's book differs from the *Intellectual Freedom Manual* in that it does not reiterate a single ideal, all the while ignoring or rejecting the political and social implications. Knuth freely confesses that her own 'national, cultural, political and social prejudices' are reflected in her work (2003, xii). This is inevitable and for this reason, she argues that it is necessary to analyse the motivations behind specific cases of censorship by destruction in some depth before unilaterally condemning anyone who disposes of a text as a vandal and a destroyer of civilisation.

The sheer detail included in Knuth's descriptions of historical events and the accompanying extensive referencing give evidence of careful research and considered arguments. Many of the ideas and arguments presented in the book are not only instructive, well informed and often challenging but also, as a result of the book's passion, they are not to be swiftly forgotten by the general circle of readers. This book draws attention to the heavy responsibility resting upon the shoulders of many information workers. It stipulates that books and other sources of information can be powerful

commodities and great care must be taken in their dissemination.

Interestingly however, contemporary opinions on the subject of libricide are not uniform, any more than the literature examined in the other sections of this review is entirely free of controversy. Knuth acknowledges discrete cases in which the burning of books is not necessarily wrong. Other writers go further in their challenge to the premise that burning books is invariably evil. Melinda Harvey poses a pertinent question: 'Could it be that the destruction of books is sometimes a positive act, and, occasionally, a necessary one?' (2009, 5). The burning of books can be cathartic. For example, when a totalitarian regime collapses and books propagating the propaganda of that regime are destroyed, the intention is to liberate the minds of the people, not to subjugate them. Harvey's measured tone presents something of a soothing contrast to the other texts discussed in this section. It also demonstrates an astute capacity to view the premise that burning books is always wrong, something that has become almost a truism, from a differing point of view. Voices such as Harvey's ought to be heard in any arena but particularly in one as controversial and emotionally charged as extremist censorship.

Conclusion

In conclusion, as demonstrated by the literature rising from various scholarly mediums including the publications of professional organisations, articles in online academic journals, newspaper articles, and historical studies, there are multitudinous forms of censorship ranging from the fanaticism of book burning to the comparatively innocuous cases of inappropriate cataloguing. It is also clear that attitudes towards the practice of censorship and the ethical questions incumbent upon it differ in equal measure. Censorship in school libraries is an issue often subject to unbridled passion and controversy. All of the contenders however, believe themselves to be acting in the best interests of the children. In contrast, Moody's article and the articles relating to censoring the Internet constitute a pragmatic acceptance of

the inevitability and even the desirability of some censorship in public libraries. *100 Banned Books* is equally pragmatic, if rather more dogmatic, in its exposition of the futility of censorship. Two forms of extremism are examined in this review – the extremist censorship described in *Libricide* and the extremist methods of avoiding censorship displayed by texts such as the *Intellectual Freedom Manual*. Both texts however, depict censorship as a moral affront.

Just as the arguments surrounding the subject of censorship are often diametrically opposed, so too does the scholarly quality of the texts under examination in this review differ considerably. This is in spite of the fact that, without exception, all purport to be primarily academic in nature. It is clear that some studies have been researched with greater assiduity than others. Furthermore, bias, even bigotry, is evident in many of these works. The arguments contained within these texts are often valid but many writers fall prey to unbalanced emotion and seek actively to vilify their opponents, an act highly likely to be detrimental to scholarship. As Stuart Macintyre argues: "The object of war is to vanquish the enemy. The duty of the scholar is to seek understanding. Adversarial intolerance is inimical to the principle of academic freedom" (2004, 9). Debate is often healthy; acrimony is almost invariably destructive. However, the charge of being unscholarly could not be sustained against every publication included in this review. Others, though not uncommitted to a particular argument, strive to be comprehensive, and gently refute opposing opinions with reasoned and accommodating discussions.

The subject of censorship in libraries is likely to remain a site of controversy. It is hoped that in this arena, many voices will continue to be heard. Perhaps there will never be a decisive conclusion. It may even transpire that ongoing, constructive debates and discussions are the best possible outcomes. They are a testament to the purposely dynamic nature of the library and information environment which strives unceasingly to seek, test and employ new and creative methods of imparting information.

Of course, this review is not exhaustive and it is submitted that an investigation into the opinions and arguments of the general public with regard to censorship in libraries, an area of the subject hitherto neglected, would reward academic scholarship. At this juncture however, regardless of the strictures espoused by some high-profile professional codes, it would seem that at least some forms of censorship in the library sector are often perceived as both inescapable and ethically sound. Therefore, at least in this country, it is generally felt that a heavy responsibility rests upon the shoulders of library workers to fulfil their duty of care towards vulnerable readers by shielding them from materials that may be harmful, all the while being careful not to thwart their right to access a great variety of materials in the information society that is modern Australia.

Fiona Duthie

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Delivery of everyday life information: opportunities and challenges for the library and information profession in Australia

PETA WELLSTEAD

Men are over-reported in the statistics for premature death in Australia for all major causes of ill health and accident. While general health is poor, male suicide is also a significant public health issue. Notwithstanding these concerns research shows that men are reluctant to engage in information seeking to enhance their health and wellbeing. This paper reports on aspects of a small pilot study that investigated the information behaviour of a group of Australian men who had faced a significant stressful life event. The paper provides background to some of the theoretical concerns evident within the scholarship of human information behaviour as it relates to the world of the everyday, particularly for hard-to-reach groups. It also discusses the strengths and weaknesses of current information delivery and support to Australian men across the lifespan. As a result of the findings from the study, the potential opportunities for Australian library and information professionals to have a broader presence in the development and delivery of everyday life information products are discussed.

Introduction

This paper reports a small pilot study that examined the information behaviour of a group of Australian men (n=15) who had experienced a stressful life event for which they needed help and support. A secondary component of this study consulted with these men and a group of professionals (n=6) who provide help and support to men regarding strategies to engage more readily with information in order to improve their health and wellbeing. The paper reports findings from this study and provides background to some of the theoretical concerns evident within the scholarship of human information behaviour as it relates to the world of the everyday, particularly for hard-to-reach groups. It also discusses the strengths and weaknesses of current information delivery and support to Australian men across the lifespan. As a result of the findings from the study, the potential opportunities for Australian library and information professionals to have a broader presence in the development and delivery of everyday life information products are discussed.

The author has had extensive experience in the delivery of information in non-library settings and in the development of programmes to support the work of staff who work in agencies which undertake this work. The research was undertaken to highlight the potential of library and information professionals in Australia to offer greater support to the work of these agencies, and to assist with the development of information resources for dissemination in non-library settings more generally. The research was conducted as a result of two major concerns:

1. that the everyday information needs of hard-to-reach groups are neglected in the current information environment; and

2. that library and information professionals have much to offer the effective dissemination of everyday life information in non-library settings.

While there are numerous groups in Australia who would benefit from research into their information needs in the world of the everyday, this study focuses on Australian men due to their statistically measurable need.

Men die in Australia, on average, six years younger than women. Compared with women, men in most age groups have higher mortality rates for stroke, diabetes, cancers, ischaemic heart disease, bronchitis, emphysema, injury, poisoning, accidents and drug dependence (Australian Bureau of Statistics 2008; Verrinder and Denner 2000). Studies both in Australia and overseas have shown that men in countries with a dominant Anglo culture are also more likely than women to have unhealthy lifestyles, drink too much, smoke too much, eat a less healthy diet and engage in risk taking and/or aggressive activities which affect their health outcomes (Connell 1999; Griffiths 1996).

While the statistics for general health outcomes for men are poor, statistics for suicide for Australian men, compared to women, are also of considerable concern. The suicide rate in Australia in 2005 for males standardised over all age groups was 16.4 per 100,000 while the corresponding rate for females was 4.3 per 100,000. Throughout the period 1995 to 2005 the male age standardised suicide death rate was approximately four times higher than the corresponding female rate (Australian Bureau of Statistics 2008).

Research also shows that, notwithstanding their poor physical and mental heath outcomes, men face particular barriers in accessing information and support during stressful life events, and across the lifespan more generally (Ginman 2003; Good, Borst and Wallace 1994; Jorm 1996). This paper reports research that examined the information behaviour of a group of men who had

experienced a stressful life event. It also canvassed the views of a group of professionals offering information and support to men to determine some of the issues related to the information seeking of Australian men. The research examined ways that the skills and knowledge base of library and information professionals can more readily provide input into the development and distribution of everyday life information.

Provision of everyday life information

Information seeking and use in everyday life can, largely, be broken into two complementary processes:

1. The development of information products and information delivery strategies by the agency which has a need to inform; and

2. The uptake and subsequent use of information products by the community in order to become informed.

Each of these complementary processes has embedded within it a myriad, and perhaps limitless, number of information behaviour tasks.

It is clear that as a community we have developed an ever increasing sophistication in the development and delivery of information products, in part as response to the development and wide scale adoption of information communication technologies (ICTs), particularly the Internet and desk top publishing. Conversely there appears very little understanding of what people actually do with this ever increasing information load when they receive it. It is the ultimate goal of this research to support and reinforce the premise that 'information and knowledge have impact only to the extent that they result in action' (Chatman 2000, 9). While a key performance indicator may be 'provide information to the public' whether the public become informed by this information provision is an entirely different matter.

Information providers need to be aware of how various groups in the community seek and use information, in order to ensure information delivery is effective, particularly within diverse

communities. It is the effective use of information which will increase knowledge and assist citizens to embrace civic pluralism and enhanced wellbeing. In order to support this endeavour information professionals need to develop skills which will allow for greater understanding of the 'social world' of their communities (Chatman 1991, 2000; Chatman and Pendleton 1998) and the processes for information transfer which operate within them. This is especially so where the information is of a complex nature and citizens are under stress, or duress.

When considering information seeking for everyday use, what is universal is the need to gather information which is relevant to our situation and provides some capacity for 'sense-making' (Dervin 1983/2000, 1992, 1998) of the world in which we find ourselves. When seeking information it must be provided in language, style and format which will add meaning to our existing social and cultural perspective. Very few people have the capacity to store information which is not needed and 'an item can only be, or become, relevant by being added to an individual's stock of knowledge or information and by relating it to an individual concern or value' (Wilson 1973, 458). In order for information for everyday living to have impact there is an assumption that links to existing knowledge have to be made in order to be able to store new information (Grunert 1986, 103). There is a plethora of diagrammatic and descriptive models of information seeking and use (for an overview, see Case 2007). In many of these models there is a focus on stored memory and appending knowledge to existing cognitive processes. Even for regular and everyday information choice activities such as shopping, it appears that 'acquired and processed information is stored as an extension of memory so that when a need arises (for themselves or others) to evaluate a product, individuals can access these stored sources' (Vogt and Fesenmair 1998, 553). This suggests, perhaps, that we cannot learn things about things of which we know nothing. Using information and in turn increasing knowledge is a transitional process from 'distressing ignorance to becoming informed' (Buckland 1988, 115).

Notwithstanding the library centric focus of most of the professional practice of information studies graduates in Australia it is sobering to remember that most information seeking and use occurs outside libraries and in the small world of the everyday. The most used information sources for most people are peer kin contacts (friends, family and relatives). People meet, talk, and ask advice from people essentially like themselves (Chatman 1985, 1996; Dervin 1976, 1983/2000).

The provision of high quality information resources to support this everyday information behaviour is essential to ensure that citizens are adequately informed. Increasingly, self reliance and self determination are common threads of Australian life and the need to be effective citizens is an important goal of much information seeking in the world of the everyday. Access to high quality everyday life information is the key to this meaningful participation in society (Chen and Hernon 1982; Dervin 1976; Marcella and Baxter 2000; Savolainen 1995). With this increased expectation of self reliance and self-determination there has been a subsequent increase in the information that citizens need in order to gain access to society and to participate effectively in it.

The role of the library profession in supporting the information needs of average citizens has a long tradition. The heritage of the profession, and the role of the public library, during the era of Mechanics Institutes and the like (Dewey 1927; Kandel 1937; Learned [1924]), provide scope for a reframing of an interest, as occurred in the 1970s and 1980s (see for example, Childers 1982; Donohew and Springer 1980; Fergus 1980; Garrison 1982) within the library and Information profession in Australia, of supporting the information needs of average citizens; it also presents considerable opportunities and challenges. This style of praxis appears to be more readily embraced in some other countries. For example, in Finland a major study of the health information behaviour of citizens has been undertaken with the auspice of the Department of Information Studies faculty at Abo Akademi (Palsdottir 2003); in the USA, the Information School at the University of Washington sponsors a major research institute, Information Behaviour

in Everyday Contexts (Information School at the University of Washington 2009); and the Swedish School of Library and Information Studies also has a strong presence in this field.

A study of graduate employment outcomes for graduates from the library and information studies courses 1998 2002 from the university where this current study was undertaken (Genoni and Smith 2005) does not list everyday life information services as a category of employment, nor does it list the more traditional term of community information services. There is a category 'other information work' but this is unspecified. As can been seen by the international examples above, there are significant employment and consequent research opportunities available within support services seeking to engage the community with information resources to support the world of the everyday. Recording the role of information professionals in these agencies in Australia would provide important data for library and information studies educators and those planning careers in the sector, particularly new graduates.

Many respected community agencies in Australia (for example, Lifeline and Citizen's Advice Bureau) undertake high profile information and referral activities and produce a range of information products which are used widely to support the everyday lives of the community. Much of this information is now offered via the Internet. Most of these agencies do not employ library and information professionals to develop information products or to deliver information to their clients. This work is usually undertaken by a range of other professionals, paraprofessionals, and volunteers from a range of backgrounds. In Australia the skills of library and information professionals have much to offer this non-library information and referral sector by supporting information product design, information dissemination, and information literacy; but the library professionals, and the institutions which train them, need to value this work and see it as a worthwhile professional goal. The rise of the Internet as a primary information seeking tool in the world of the everyday makes this need even more acute.

Scholars in the field of everyday life information have been airing these concerns for some time. As early as 1977, well before the introduction of the Internet, Brenda Dervin, whose sense making theory forms the methodological centre of this current study, suggested that there are serious implications for the library and information profession if it continued to see itself in terms of a normative view of information and service. She suggested that this approach does not work for most individuals and that increasingly:

> more and more comprehensive and complex information systems are organized using more and more sophisticated technology. In the meanwhile support for library activities dwindles and study after study shows that, despite their allegiance to the value of objective information, very few citizens use libraries to obtain that valued commodity (Dervin 1977, 21).

In a similar vein the human information behaviour specialist Elfreda Chapman, whose work also informs much of the scholarship in this current study, and her colleague Victoria Pendleton, suggested (Chatman and Pendleton 1998) that:

> information professionals might reexamine the world of information from small world perspectives . . . [as this provides] a rich and fruitful approach to the investigation of social worlds that fall outside traditional public library use . . . [and that this] will add to the role of the public library in responding to factors that constitute information behaviour (p. 732).

Chatman and Pendleton go on to suggest that library and information professionals fail to take account of the information needs of non-library users and that this approach to information needs, programs and services seems to indicate that we cater to the 'users' because 'they' are like 'us' and therefore understand the world of libraries (p. 743). Chatman and Pendleton also made the sobering observation that those who don't use libraries to meet their information needs also 'share a world view about 'us' and the manner in which they may approach [or not approach] us for needed information' (p. 743-744).

These concerns form the context for the current study of the information needs of Australian men experiencing stressful life events. An examination of a review of information seeking literature (Case 2007) showed that although gender is the primary focus of a number of information seeking studies 'typically the focus is on women' (p. 314), and the few extant studies of the information behaviour of men focus on subgroups such as young homosexuals undertaking the process of coming out (see Case 2007, 307). The current study examined the information needs of average Australian men as an attempt to fill a gap in information behaviour research, and to alert the library and information profession of the gaps in information delivery which they could seek to address.

Background for the study

In recognition of the particular issues related to men's health and wellbeing considerable government and community resources have been forthcoming in recent times for the development of information products and support services to inform men of issues impacting on their health and wellbeing (for example, Alston and Hall 2005; Beyondblue 2010; LifelineWA 2010; Mensline Australia 2009). While taking account of this investment, research from numerous studies show that men are often not aware of these information products or services and continue to have difficulty mobilising help when under stress and during periods of ill health (Department of Health and Ageing Australia 2009; Jorm 2000; Loney 1995; Sayers, Miller and Ministerial Council for Suicide Prevention (WA) 2004).

The mass media are a media of choice for many information campaigns focusing on mental and physical health, and community wellbeing more generally. Similar style campaigns are also common in many other Western countries and the information delivery strategy employed in such initiatives is known as social marketing.

Social marketing is a term first used in the 1970s (Kotler and Roberto 1989). It is a branch of marketing which seeks to influence social behaviours, not to benefit the marketer, but

to benefit the target audience and the general society. The term is used as 'a catchall to include what the literature and experts variously refer to as public information, public education, public awareness, or public engagement campaigns' (Coffman 2002, 5) and like all advertising, calls on a range of strategies to gain access to the community psyche. This technique has been used extensively over the last 25 years to 'sell' a wide range of social initiatives requiring behaviour change. While the mass media are important conduits for these initiatives social marketing takes a wide range of forms including TV and newspaper advertisements, pamphlets for display at information centres, 'bus back' and advertising bill boards, telephone help lines, letter box distribution of printed materials or promotional products, and point-of-sale giveaways at community events. The Internet is being used increasingly to provide supportive information, and interactive responses, to these campaigns.

With regard for the poor physical and mental health outcomes for Australian men, many of these campaigns attempt to change 'masculine' style behaviours to improve men's health and wellbeing. For example many information campaigns focus on drink driving, speeding in cars, smoking, poor diet, and unwillingness of men to have regular health checks.

Research method and design

Sense-making theory has been developed by the USA based information behaviour and communication scholar, Brenda Dervin, through more than thirty years of research and critique (Dervin 1983/2000; Dervin and Foreman-Wernet 2003). In the development of her sense-making theory, Dervin suggests that many aspects of our experience cannot be clearly delineated in terms of naturally emergent dimensions of our experience. Activities such as human emotions, abstract concepts, mental activity, time, work and social practices cannot be fully understood in their own terms. Instead we must understand them in terms of other entities and experiences. In this way human information behaviour can be thought of as based on spatial and corporeal experiences, and this is the basis of her sense-making theory

(for a comprehensive overview of the theory and examples of its use in a range of domains, see Dervin and Clark 1999).

Four major ways in which incoming information changes the existing knowledge structures and begins to 'make sense' are:

• appending (a new piece of information is added to the existing knowledge structure);

• inserting (a new component of knowledge is added);

• deleting (removal of a component which no longer has value); and finally

• sense-making, which can be thought of as using the metaphors of taking a journey, using step making and gap bridging from a place where things are unknown, to one where they are known and incorporated in one's understanding (Author's notes from Sense-making Master Class with Brenda Dervin July 13, 2006, University of Technology Sydney).

Furthermore:

Sense-making focuses on how humans make and unmake, develop, maintain, resist, destroy, and change order, structure, culture, organisation, relationships, and the self. The sense-making theoretic assumptions are implemented through a core methodological metaphor that pictures the person as moving through time-space, bridging gaps and moving on (Dervin 2003, 332).

The Finnish information behaviour specialist Reijo Savolainen is an expert in the use of sense-making as a tool for understanding human information behaviour, particularly in the world of the everyday. He suggests that when seeking and using information individuals use concepts of moving from not knowing to knowing, that information seekers are on a pathway in their quest for knowledge and that this pathway is not usually linear (Savolainen 2000, 43-45).

The research under review in this paper took a multi-disciplinary approach to the information needs of Australian men. It examined human information behaviour from a variety of sociological, psychological and anthropological viewpoints. The research examined a range of existing theories related to human information behaviour and explored how these theories can inform the scholarship of men's information seeking for personal decision making and personal change. This literature review informed the development of a narrative style 'sense-making interview' (Dervin 1983/2000) which was undertaken as the core of the research.

The men in the study (n=15) were recruited using the email contact database of a community agency which offers information and support to men. This service provides a high profile information and referral service to the community at large, and counselling, mentoring, psycho-educational groups, together with a range of activities for fathers and their children post-separation and divorce.

In order to provide context to the study in terms of existing information delivery to men, the research also canvassed the views of a group of service providers (n=6), public and private, to determine what information and supports were being offered routinely to men, and how information about these services and supports were currently disseminated. These professionals were selected to take part due to the profile of the services they were offering, or the focus of their work role in supporting men.

The interviews took between 45 and 90 minutes, and collected data on the information behaviour of Australian men during stressful life events, and at other times in their lives. This included use of formal information services such as libraries and other information and referral services, as well as informal networks such as family, friends and colleagues.

With Savolainen's non-linear sense-making model in mind, the focus of the current study was the pathways that men use when seeking information to support them during a stressful life event, and the particular barriers and gaps that they currently face when they embark on this quest. It examined in detail the information tools the men in the study were using in the world of the everyday, including their use of the Internet as a tool for

personal support, enhanced wellbeing and as a pathway into care during times of stress and ill heath. A secondary component of this facet of the study canvassed the views of this group of men, and a group of service providers, regarding how various forms of informational support including the Internet, and ICTs more generally, could be enhanced to better meet the needs of men when they are experiencing stress and ill health, and more habitually across the life span. It also examined how these support tools could be marketed more effectively so that men would feel confident to use them.

The sense-making interview asked four major questions which set the scene for the narrative sense-making interview:

1. *Can you give me an example of a time when you needed information to help you with an important thing in your life?*
2. *What was the gap you were trying to fill?*
3. *How did you think the information would help you?*
4. *Was it difficult to think of places and people who might have been able to help you?*

At the conclusion of the sense-making interview the men were consulted about the development and marketing of information and support services to men, and how this can be undertaken in a more effective manner.

Additional data were collected by means of a take home self-completion questionnaire for mail back at a later date. Mindful of the notion of peer kin contacts as an important source of information the questionnaire contained a variety of questions related to the role of informal supports and social networks used by the men during their information seeking episode. The questionnaire collected data on:

1. social network strength; and
2. confidant availability.

Information provided in the questionnaire was used to support data collected in the sense-making interview.

The interviews with the service providers had

two sections. Firstly, enquiries were made about services and information products currently offered to men by these service providers. The second stage was similar to the second part of those conducted with information seeking men; the service providers were consulted about the development and marketing of information and support services to men, and how this could be undertaken in a more effective manner.

Research findings

Many of the men in this study indicated that the information needs episode of most importance to them (Q1) was linked to the issue of relationship breakdown, but other issues included life threatening illness, addictions (self or partner), parenting difficulties, depression leading to attempting suicide, death of a young wife in a road accident, and relocation to a new country to support his wife's career. These episodes formed the basis for the sense-making interview.

The men were frank in their responses to the second and third questions in the interview: *what was the gap you were trying to fill? How did you think the information would help you?* The responses were inter-changeable between them. Responses included: *I didn't have a clue; I felt like a child crawling in the dark; I was deeply uncomfortable; I wanted more connection; and significantly: I needed to know I was normal,* which was a common theme.

Both the men and the service providers who took part in the secondary component of the research were clear that engaging Australian men with information products about issues of health and wellbeing is problematic. One professional went as far as to comment: *engaging Australian men with early voluntary information seeking is pretty much a lost cause.*

As outlined above, social marketing, also known as public information, public education, public awareness, or public engagement campaigns (Coffman 2002, 5), is a common tool used by government and community agencies for alerting groups in society about issues of health and wellbeing.

There was considerable criticism of these campaigns from both groups in the study. One service provider made the following comment: *most of the information currently available to men is deficit based . . . men do not respond well to these types of information messages.* Another suggested: *most health promotion [via social marketing campaigns] is wasteful. There is no specified target audience or any information about what is supposed to happen as result of seeing the advertisement or visiting the accompanying website.* The general view was that men do not respond to messages which blame them and attempt to shame them into changing their behaviour. Many of the men expressed considerable distress that the media images of Australian men, and social marketing initiatives in particular, portray a particularly negative image of Australian men. One man summed it up thus: *Men are tired of seeing images which suggest that we are all drongos, losers, pedophiles or drug addicts.*

Question 4 of the semi-structured interview asked: *Was it difficult to think of places and people who might have been able to help you?* What is clear from the responses is that, notwithstanding the considerable government and community resources that have been forthcoming in recent times for the development of information products to alert men to the benefits of changing potentially harming or negative behaviour, and of sources of information to support them in this endeavour, the men were largely unaware of this information. This included Internet based materials and high profile social marketing campaigns. It is clear that the pathway to help and support is still difficult and problematic for many Australian men.

The market research company Elliot and Shanahan Research, operating from Sydney, has been instrumental in the development of many of these campaigns on behalf of government agencies. Their studies have also documented that many things are possible with mass media campaigns, but changing behaviour is not one of them (Elliot 1989, 1993).

In terms of current models of information delivery from government and community agencies,

a significant further finding from the study is that the Internet was not a trusted source of information for these men when they were seeking information about life issues or embarking on a pathway into supportive care during periods of life stress and ill health. The men in the study were very expressive in their articulation of their distrust of the Internet as a reliable information source.

- I am concerned about the credibility of a lot of information on the web; I am not sure where it comes from. It seems better to use information from people who know me or from credible sources;

- The Internet is full of s**t, too much filtering is required. I would rather use professionals with learned credible knowledge;

- the Internet can enhance problems, [men] need to know information is reliable and sound and this is not always the case on the Internet;

- I looked at websites on family breakdown. The websites were very high brow and simplistic. The information did not reflect how real people live their lives;

- there needs to be people contact not Internet, although privacy is an issue, people can provide that.

Given the propensity of community and government agencies to use the Internet as an information dissemination tool this finding presents considerable challenges to those seeking to inform men about matters of health and wellbeing, and for the information product developers who support this endeavour. It is also of concern for third party information providers, such as libraries who refer others to these web-based materials.

While men in this study expressed considerable distrust of current information sources, including the Internet, they did indicate that they want information provided in particularly masculine ways. Issues of privacy and social honour are of considerable importance to Australian men, particularly in the areas of health and wellbeing. Initial findings from this study, and research

conducted elsewhere (Berger, Wagner and Baker 2005) suggest that, notwithstanding current perceptions of trust in source data, the Internet and ICTs more generally, do provide considerable scope for information providers to engage with men in the context of everyday life information about personal matters while allowing for their concerns about privacy and social honour to be met if this information is well designed, targeted and marketed effectively. This issue was eloquently summed up by one man in the study:

> *The Internet is a great place to go for things you are scared of. I do not want to be seen as paranoid, weak, moaning, whinging or a hypochondriac by others so the www is a good place for me to avoid those fears while still finding out things I need to know. Shame is a big factor in not wanting to talk openly to find information. Being vulnerable is hard - the more the need the less likely I would be to ask.*

Homophobia was also a significant deterrent to seeking information and support for men in this study. The men used terms such as 'man's man' to describe themselves or to articulate images of masculinity they wished to see portrayed within the culture. Any perception of 'gayness' in articulating information need was seen as negative and as bringing personal credibility into doubt. This perception by others, and the wish to be seen as coping and knowledgeable, were strongly felt by these men. It was seen as a mark of Australian masculinity to emulate these behaviours and one that society overall expects. This was a common theme: *Many people also hold the view that men 'know stuff' and should be able to do things for themselves and this stops them seeking help with things they don't know.*

Receiving information from a trusted source was a primary concern, a finding which has been demonstrated by other studies (Chatman 1991; Dervin 1976). These men indicated that to date, the Internet is not a trusted source and agencies need to consider carefully its use as a tool for engaging men about issues of health and wellbeing.

Discussion

Since its inception men have embraced the use of the Internet, and ICTs more generally, and their use has become a particularly masculine behaviour within many sections of Australian society, especially by young men. As such, these technologies do provide scope for engaging men and supporting their information seeking, especially in times of stress and ill health when privacy issues may be more exacerbated. For instance, health researchers have shown that tailored electronic interventions such as personalised emails from a respected source can be successful for engaging specific hard-to-reach groups (see, for example, the research of Professor Ken Resnicow and his colleagues at the School of Public Health at the University of Michigan). These personalised emails can be used in tandem with other information provision on the Internet and elsewhere.

Research has also shown that the video games have been successful in teaching new behaviour in a wide range of domains including health and wellbeing (Entertainment Software Association 2008). This research has found that 62% of citizens in the USA play video games and they are useful tools for engaging hard-to-reach groups and teaching new skills. This research could be used for evaluating the effectiveness of engaging Australian men with similar learning tools in order to develop information literacy and subsequent behaviour change strategies.

Emerging technologies which allow individuals and groups to learn new skills in Internet based virtual worlds, such as Second Life (Linden Research Inc 2008) may also provide unique opportunities for engaging men. Library and information professionals already have a large presence on these domains, especially in the USA, and are undertaking research into their efficacy as learning tools (Luo and Kemp 2008). With the help of those professionals with a strong understanding of human information behaviour, software designers and service providers may be able to develop virtual support using these technologies which would allow men to gain information about health and wellbeing, and increase their information literacy skills. These new skills could act as tools

for enhanced information seeking over time and provide a pathway to more formal care in times of stress and ill health.

This preliminary research has shown that creative and innovative use of the Internet and ICTs may provide considerable opportunities to engage men and enhance their information seeking about matters of health and wellbeing. The skills of library and information professionals have much to offer to both the critique and use of these technologies in a wider context than in libraries. This work may well lead to the development of innovations which may improve information literacy and information uptake in hard-to-reach groups. While the men who took part in this research did not identify the Internet and ICTs more generally as particularly worthwhile or valuable in supporting their information seeking, the age of the men (32-64) may be considered as a factor in these concerns. As men who have been exposed to new media and technologies move into the periods of life stress in their middle years this reluctance to see these tools as valuable for their information seeking may be different from those men in the current study due to the prevalence of their use in other life domains from a younger age.

It is clear that there is also considerable scope for library and information professionals to work with government and community agencies to develop information campaigns and supporting information products which take account of human information behaviour. Various models of human information behaviour are extant in the scholarly literature (for a comprehensive overview see, Case 2007). An examination of the information dissemination strategies of government and community agencies, and their attempts to engage men about issues of health and wellbeing, and other groups in the community, would suggest that human information behaviour is not well understood. Mainstreaming these models and concepts provides wide ranging opportunities to improve the quality and style of information resources developed to engage men, and other hard-to-reach groups, including the provision of information via the Internet.

Likewise, marketing the skills and knowledge sets of library and information professionals into agencies that have embraced information and referral in the world of the everyday will ensure that these skill sets continue to have relevance in a rapidly changing information delivery environment. There is also considerable scope to increase the profile of these skills in order that library and information professionals are consulted more readily about the design and dissemination of everyday life information, particularly the high profile social marketing campaigns which use considerable public funds. Information behaviour involves complex processes that are embedded within an individual's everyday social and life context and these are rarely linear or straightforward. Information which social policy analysts and politicians believe individuals, or particular groups in society, need may not reflect actual needs, nor may the delivery of this information reflect real life circumstances in terms of time use, literacy, access to technology or interest levels. Integrating knowledge about the complex nature of information seeking and use, particularly in the world of the everyday, would lead to enhanced provision of information to the community from social marketing campaigns.

The training of library and information professionals in Australia is currently under review. An Australian Learning and Teaching Council Priority Project has produced a discussion paper outlining the scope of the project. This discussion paper records that:

> LIS education aims to prepare graduates for employment within the LIS sector; however the LIS employment landscape is extensive incorporating academic libraries, school libraries, public, state and national libraries, as well as special libraries and information centres (such as law libraries, health and medical information agencies). Opportunities also exist within areas such as knowledge management, records management, web development and so on (Partridge 2010, 5).

While the inclusion of information centres in this list does attempt to capture a 'non-library flavour' in the analysis of some work roles of library and

information studies graduates, the examples used would suggest that these so named information centres are operating in high-end professional settings. The inclusion of information centres providing everyday life information for the general community, such as Citizen's Advice Bureau, or those with specific needs such as Lifeline Australia would add considerable depth to a review of training needs of information professionals in Australia.

It is also timely to find out more about what library and information professionals working in public libraries are doing in terms of the delivery of everyday life information and if current skills and training are adequate. During the conduct of this study an approach was made to ALIA to determine the provision of everyday life information within public libraries. This led to awareness that these data are not readily available, and although individual jurisdictions may collect some data, such collection is patchy and inconsistent. As such, there is considerable opportunity to find out what is being done in Australian libraries in terms of the delivery of everyday life information in order to enhance praxis.

Conclusion

This paper has reported the results of a study of the information behaviour of a group of Australian men who had experienced a stressful life event. These men used a variety of information behaviour strategies – some men are information seekers, some are avoiders; some men are obviously foragers, others want directive help; some believe the Internet is valuable, others do not. While this a small pilot study it does provide much needed preliminary data for a larger study.

These data, together with that collected from the group of information providers who took part in the secondary study on effective ways to market information seeking to Australian men show some common themes and they provide valuable insights into the information behaviour of Australian men.

In summary, the findings indicate that, largely, Australian men:

1. are resistant to information seeking and information use, and prefer to act autonomously;

2. are not generally aware of the information, or supports and services, available in the community to assist them to enhance their wellbeing when under stress, or more habitually;

3. use family and friends as principal sources of information, help and support;

4. use women – spouses, mothers, sisters and friends – as key conduits for their information seeking;

5. use a variety of information tools, and as yet the Internet is not generally a respected source of supportive information; nor are social marketing campaigns effective as tools for information delivery;

6. prefer small cohesive networks as adjuncts to their information behaviour; and

7. report that privacy and credibility, both perceptions of their own and that of the provider, are key determinants of decisions to seek information and support.

The findings from this small study provide valuable opportunities for further research.

In terms of the library and information profession in Australia these findings also present many opportunities, and some challenges. As a primary goal the information needs of non-library users should become a significant area of scholarship within the profession; especially the needs of different groups within the community who might have barriers to library use that are not well understood. Library and information professionals should also market their skills in non-library information and referral settings and routinely seek work in agencies which support the informational needs of citizens in everyday life. Their skills have much to offer the development and dissemination of information products, including information offered through social marketing campaigns and the Internet. Increasing knowledge of human information behaviour will

enhance the provision and uptake of information in the world of the everyday. This will result in more effective information dissemination to hard-to-reach groups, more effective use of limited community funds, and meaningful research into the efficacy of these initiatives.

Acknowledgments

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Training needs and preferences of adult public library clients in the use of online resources

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This article presents the results of a study into the provision of Internet training for adult public library clients. The study, which was completed in 2008, forms part of a larger investigation into the characteristics, preferences and needs of adult public library clients in New South Wales. The aim of this section of the investigation is to gain an understanding of client needs and preferences when being trained in the use of online resources in order to assist public library staff in providing relevant guidance and instruction to the community. The research takes the form of a multiple exploratory case study based on naturalistic inquiry, using grounded theory as an operational characteristic. Twenty-four public library clients were interviewed to gain an understanding of client needs in an online environment. The study identifies two main approaches to face-to-face training on Internet resources, client preferences for informal and formal tuition depending on their level of expertise. With the study indicating that computers inspire mixed feelings for the less experienced user, it is important to establish training courses tailored to specific needs to ensure the development of confidence in the use of online resources.

Introduction

This study, investigating the provision of Internet training for adult public library clients, is part of a larger research project, completed in 2008, which examined the characteristics, preferences and needs of adult Internet users from two New South Wales (NSW) public libraries. The focus of this section of the research project is on client training in the use of online resources. The aim is to assist public library staff in providing relevant guidance and instruction to the community.

Related studies

The State Library of New South Wales has a particular focus on training public library staff at no cost to the library, in the use of the state-wide databases supplied by the NSW.net scheme. This need for up-skilling staff in the use of library databases has been reinforced by studies such as Williamson et al. (2003). The intention of this training is to increase the confidence and ability of staff to assist clients with their information requests, particularly as there is an expectation by the public that library staff will be highly skilled when offering their assistance (Environment, Communications, Information Technology and the Arts References Committee 2003, 78; NSW. net 2007). As well, the State Library of New South Wales is training public library staff in the use of Web 2.0 technologies, including the

development of wikis and blogs, to extend the range of methods to engage clients (SLNSW 2008, [Frequently asked questions]). The State Library of New South Wales also provides online support tools such as templates for library staff to develop guides in assisting the public to use databases (NSW.net 2005, [The Lens, para.1]). Between 2002 and 2005, a face-to-face Internet training program was run by Skills.net, an initiative by BHP Billiton and the State Library of New South Wales Rural Link project, the aim of which was to provide the regional library profession with skills in training clients in the use of online resources. Although the program is now finished, the training packages are still accessible to all library staff through the State Library of New South Wales web site (Rural Link 2005; SLNSW 2007a).

While it is important that library staff are adequately trained in the use of online resources in order to be able to assist clients in finding information, it is also important for clients to become self-sufficient and for staff to be able to transfer the skills they have learnt to the client. The Online Computer Library Centre (OCLC) surveyed 3,348 respondents aged 14 years to greater than 65 years from a number of countries including Australia in relation to their seeking assistance in the use of Library electronic resources. The findings, published in 2005, showed that the majority of respondents (64%) did not seek help when using library electronic resources or searching at the library. Respondents indicated that they would prefer to have the resources made easier for people to use without the need for assistance from library staff (De Rosa et al. 2005, 2-14, 6-6). It is therefore important to consider the training expectations, needs and attitudes of the clients themselves to ensure that a mutually appropriate method is applied for the retrieval of information.

User expectations and attitudes

Two Australian studies that have investigated user expectations and attitudes in relation to Internet training are those by Chia (2002) and Gietzelt (2001). The aim of Chia's study, based on qualitative methods, was to investigate barriers, opportunities and attitudes towards Internet access and usage by disadvantaged young people

in Victoria. The methodology used by Chia involved semi-structured interviews with young people at a central Melbourne YouthNet service which caters for disadvantaged, most notably homeless youth, as well as interviewing managers of three centres in rural and urban Victoria (Chia 2002, 7). In comparison, Gietzelt's study used a questionnaire to investigate computer and Internet usage by a group of seniors aged 55 years and older with a relatively high median household income of $700-$999 per week, living in Sydney (Gietzelt 2001, 139). Whilst the current research project is based on establishing an information-seeking profile of adult Internet users, Chia's study still retains relevance in relation to the younger spectrum of the adult age group, and to demonstrate potential differences between older adult training expectations and those of younger age groups. The limitations of both the Chia and Gietzelt studies were that the research samples were not large enough to be able to generalise beyond the immediate groups. The studies, though, show interesting differences in the attitudes of age groups towards training and use of the Internet.

Young people

The results reported by Chia (2002,11) indicate that for the young people under study, flexibility and exploration were key elements to learning computer and Internet skills. 'Flexibility' was defined as someone being available to ask questions on demand, rather than in a class situation. This level of flexibility is not always available in a public library situation. The study by Hardy and Johanson (2003, 21), involving Victorian library clients and use of public library Internet facilities, picked up a sense of lack of support for inexperienced users and trouble-shooting problems. This theme of lack of library support in client use of Internet-based resources was also noted by Williamson et al. (2003, [Barriers to the adoption of online databases, Trialability, para.1]). In this study an issue for the Victorian public library staff interviewed was being pressed for time in relation to the management of online resources. The term 'exploration' was outlined by Chia (p. 11) as consisting of independent and mutual self-learning, where

young people could explore their own interests at their own pace, on an informal basis. A U.S. telephone survey of 500 children aged 12-18 years, by Gordon et al. (2003, 1) made similar findings concerning the learning of computer skills for the younger age groups, in that students comfortably taught and learnt from one another.

Older adults: 55 years and older age group

In the Sydney study by Gietzelt (2001, 142) it was shown that these older adults were more likely to undertake a formal course as a training option rather than using informal means when learning to use a computer, whether this be through work, community courses, college courses or at their local library. In general, the age of the instructor was not important; however, the pace of tuition and level of assumed knowledge were identified as issues. Older adults expressed concern in the following: acquiring computer skills, finding this stressful and expressing fear (10%), difficulty in remembering what to do (10%), difficulty in understanding the terminology (10%), everything (13%), feeling challenged by learning how to access the areas required (13%), just keeping up with the new technology (10%) and trying to find things that have disappeared (7%) (p. 142). Reasons for not taking up the Internet included that it would be too difficult (50%), too expensive (13%) and that they were not interested (13%) (p. 143). These reasons were reflected similarly by the general Australian adult population in the multipurpose household survey conducted by the Australian Bureau of Statistics (ABS) in 2005/06. The main reasons given for not having home Internet access by those households surveyed were that the: 'Costs were too high' (19%), 'Lack of interest in the Internet' (23%), as well as 'No use for the Internet' (24%) (ABS 2006, 6). Gietzelt's study demonstrates that it is important when designing training courses in the use of online resources, and particularly when marketing these courses to an older age group, that their concerns are addressed in order to be effective. The implications of the studies by Chia and Gietzelt are that different approaches may be required for training library clients on Internet resources, depending on age, with informal as well as formal

tuition being considered.

Online tutorials and the library client

Although not the primary focus of this study, the use of online tutorials is relevant to the broader area of database training in public libraries, and will have implications for the ongoing training requirements of library clients as well as staff. The training expectations and attitudes of online tutorial users have not been well represented in the literature. One example, however, is an evaluation by Amber (2001) in relation to a virtual Internet resources training suite developed by the University of Bristol for the U.K. higher education community. While the majority of clients were members of the higher education community, a good number of users also came from other sectors such as schools and government departments including those from other countries, with Australia being the second highest visitor location behind the U.S. As the main reason given by users, other than those enrolled at the university, was for independent learning (Amber 2001, [Summary, Use of tutorials in the virtual training suite, para.1]), which is also an aim of the two public libraries in this multiple case study (Marrickville Council 2006, 36; Mid-Western Regional Council c2007, 36), the higher education research findings have been included in this review as relevant to the current project investigating the training needs of public library Internet users. The evaluation of the Internet training suite by Amber (2001) employed a range of techniques including:

- Web site statistics
- Online feedback form
- Focus groups with participants from information skills sessions at the University of Bristol Library
- Interviews with librarians conducting the information skills sessions.

A criticism of the study is that participants were not asked their initial Internet skill levels to determine how users with different levels of experiences felt about the virtual training (Amber 2001, [Commentary, para. 6]). As well, the response rate was low for the online

feedback form (122 responses received), with the focus groups involving only 26 participants from the user education sessions (Amber 2001, [Discussion of the data collection methods, Online feedback form, para.1; Focus groups, para.1]). The most popular response concerning the online tutorials was ease of use (Amber 2001, [Overall satisfaction, para. 2]), followed by the high quality of content. Criticisms by respondents mainly related to functionality issues, such as slow response times and older browsers not being able to access some of the web-based learning materials. This illustrates the need for online learning materials to be available in a wide range of software (Amber 2001 [Functionality, para.2]).

Response times have also been shown as important in forming the perceptions of some users in the Aked study (2002, 1) into Rural Link http applications. Aked (p. 2) found, when investigating the performance of the State Library of New South Wales' Rural Link program, that user satisfaction was based on fast page downloads. Aked (p. 3) reports that response times and the reaction of users are as follows:

- 0.1 second limit for the system to appear to react instantaneously
- 1 second before user's flow of thought is interrupted
- 10 second limit for keeping a user's attention focused.

Both Aked (2002) and Amber (2001) found that the degree of user satisfaction with an online system, such as a training program, is correlated with the system response times.

The Research Project

Research aim

The aim of this section of the study into the characteristics, preferences and needs of adult Internet users in a New South Wales public library environment, is to gain an understanding of client needs and preferences when being trained in the use of online resources in order to assist public library staff in providing relevant guidance and instruction to the community in the use of online resources.

Research approach

As the literature had indicated that context plays an important role in client use of online resources, the study was based on naturalistic inquiry using grounded theory as an operational characteristic in order to study the phenomena, rather than being formally established on existing theories which may have been less responsive to contextual values (Lincoln and Guba 1985, 41, 188). Lincoln and Guba's naturalistic inquiry provided a good fit to the focus of the inquiry in investigating the use of online resources that are made available through public libraries in NSW, as this inquiry allows for human behaviour to be studied within a natural setting using a holistic approach, where contextual values play a role in determining what will be found (p. 39). According to Lincoln and Guba:

> Inquiry must be carried out in a natural setting because the phenomena of study, whatever they may be . . . take their meaning as much from their contexts as they do from themselves (p. 189).

Research context and participants

The research project was a multiple exploratory case study of a regional and a metropolitan NSW public library service. The regional library selected for the research was the main branch of the Mid-Western Regional Council Library Service located in Mudgee; the metropolitan library chosen for the study was Marrickville Central Library, the main branch of the Marrickville Library Service, located in the inner city of Sydney. 'Regional' was selected as a variable in order to investigate Internet use, in particular of the state-wide databases offered to public library clients through the State Library of New South Wales, NSW.net service. A lower level of use for the state-wide databases was associated with ex-metropolitan public libraries (Azzopardi 2006).

Two age groups were selected for semi-structured interviews, those aged equal to or greater than 65 years and those aged between 35 and 44 years, with 12 respondents in each group. The cut-off age of 65 years was selected as this age

group registered lower levels of Internet use in comparison to the rest of the adult population (Australian Bureau of Statistics [ABS] 2006, 18; DCITA 2006, 25). In order to assist the older age group make the transition to online information, public libraries need to be aware of this group's informational needs as well as training preferences. The younger age group was selected for inclusion in the study as this age group has been shown to be the main adult users of library facilities prior to the interview period. It would be beneficial for online resource development to find out what the principal adult user group's needs are (ABS, 2002, 2007).

Research data collection and analysis

Semi-structured interviews were conducted with 24 participants from the two libraries (see Figure 1). The criteria for selecting the case study sites and the type of respondents for interview were based on maximum variation sampling, which is a form of purposive sampling as opposed to representative sampling. Unlike the conventional paradigm where there is some sense of a sample characterising the population from which it is drawn, the object of maximum variational sampling is not to focus on the similarities that can be developed into generalisations, but to document variations that have emerged in adapting to different conditions (Lincoln and Guba 1985, 102).

The study recruited respondents by three methods. At Marrickville Central Library staff involved in the booking of library clients on the public access Internet computers were trained in the respondent selection criteria and alerted the researcher to

potential candidates for inclusion in the study. The researcher then approached these clients to see if they were willing to participate in the study.

In contrast to the researcher initiating contact, the Mid-Western Regional Council Library staff advertised for study participants at the Mudgee Library. Interested library clients either provided their contact details to Mudgee Library staff for the researcher to contact them about their inclusion in the study, or the client enrolled in the Internet/database training course held at Mudgee Business Enterprise centre, after which they indicated to the researcher whether they wished to proceed to interview stage. As well as the two methods of recruitment selection above, snowball sampling was used for the recruitment of both Marrickville and Mid-Western Regional Council Library respondents, where possible participants were identified by others already involved in the study (Williamson et al. 2002, 231).

The researcher examined the results using inductive data analysis. This process involves raw data (obtained from interviews and search logs in this instance) being broken down into units of information and conceptual labels being assigned to these units. Sources may be quantitative or qualitative (Lincoln and Guba 1985, 202). There were three main phases involved in the analysis of the data:

1. Unitisation of data
2. Categorisation of data
3. Determining relationships between categories and main themes.

Figure 1. Interview Combinations for Marrickville and Mid-Western Regional Library Respondents based on Regional and Generational Differences
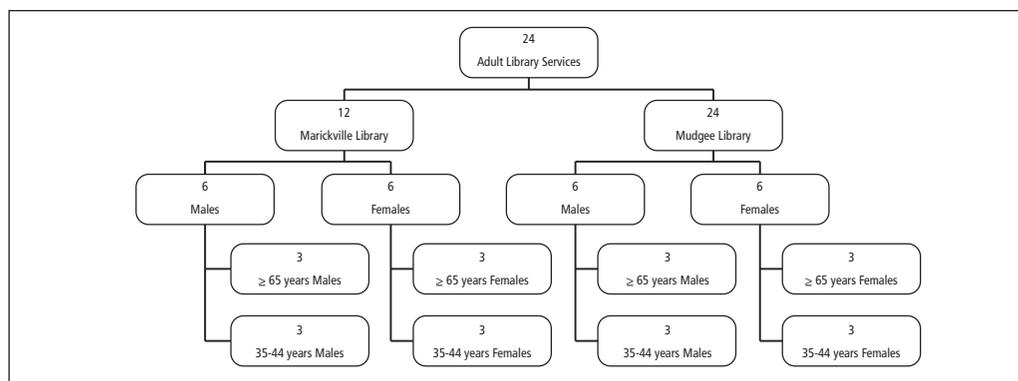
While each of the phases moves to a higher level of abstraction, there were similarities between each phase in the involvement of data analysis, but with a different emphasis and purpose.

Major outcomes

Initial training

The majority of respondents from both Marrickville and Mudgee libraries prefer:

- Small group training for initial learning about how to use online resources, with a face-to-face teacher and a maximum of six in each class;
- A formalised class, with a program based on practical sessions that focused on specific aspects such as the use of databases, short cut tips in navigating web pages or strategic searching;
- A program structure that allowed for the transfer of ideas between group members, with lessons combined with notes or a manual containing procedures to follow, as well as factual information about computers and the Internet.

The finding that respondents, in general, prefer a formalised class structure for the initial learning of online resources points to the need for library staff to acquire the presentation skills necessary for 'on-training' small groups. At present, training library staff through courses offered by the State Library of New South Wales is focused on proficiency in use of the state-wide databases. Not all respondents, however, from either Marrickville or Mudgee Library, favour small group training for initial learning, some indicating a more independent approach is needed, such as a guide sheet to follow; and others, in contrast, prefer individual tuition.

Further training

Once they had obtained a degree of familiarity with computer functions, respondents across both age groups expressed the following preferences:

- Individualised assistance to their specific problems

- Immediate support
- Greater use for self help aids
- Limited use for formal courses
- Assistance by library staff to include support with computer functions as well as information strategies

A formal class at this stage was not thought to be beneficial, as class members would all be at different stages and have different problems, with the need for assistance more immediate than waiting to enrol in a class. Personalised, ad hoc training was preferred. Respondents used a variety of methods in seeking assistance, including independent learning methods, such as step-by-step guides and manuals, as well as using the telephone to contact friends and acquaintances for instant support and guidance, or requesting the assistance of staff when using online library facilities. Some respondents felt that small group classes would be beneficial in specific circumstances such as refresher training on how to use the library databases and learning how to adapt information located on the Internet into different formats such as through the use of Access or Excel.

Development of the study: defining client training needs

In order to understand from a library client perspective, the methods of training found to be beneficial when initially learning how to use online resources, respondents were asked to give their recommendations based on their own Internet training experience. Respondents were also asked if they had any current training needs. This information provides insight to assist in meeting library clients' expectations in the design of future Internet training courses (see Table 1 and Table 2). The trend in the transition in preference of training methods demonstrated by respondents of this study from initial, formal, face-to-face small group training, to more informal and independent methods of learning, such as through the use of step-by-step guides and manuals, can be explained in terms of the communication richness theory (Daft, Lengel, and Trevino 1987). Different forms of communication

media have different levels of richness, with face-to-face communication being the richest, followed by telephone and then written documentation (Daft et al. 1987, 358). In situations where there is a greater chance of ambiguity in the message, a richer medium is preferred. When people first start training and there is a lot of ambiguity in what there is to learn, face-to-face is a popular format; however, as the ambiguity decreases other formats are introduced (p. 360).

Table 1. Marrickville (M) and Mudgee (R) Respondents: Recommendations for Initial Training

Category	Sub-category	Property
Formal Courses	Class size	(M, R) Small group classes (6-10)
		(M, R) One-on-one, tuition with an instructor
		(M, R) Face-to-face
	Course content	(M, R) Several courses focusing on different aspects of the Internet (e.g. database, search engines)
		(M, R) Be given a task that uses what is learnt rather than just theory, practical hands on experience
		(M) A course that integrates information from the Internet with other computer programs such as word, excel
		(R) Inclusion of overview of how a computer works
	Tuition guides	(M, R) Handout notes included with course covering course content (memory jogger)
		(R) Manuals covering course content
	Timeliness of classes	(R) Offered after normal work hours
Informal learning Independent learning	Class size	(M, R) One-on-one (e.g. tuition with a friend)
		(R) Manuals e.g. Internet for Dummies books

Table 2. Marrickville (M) and Mudgee (R) Respondents: Recommendations for Further Training

Category	Sub-category	Property
Assisted learning	Class size	(M, R) One-on-one, flexible training (ad hoc basis) offered by library staff (M, R) One-on-one, informal training offered by friends, acquaintances, work colleagues, library staff, (R) computer store staff (M) Small group library tours to use library Internet kiosks (M) Refresher training (R) Advanced small group classes
	Course content	R) Short cuts class e.g. accessing pull down menu on the address bar for previous web addresses
Independent learning	Tuition guides	(M, R) Online help button (M, R) Magazines, books, (R) Manuals (M, R) Overview of types of information covered by individual databases
	Memory jogging tools Exploration	(M, R) Step-by-step guide (M, R) Diaries (e.g. for favourite websites) (M, R) Learning computer functions by 'fiddling around'/pressing keys
Mutual learning Identified areas for further training		(M, R) Computer clubs (M, R) Improving search skills using search engines and databases (M, R) Improving skills with computer applications and (R) terminology

The role of library staff as facilitators in the use of online multi-media, including search engines and databases

The need for librarians to have a high level of competency in the use of IT resources in order to be able to develop skills in the user community, was an area identified by Ms Fullerton, The Director-General of the National Library of Australia, in evidence to the Senate enquiry into Libraries in the Online Environment (ECITA, 2003, 79).

In addition to marketing and creating an environment in which the client is aware and comfortable in using a range of online resources, there is a role for library staff to play in training clients to use online resources, whether by formal or ad hoc means. In this way, library staff can act as change agents, facilitating the use of new technologies. Staff can assist clients to employ effective search strategies, select appropriate media for their needs and be aware of the different types of online information available, with the aim of creating an information literate, self-reliant client. Rogers (2003, 175, 195) sees the role of change agents as being able to reduce the degree of uncertainty in individuals regarding innovations and to simplify what may, at the time, be a complex reality. Rogers also points to the need of change agents to reinforce the messages to clients in order to stabilise changes and prevent discontinuance.

In practical terms, however, client training in the use of library Internet services is dependent on time and staff restraints, such as the availability and competence of staff to on-train library clients, and within the two case study libraries it is not always possible, particularly on an immediate needs basis, to offer this level of assistance. For example, there was reduced opportunity for formal classes at Mudgee Library compared to Marrickville

Central Library due to the limitations on staff time. This is also a common theme in metropolitan and rural public libraries in the U.S., where rural library outlets were found to be the least likely to offer training of any kind (30.8%), largely attributed to insufficient staff resources to provide formal technology training to the public (Bertot et al. 2007, 29). Library clients at Mudgee were able to access training on the use of computers and search engines through a nearby business enterprise centre, albeit at a cost. In contrast Marrickville Internet courses at the time of the study were provided free of charge.

A lack of assistance in the use of online library resources led respondents to experience negative emotions at two levels: frustration related to their own personal lack of knowledge concerning the functions of the computer itself, as well as their inability to retrieve appropriate information, plus irritation felt in relation to library staff. This was due to staff being either unavailable at the time to assist with an Internet based inquiry or if available, being unable to help due to lack of knowledge about Internet/computer functions. The role and attitude of librarians towards client assistance with IT queries is an issue to be taken into account. In the development of technology, library staff in the past have assisted clients with improving their skills in the use of library resources, from threading microfilm reader printers to operating the photocopy machines. Clients are now faced with utilising computer functions to be best able to gather and present information. As part of the core beliefs outlined in the strategic plan of the State Library of New South Wales is to: 'Think beyond traditional boundaries' (SLNSW, 2007b), then perhaps the inclusion of a service in relation to the development of IT skills in the user community could be considered, whether this is at state level or coordinated through local government. This may be particularly so, in view of the needs expressed by respondents in this study concerning their lack of knowledge in relation to computer functions, and the frustration felt within the library as a result. In providing formalised IT assistance, it would acknowledge what is already being performed on an ad hoc basis, with varying degrees of success depending on the library staff approached, as reported by respondents of this study.

Conclusion

In terms of modifying clients' information-seeking behaviour through training in the use of Internet services available through the public library, the respondents of this study, overall, whether based on age or region, recommend face-to-face, practical small group sessions for initial instruction. In view of this finding perhaps the scope of training offered by the State Library of New South Wales to public library staff when learning the functions of the state-wide databases could be extended to include a 'train the trainer' component. This would increase the effectiveness of staff in presenting this information to clients through the use of small group courses, particularly if it included supporting documentation. The study found that after initial training, respondents' preference was for ad hoc, one-on-one personalised assistance to overcome any specific immediate needs the library client may have in retrieving online information. Training clients by library staff in the use of library Internet services is, however, dependent on time and staff restraints such as the availability and competence of staff to on-train library clients; it is not always possible, particularly on an immediate needs basis, to offer this level of assistance, although to do so is to ensure the client experience is enhanced.

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Something for everyone: learning and learning technologies in a public library

FIONA BLACKBURN

The nature of learning in a public library is relevant to what place e-learning and social networking technologies might have there. That a public library aims to provide something for everyone is also important. Alice Springs Public Library (ASPL) is a place of learning; it is also a crowded and composite space. The use ASPL could make of the opportunities offered by e-learning and social networking technologies is affected or determined by the organisation's mission, available space, funding, staffing levels and expertise, and any congruence between the way ASPL is already used for learning and the way these technologies can also be used in that space. These technologies will be facets of a composite service, accessible to everyone.

Introduction

This article is a development of a reflective paper (Blackburn 2009) presented at the Sixth ALIA Top End Symposium – *Exploring Library Spaces for Learning and e-Learning*. The paper, and this article, consider these questions: 'Are public libraries places of learning?'; 'How do e-learning and social networking technologies fit into Alice Springs Public Library's (ASPL) crowded and composite space?'; 'What effect will they have on service provision?' Conversations with friends, who are ASPL users; ASPL circumstances; observation; and relevant resources of a formal nature form the basis of this discussion.

This article asserts that ASPL is fundamentally a place of learning. The nature of that learning is, also fundamentally, different from learning in organisations purposely structured to teach. ASPL and the learning that occurs there are described and discussed. Staff and users of other public libraries will probably recognise many aspects of their own institutions in the description.

The way e–learning and social networking technologies facilitate learning is described; and some congruence between these and the kind of learning that occurs in ASPL, identified. Strategies for incorporating e-learning and social networking technologies into provision are then explored, with reference to a range of factors including the constraint imposed by ASPL's current accommodation.

The place of e-learning and social networking technologies in a public library

This paper uses a broad definition of the term 'e-learning' to describe the learning that is facilitated through the use of information and communication technologies in an online environment in a public library.

On the Australian Flexible Learning website, Clark (2010) states that e-learning is 'naturally suited to distance learning and flexible learning, but is also used in face-to-face teaching (blended learning).' Current iterations of e-learning seek to replicate the social aspects of the physical classroom and the social basis of the formation of knowledge, through the use of virtual classroom environments and social networking technologies. Wikipedia describes e-learning as a method for

the delivery or pursuit of formal education: it can be 'web-based distance education with no face-to-face interaction'; or it can form part of 'technology enhanced [face-to-face] education'. The characteristics that fit e-learning for its place in distance and adult education – learning which students undertake at their own pace and at their convenience – also make it congruent with the independence and autonomy characteristics of the learning which occurs in ASPL. Social networking technologies also have a role to play in the learning opportunities available in a public library, through their self-selected, self-paced or group-based learning features.

Context

ASPL is the public library in Central Australia and has a mission to provide high-quality library, information, recreation, education and life-long learning opportunities to its community. Its service area is bigger than most outback pastoral stations, covering more than 550 square kilometres from Barrow Creek in the Northern Territory to Coober Pedy in South Australia, out to the eastern borders and just over the Western Australian border. ASPL's budget is approximately $1 million (an amount which is static), using infrastructure provided by Alice Springs Town Council.

ASPL is a crowded, composite space housed in a building last refurbished and extended in the 1980's. We can have up to 1000 visitors a day. There may be large numbers of people in the library because the weather is hot, or cold; or travellers are making maximum use of the library's services or whiling away the hours; or because it is a neutral, inclusive place, an aspect which is particularly appealing to Indigenous patrons. Program activities 'pile up', overflow, interrupt or intrude on other spaces and activities. These 'pile ups' occur for reasons of: lack of space; the close location of different sections of the collection; participation; the number of people in the whole library. So, the children and youth computers are unavailable during story-time and holiday programming; staff going about their work or patrons' browsing interrupt other patrons' quiet enjoyment of music; boisterous enjoyment in the DVD viewing area can overflow into the reference

collection; homework tutoring occurs in the non-fiction collection; people using the internet wireless can obstruct others wanting to view an exhibition.

Is ASPL a place of learning?

Yes. The provision of resources which meets a community's information, recreation and research needs or interests makes learning inevitable. Because ASPL is an information provider, not a training or teaching organisation, learning occurs here in organic, incidental and patron-directed ways. People value these forms of learning. Some people come to the library to find out what they want to know, precisely because it is not like school or other Western institutions that are structured for the purpose of learning. Essentially, ASPL functions as an alternative learning space.

Examples of organic, incidental, patron-directed learning

Example 1: Astrid Juniperberry (a name made up for this exercise) didn't like school because she felt stupid and inhibited by the presence of teachers. She liked university a little because a teacher wasn't hovering at her shoulder and she could pursue some of her interests, as subject parameters allowed. She really likes the library because she can be 'independent', to use her term.

Learning by happenstance is a form of learning that occurs often, and is a logical outcome of the way a public library does business. Reading non-fiction can be described as 'learning without knowing it'. You pick up a book about cod, or the blues, while browsing, because the subject – or the cover design – is intriguing or attractive. On finishing the book you will unavoidably know more, sometimes in unanticipated even transformative ways.

Example 2: After reading *The Land Where the Blues Began* (Lomax, 2003) I was able to hear the blues properly. Knowing the origins of this music, I now understand what I hear; before I didn't, and didn't care much about it. Now, what I learned from the book opens up in my mind and I hear something brave, bawdy, weary, poignant, even

piercing. To say that this book has transformed my hearing is not to exaggerate. Less dramatic examples, of patrons' learning through reading on an already familiar topic, abound. I gave a copy of *The Land Where the Blues Began* to a young man who, unlike me, hardly reads and listens to music a lot. Like me he has now read it at least three times. He is still not an avid reader; but he uses this book as a reference.

Example 3: Fiction can be a source of learning also. Another patron, self-named Madeline Blenkinsop, expects on finishing a novel, to know more about the world. You could surmise, after reading Jane Austen, that the appeal of romantic fiction was as strong when she was writing as it is today. You might also conclude, given the focus on marriages between female models and rich men in magazines like *Hello!,* that not much has changed in two hundred years – marriage was then and still is a genuine wealth creation option for women.

These examples of learning do not fit a formal Western education model; they do fit individuals' needs or interests. As self-directed or incidental learning experiences, they are similar to the 'centrifugal' effect described by Mark Pesce in *Whatever Happened to the Book?* (Pesce 2010), where online readers are drawn through the plethora of learning opportunities offered in a hypertext document, picking and choosing which links they will read and which they will pass over, according to decisions, deliberate or random, made as they read.

ASPL as an alternative learning space

School-aged children, particularly Indigenous youth, who have disengaged from school education, often come to ASPL. In 2008, as part of the Australian Research Council-funded Australian National University's 'Lifespan Learning and Literacies for youth in remote Indigenous communities, 2007-2010' project, Dr Inge Kral observed indigenous youth in ASPL over four days, two in March and two in September. Dr Kral's analysis was highly complimentary of the library, noting:

> For some town camp children the library represents a preferred alternative learning space. There are clearly groups of children who rarely

attend school, yet regularly frequent the library playing computer games, using the internet, reading books and magazines, colouring in, etc. Here the children are learning the discipline of silent, concentrated individual activity, they are respecting the rules and the imposed systems of the library environment and they are observing their elders engaging in literacy-oriented activities and tasks … In this way children and adolescents feel supported and safe in the library environment that encourages self-directed learning. (Kral 2008, 3)

In a presentation to Alice Springs Town Council staff in July 2009, Dr Kral emphasised the importance of libraries as learning spaces for Indigenous youth in remote areas.

How well does ASPL function as a place of learning?

Self-directed, organic, incidental opportunities to learn are an outcome of ASPL's mode of doing business. In implementing its mission, ASPL assumes literacy in text, technology and information: we put books on the shelves and expect that people will be able to read them; Northern Territory Library (NTL) pays the licence fees for an array of databases, we put a link to these on our website, call them 'online resources' and assume that patrons know what they are; we create intranets with content intended for specific audiences and assume that people are able to navigate these setups.

While doing business this way allows independent learners such as Astrid and her cohort the autonomy they need, facilitating organic or incidental learning, the assumption underlying it may undermine the quality and quantity of learning possible at ASPL. The Australian Bureau of Statistics found in 2006 that 40% of Australians are insufficiently literate to navigate the twenty-first century easily. The 2006 Programme for International Scientific Assessment (PISA) testing indicates that the Northern Territory is lagging behind everywhere else in Australia in scientific, reading and mathematical literacy (Thompson and De Bortoli 2006). PISA testing is undertaken by students in school – disengaged learners may therefore not participate (and in Alice Springs, might be in the public library instead). Assuming

literacy may undercut possibilities for learning in the library.

In the ASPL scenario, patrons rely on staff being able to give some instruction in the use of library items. This instruction is responsive and individual rather than proactive and formal. We focus on learning the use of technologies and aids so as to answer questions when patrons ask or when we note that patrons could do with assistance. ASPL takes this approach for reasons of space; funding; job design, which reflects funding and staff experience; demand for all the services we offer; and the presence in town of other organisations where people can learn information literacy skills: schools, TAFE, Registered Training Organisations, university, the University of the Third Age, etc.

To a degree, culture is another factor affecting the efficacy of ASPL's provision of learning opportunities. ASPL holds books about local Indigenous culture, specifically relating to 'men's business'. These books are not displayed on the open shelves but are available in a particular reading room for use by any patron who requests them. The reading room is both a public space and the only area in the library where these books are available; a partial accommodation of cultural sensitivities, this arrangement is also potentially a constraint on the acquisition of knowledge for local Indigenous patrons although not for others. Senior Arrernte men, using these books for the purpose of instructing younger men, will fall silent if an Indigenous woman walks into the room; and some female Indigenous patrons will not enter if they realise those resources are being used.

To give another example: learners schooled in the culture of the Western education system, where knowledge resides in teachers who impart skill with authority, may not be confident when faced with an 'intuitive' technology and the absence of instruction. That you work out the solution independently or with other learners is an unfamiliar notion, although it underlies both ASPL provision and e-learning and social networking technologies.

How important are literacy in text, technology and information to the efficacy of e-learning and social networking technologies?

On the face of it, these literacies are necessary to the independence or autonomy of the e-learner and social networker. However, findings from the more remote regions of the 'Lifespan Learning and Literacies' project indicate that the social aspects of these activities and applications can mitigate or moderate the need to be able to read. Dr Kral found that using current communication technology in a group activity such as the production of a music CD or a movie recording traditional stories or knowledge, facilitates the development of literate-like activity – use of text from left to right and top to bottom of a page or screen. Literacy was often improved through problem solving in an electronic environment through a combination of peer-to-peer learning, trial and error, feedback and collaboration.

These findings are important for ASPL as they probably apply to any patrons who prefer a non-school environment in which to learn. They indicate that, while the assumption of literacy and the need for some instruction is valid, interest and the presence of peers with whom to learn or create, contribute vitally to the learner's ability to make optimal use of e-learning and social networking technologies. In the absence of instruction, group learning and some literacy are probably of major importance.

How would e-learning and social networking technologies fit into ASPL's crowded and composite space?

The successful introduction of these activities and applications would depend on factors like space; access; availability of relevant 'learning modules' and applications to meet patron demand. Are there enough terminals to allow them and the many other uses the public has for information and communication technology? Is the library quiet enough to allow students to concentrate? Does the computer booking system allow long enough sessions for people to complete their study tasks? At ASPL the answer to these questions is probably, 'No'.

Incorporating these activities into ASPL's space would require these elements: an expanded alternative learning space where people pursue learning independently using a range of methods and technologies; building stiles to help learners over the obstacles they encounter; using the technology to create new and relevant resources for existing patrons; and continuing to provide conventional services. These elements are recognisable to everyone who works in a public library and indicate that, while Reimagining Libraries (National and State Libraries Australasia) envisages that no job will remain unchanged by emerging technologies, the changes will occur within familiar parameters.

'Fitting these activities in' may be less than optimal but the current ASPL situation, funding and physical, is one shared by many public libraries, particularly those in regional and remote locations. Jack Goodman (2009) makes clear the need for significant national funding if public libraries are to embrace the opportunities that emerging technologies offer. Roxanne Missingham (2009) highlights the comparative poverty of provision of even conventional library services to rural and remote populations.

An expanded alternative learning space

Focussed learning activity requires space and a degree of quiet. The capacity to 'slice and dice' the ASPL space any further is limited; staff accommodation is already tight so cannot be raided to create more public space. So where, in the midst of the vigorous enjoyment, quiet research and successful programming already mentioned do we put all the technology that will enable patrons to engage in e-learning and to use emerging technologies to pursue their own creative interests?

To expand its alternative learning space, ASPL needs a new building. We are currently seeking funding for this. A new building is an opportunity to create a modern service encompassing the innovations that Web 2.0 and 3.0 make possible and expanding our tried and true current provision. The technologies underpinning e-learning and social networking also offer possibilities for other aspects of library provision and for bringing completely new activities to the library; they could mean addressing our remoteness more effectively than we are able to at present. We hope to achieve this through the design of an expanded space, the use of technology and collaboration between Alice Springs Town Council, the Central Australian shires and Northern Territory Library.

One scenario we have considered has no fixed computer terminals other than at the circulation desk. The building would be wired and access to the catalogue, the intranets, the internet, e-learning products and social networking technologies would be via portable terminals enabling patrons to find a place in the library that suits what they want to do – a quiet space for study; a room for the creative group activities using social networking technologies that Dr Kral noted also built literacy skills; a place to prop comfortably while browsing the web and perusing online databases. Other technology in the building would enable children and youth programming to be broadcast to remote participants. A Living Library program, where Central Australia's diverse communities could build cross cultural understanding through conversation between individuals, could operate remotely as well as face-to-face: someone from Alice Springs could 'borrow' a resident in Ampilatwatja, 400 km away, using social networking technology.

A new expanded building would allow expansion of existing services and expertise. Local historians are keen for the new building to include enough space and adequate environmental controls for ASPL to be able to accept local studies materials. ASPL's Indigenous knowledge collections are expanding digitally because of lack of space for hard copy resources and because of user preference. Expanding the digitised collection still poses space challenges: resources can be stored electronically to save shelf space but more terminals should be provided. We could be decreasing patron access through shifting resources into an electronic medium if access points are not also increased.

Building stiles

The Akaltye Antheme Collection is the first of ASPL's Indigenous knowledge collections. Established in 2002, it is intended to enhance Indigenous patrons' experience of the library and promote cross-cultural understanding. It includes a copy of the Central Land Council (CLC)'s archival database, which records thirty years of organisational history. Indigenous patrons use this database a lot, to do that thing all library patrons do – find out about themselves. Dr Kral made two comments about this: '… who they are and what they are, their language and their culture is affirmed and positive images of Aboriginality are reflected back at them.' She also noted,

> Although digital resources are more popular than textual resources this does not mean that the activity is sustained. I often observed adults randomly clicking their way through icons and pathways on computer screens with little direction, waiting for a chance hit on something that would sustain their interest. Often the computers were not being used for anything other than filling in time. (Kral 2008, 6)

Not long after this observation, I was asked by a group of lads to find images of a particular person. Typing the person's surname in the search field returned a list of names, from which the boys chose a number of images to view. I realised that while these boys are bright and canny – they flow like water around library rules and restrictions –

they don't have all the tools to use the resources completely or even to their own satisfaction. In this instance because they can read but not spell, they can select what they want from a list but they cannot generate the list themselves.

This highlights how any technology, whether electronic or black marks on a white page, is only 'intuitive' if you have a certain facility in its use. It is simplistic to assume that we need only provide the technology.

I asked CLC for lists of family names and places in the database, thinking that if these were placed next to the computer people might be able to flip through and copy the names they wanted into the search field. Each list was probably twenty pages long – not quite the easy tool I had envisaged. Tanith Glynn-Maloney, the Indigenous Services Officer, then located a map of the places documented in the database and stuck it under the keyboard. Staff have since noticed some patrons typing place names into the database, copying from the map. We are now aiming for a map with family names transcribed onto the appropriate areas.

This response has been effective and it is also in keeping with established practice at ASPL: we have not provided any formal instruction in the use of the technology; rather we have provided a tool, a stile, which helps people over the obstacle a static resource can present. Creating such stiles is one way library staff working in composite crowded spaces can support learning.

The isolation of e-learning has often enough led my friends to cease studying and to feel consequently like idiots. Potential solutions include study clubs for online learners, using social networking technologies or a meeting space in the library. Partnering with external providers, essentially bringing a version of school into the library, may also be a solution.

Creating and accommodating locally relevant resources

Indigenous knowledge items

NTL has supported the use of database technology, called 'Our Story', in local knowledge

centres in remote communities, for the purpose of building repositories of local knowledge and culture as the core of community libraries. The potential of this technology to strengthen culture and identity is clearly demonstrated in Ltyentye Apurta and Anmatjerr Library and Knowledge Centres (LKCs) (Gibson 2007). NTL has commissioned a second iteration of this technology, to be named 'Community Stories', and will be offering it to public libraries as well as installing in LKCs. ASPL and NTL are exploring the possibility of ASPL being a pilot for the implementation of this iteration in a public library.

'Community Stories' and social networking technology offer an opportunity to create another relevant resource for the many Indigenous groups for whom Alice Springs is a service centre and who use ASPL in the ways already described. ASPL would play a facilitating role in the development of this resource, with the Indigenous Services Officer and the Special Collections Librarian taking key roles. We would use the expertise developed in establishing of the Library's existing Indigenous knowledge Collections, the Akaltye Antheme and the Local Languages Collections. We would refer to the Aboriginal and Torres Strait Islander Library and Information Resource Network Protocols, a set of guidelines for collaboration with Indigenous people in the development of resources, collections and services; we would also look to the people and local organisations already involved in Central Australian LKCs for reference and experience in the creation of this type of resource.

Traditional owners and Indigenous elders in Central Australia are active in working with linguists, scientists and staff in local Indigenous service organisations to record and document their culture and language, increasingly using multimedia technology to do so. Currently ASPL is the fortunate recipient of donations of many of these products and publications, which are key elements of the Indigenous knowledge collections. An expanded building and cutting edge technology would constitute a venue for the production of these resources, which would benefit ASPL and the people engaged in this activity.

Local pictorial history

Two local historians are creating a database of scanned images recording key people, events and places in the history of white settlement in Central Australia. This project has been in the making for some years; and eventually the database will be donated to ASPL. Accommodating the database would expedite its maintenance and development and access to it for the public, an aim central to the historians' intention.

Maintaining the composite service

The new services and activities that a new building and new technologies allow would be offered in concert with existing services. While patrons at Ltyentye Apurte are blogging with the Indigenous Services Officer about the creation of content for the 'Community Stories' database, the Outreach Services Officer would continue selecting reading, listening and viewing materials for our Country Borrowers, to be delivered on the mail plane.

Many visits to the library last long enough to select that week or month's recreational reading or viewing or listening. ASPL is well established as a community hub: Dr Kral (2008) noted Indigenous people coming to the library to meet family while organising a funeral; patrons come to the library to read the newspaper and do the crosswords, play chess or do their banking and scan for jobs online. Program uptake is growing. The Reimagining Library Services initiative envisages the future library user as already proficient in information and communication technologies and disinterested in resources libraries traditionally provide. Alternatively, people coming to the library for information because they do not have access to the internet at home, another cohort that can be expected to grow as more and more government information, for example, is made available online, will not be as proficient. How does the library as an alternative learning space serve these patrons?

With the exception of the last group who lack proficiency in the use of electronic technology and need to access online information, the library probably doesn't need consciously to be a learning space for these groups. Once we have the gloriously adequate space and the glorious array

of technology which will enable e-learning and the creativity possible through social networking, we won't be changing our provision to the borrowers who zip in, make their selection, borrow, and zip out. We won't modify the 'communal lounge room' or meeting place staff and patrons create together. The projected interaction between library users and staff, and the impact on library services of user demand shaped by the possibilities of social networking technologies will occur organically as a development of current communication channels. The mooted interaction between user and resource, for example, by the addition of metadata to catalogue records, will evolve as ASPL is able to make the technology available and allocate time and resources for promotion of the activity to patrons.

ASPL will probably continue to provide informal support for learning activity. We will probably continue to assume a level of literacy or competence. We will learn enough of the new technologies to be able to provide occasional instruction on an 'as needs' basis; for example, staff have either undertaken or completed *23 Things* training and *Beyond Web 2.0* training will be offered in the near future. We will build stiles. We have discussed the employment of peer educators; and the use of particular spaces in the library for e-learning and group use of Web 2.0 and 3.0 technologies. This could entail 'closing off' certain areas of the library as happens during children's programming now; or it may mean opening the library outside normal hours for specific activities as Nhulunbuy Public Library does for youth activities on a Saturday morning.

Conclusion

Because provision of learning opportunities is already fundamental to library provision, incorporating e-learning need not introduce a whole new way of conducting business. Rather, given constraints of space and funding, public libraries will modify and extend existing practice to accommodate the new activity. In doing so, they will continue to offer something for everyone in a composite service.

The answer to the question of how ASPL will provide something for everyone, including opportunities for e-learning and social networking and related creativity, is that we keep doing what we already do and extend and reshape it to accommodate the new activities. The funding and physical environment currently over-determines the necessity of this type of response.

Learning opportunities will fit an alternative learning space, one which supports self-directed learning or learning which is incidental to a patron's primary activity. They may include the employment of peer educators, time and space dedicated to e-learning and group use of social networking technologies; partnerships with external organisations, and other activities made possible through emerging technologies as programming, funding and staffing, and the popularity of existing services permit. Even with a glorious new building and all the relevant technologies possible, e-learning and the group learning possible using social networking technologies will occupy niches in a composite, facetted service.

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REGULAR FEATURE:
Scholarship-in-Practice

Introduction

Education for future Library and Information Science (LIS) practitioners is not just about turning out graduates with the skills and knowledge required to undertake information work. At Queensland University of Technology, we also feel it's critical that graduates leave our course with an understanding of the importance of scholarship-in-practice. In our Master of Information Technology (Library and Information Science), we provide students with opportunities to learn about the process and practice of professional and scholarly publication.

During their course, our students have the opportunity to work through a publication workflow as part of an assignment, from proposing an article via an abstract submission, to submitting for peer review, and through to revision based on peer review feedback. As part of this process, students participate in a formal double blind peer review, both as authors and reviewers. At the end of the semester, student articles are made available through our own Open Access journals (we anticipate the first issue of our journal Web content management for Library and Information Science will be available in September at https://teaching.scitech.qut.edu.au/ojs/index.php/wcm4lis).

This experience allows students to develop an appreciation of the importance of peer review, demystifies the publication process, and encourages them to become practitioners who both draw from and contribute to the professional literature.

In Semester One, 2010, students in the unit Web Content Reliability completed a piece of assessment that followed this process. The quality of the articles produced was truly extraordinary, and highlighted to me the need to ensure that students who are researching and writing at a publishable standard have opportunities to get their work published in prominent journals. A discussion with the editor of ALJ, Ann Ritchie, highlighted that this was a common interest of ours, and so this new regular feature was born.

Each issue of ALJ will feature an article written by a student of LIS. Ideally, these articles will either be the product of assessment, or based on work undertaken during a student's formal education in this field. They will be focussed on current and topical issues. The intent is to highlight the exciting work students are doing, and to allow the broader LIS community to benefit from it.

This month's contribution comes from a student in Web Content Reliability. Lachlan Glanville's article focuses on web archiving and, through a literature review, presents a comparison of practices in Australia and the Netherlands.

Kate Davis

Web archiving: ethical and legal issues affecting programmes in Australia and the Netherlands

LACHLAN GLANVILLE

Digital preservation is a major concern for libraries and organisations internationally. This paper will examine the barriers faced by web archiving programmes in national libraries, such as the Koninklijke Bibliotheek in the Netherlands and the National Library of Australia's PANDORA. The report will analyse how these programmes deal with the difficulties and limitations inherent in such programmes by examining how they approach issues of selection, access and copyright, while drawing comparisons between the programmes of the two institutions and the legal frameworks in which they function.

Introduction

Digital preservation is an issue with strong implications for libraries all over the world. The fragility of networked digital content and the rapid rate at which it is created and disposed of means that in order for these materials to remain available in the future, preservation and archiving action needs to be taken now. Libraries are generally the institutions in the best position to undertake this sort of action. However, there are numerous barriers to achieving a sustainable and comprehensive digital preservation programme, one of the foremost being public liability and copyright. This report will examine how libraries who have been prominent in the field of web archiving, such as the National Library of Australia (NLA) and the Koninklijke Bibliotheek (KB), have dealt with these barriers, and the possible directions it could take in the future to enhance preservation efforts.

Scope

This report will focus primarily on the problems associated with the preservation of born-digital materials, such as websites, as opposed to digitised versions of hard copy materials. While technological issues will be discussed, a focus will be placed on policy, legal and ethical factors as they relate to web archiving.

Literature Review

The cultural importance of the preservation of access to web-based materials has been well recognised. In 2003 UNESCO released its Charter on the Preservation of Digital Heritage, available on the organisation's website, stating that 'this digital heritage is at risk of being lost and that its preservation for the benefit of present and future generations is an urgent issue of worldwide concern'. This digital heritage embraces cultural, educational, scientific and administrative resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources.'

(UNESCO) As custodians of a nation's cultural heritage, libraries, in particular national libraries, have recognised the importance of web archiving to ensure future access to culturally valuable material.

Murray and Hsieh stated in 2008 that while ideally the onus should be on the content's creator to preserve their own material, an unawareness of the fragility of digital materials and unwillingness to take responsibility for the preservation of these materials means that libraries feel a responsibility to preserve material of value. A survey of a range of organisations by the Planets organisation in 2009 found that of the respondents in libraries, 43% had digital preservation policies, 50% had budgets for digital preservation and 99% expected to be storing websites by 2019 (Sinclair et al. 2009). While placing a quantifiable value on the material preserved as part of a web archiving programme is impossible, in general institutions view the cost of not preserving access to digital heritage as much greater than the running costs of such a programme. A survey of 17 national libraries in 2007 by Ryo Shiozaki and Tamara Eisenschitz demonstrated that the public good created by web archiving programmes outweighs the costs involved, despite there being no way to accurately measure this relationship (Shiozaki and Eisenschitz 2009).

The primary approaches to web archiving to date have been selective archiving and whole domain harvesting. According to Murray and Hsieh (2008), selective archiving refers to the manual selection and archiving of websites according to predetermined criteria. This process allows for the institution to select materials with a strong likelihood of long term cultural or research value. This is generally done in reference to clearly defined selection criteria. The national libraries of Australia, the Netherlands, Japan and Denmark are all using this approach. This process is contrasted with whole of domain harvesting, which refers to the harvesting of an entire domain, for instance the .au domain in the case of Australia (Crook 2009). The national libraries of Sweden and Norway both practice whole of domain harvesting (Koerbin 2005).

One of the key developments in the debate about digital preservation was the formation of the Blue Ribbon Task Force for Digital Preservation in 2007. The Task Force was formed to explore the barriers to digital preservation and make recommendations for the creation of economically sustainable preservation programmes.

In its final report, the Task Force identified six major challenges for digital preservation programmes:

1. Uncertainty about the selection criteria used for preserving data
2. Misalignment of incentives between those who benefit from the data preserved and those who are in a position to preserve it
3. The lack of clear responsibilities for preservation
4. The low degree of collaboration between stakeholders
5. Difficulty of separating the costs of preservation from other organisational costs
6. Difficulty of placing a clear value on the benefits of digital preservation (Blue Ribbon Task Force on Sustainable Digital Preservation and Access 2010)

While harvesting material from the web is one thing, ensuring that the material remains accessible in the future presents another challenge. Preserving digital material's context is a major issue in digital preservation. Chowdhury divides contextual information into two areas: the technological context in which the material is read, and the semantic context which is needed to understand the material preserved (Chowdhury 2010). The key problem with preserving technological context is obsolescence. Advances in technology can often render older file types unreadable. The two most common responses to this are migration and emulation. Migration consists of transferring files to new formats that are readable by the current technology. Emulation involves simulating the technology that was originally used to access them (Oltmans and Lemmen 2006). At the current time, migration has proven to be a cheaper process, although some research suggests that emulation will be more cost effective in the long term, particularly when

dealing with large archives (Netherlands Coalition for Digital Preservation 2009). It also has the advantage of preserving the archived materials in as close a state to the original as possible, whereas there is a danger that with repeated migrations, the integrity of the digital object will be damaged over time. The KB has opted to use emulation for these reasons (Oltmans and Wijngaarden 2006).

The key ethical and legal issues inherent in web archiving are copyright and privacy. Several national libraries, including the National Libraries of Denmark, France, Germany, Norway, Canada, New Zealand and South Africa, have acted in favour of extending legal deposit laws to include networked digital material (Beunen and Schiphof 2006). This gives the library a clear mandate to archive and preserve material of cultural importance to its nation, while avoiding the threat of being sued for copyright infringement. The Blue Ribbon Task Force suggests revision of copyright law as a strategy to facilitate preservation, stating that existing copyright laws often have unintended negative effects on digital preservation (Blue Ribbon Task Force on Sustainable Digital Preservation and Access 2010). Paramaguru and Christou (2009) argue strongly in favour of extending legal deposit to digital materials in Australia, stating that there is a large variety of materials of clear cultural importance to Australia that are not covered by the existing legal deposit laws. Legal deposit exists to preserve the nation's cultural heritage, a function that it is not fulfilling in its current form.

Organisational Profile

The National Library of Australia

The National Library of Australia (NLA) has been extremely active in promoting the cause of digital preservation. Its key programme in this area is the PANDORA archive. The PANDORA archive was established by the NLA in 1996, designed to selectively harvest and preserve access to web-based materials of cultural significance to Australia in partnership with each of Australia's mainland state libraries as well as the National Film and Sound Archive, the Australian War Memorial and AIATSIS. In July 2008, PANDORA had archived 19,307 titles. Approximately half of this is made

up of Australian government web sites (Crook 2009). The selection and archiving process is highly methodical, with all harvested sites checked for completeness and functionality prior to archiving. These sites are all catalogued with MARC records and indexed in the Australian National Bibliographic Database. Due to the uncertainty of legal provisions regarding copyright of web-based materials, PANDORA asks permission from all publishers prior to harvesting. Most of this material is freely accessible by the public (Pandora Archive 2010). Crook in 2009 expressed concern about the coverage of the PANDORA archive, stating that despite the programme's relative successes, large gaps exist in its archiving of Australian creative content hosted by video, photo and art sharing websites. Another issue facing PANDORA is the difficulty in assessing the programme's coverage of Australian content outside of the .au domain.

To complement the selective harvesting of the PANDORA archive, the NLA has also contracted the Internet Archive to conduct yearly harvests of the entire .au domain from 2005 onwards. The Internet Archive is a private, not-for-profit organisation which has been preserving and providing access to large parts of the internet through the Wayback Machine since 1996 (Koerbin 2005).

Koninklijke Bibliotheek

The National Library of the Netherlands, the Koninklijke Bibliotheek (KB), has also been at the forefront of digital preservation. Their ambitious strategic plan for 2010-2013 clearly states the library's commitment to preserving access to digital material for the future as a key priority (Koninklijke Bibliotheek). In 2002 the KB launched the e-Depot, a depository designed to preserve published science research. In the absence of legal deposit laws, the KB has signed preservation agreements with the world's major science publishers. In 2006 they began selective archiving of Dutch web sites, which are being archived in the library's e-Depot. By 2012, they expect to have archived some 45,000 individual sites (Netherlands Coalition for Digital Preservation 2009). The KB is aiming to make this material publicly accessible in 2010 (Koninklijke Bibliotheek).

Analysis of Programmes

The National Library of Australia

The key problem facing the NLA and the PANDORA archive currently is the issue of liability for copyright infringement. The essential role of the NLA and legal deposit in preserving culturally relevant materials, as well as the recognised fragility of born digital materials, give the NLA a mandate for archiving and preserving Australia's web-based cultural heritage. However, there are as yet no legal provisions in Australia for the archiving of copyrighted web-based materials. Repeatedly having to seek permission to archive materials of interest is highly time consuming and inefficient. This is a serious problem considering the vast amounts of material that are relevant and ideally should be archived but are not, due to time constraints and copyright issues. There has been formal pressure for reform of legal deposit legislation in Australia since at least 1995, when the NLA and the National Film and Sound Archive made a joint submission to the Copyright Law Review Committee in which they argue:

> That the scope of publications to be covered by the legal deposit provisions of the revised Copyright Act be extended to include microforms, audio-visual materials of all kinds and electronic publications, both networked and artefactual (eg. CD-ROM), or formats yet to be developed, in addition to the print-based publications currently included (National Film and Sound Archive and National Library of Australia 2002).

This recommendation, and subsequent others made to the committee, were not included in the Copyright Amendment (Digital Agenda) Act 2000. The Australian government undertook a review of the extension of legal deposit law in 2007, releasing a discussion paper and inviting submissions. Twenty-seven submissions from various organisations have been published online, the majority of which were supportive of the extension of legal deposit to digital materials. A number of submissions expressed reservations about the deposit of networked digital materials, with concerns about access of archived materials and that archiving of material hosted outside

Australia may fall outside of the NLA's jurisdiction. However, it has been argued that the location of a website's server often has no relationship to the material's cultural relevance to Australia. The results of the review have yet to be announced (Paramaguru and Christou 2009).

The comparative statistics of the results archived by PANDORA and those by the Internet Archive show that the two approaches are highly complementary. The 2005 harvest of the .au domain captured 185 million files, over seven times the entire contents of the PANDORA archive at the time (Koerbin 2005). However, this method of archiving is particularly legally fraught, due to the inability to ask individual permissions of the copyright holders. As such, this material is not publicly accessible (Pandora Archive 2010). Scholars and researchers are, however, making use of this data. There are also questions as to whether harvesting once a year is sufficient. Denmark aims to complete four harvests a year, though their selective harvesting programme is much narrower than PANDORA's (Jacobsen 2008). The rapid rate of change on the internet, particularly in terms of media such as blogs and dynamic websites, means that comprehensive capturing is next to impossible (Fellows et al. 2008).

The broad sweep of the whole of domain harvests functions to preserve, in a limited sense, culturally relevant material looked over by PANDORA's highly directed archiving (Crook 2009). The whole of domain harvests have the additional bonus of not being limited by selection criteria, avoiding debate over what material will be of most value in the future. The major weaknesses of the whole of the domain harvests are the lower quality of the data archived and the inability to make them publicly available. While whole of domain harvesting ensures a much greater coverage of materials, the value and completeness of the individual pages retrieved is lower. In relation to the 2005 .au capture, Philips stated that as much as 40% of websites harvested could be incomplete or defective (in Fellows et al. 2008). The sheer size of the .au domain means that at present, PANDORA cannot hope to preserve all material that is of significance to Australian cultural heritage through its current archival model. These problems can only

be solved by technological advances in the field. However, the issues regarding public access could be mitigated by the extension of legal deposit to include digital materials.

Koninklijke Bibliotheek

The Netherlands has been extremely active in the realm of digital preservation, beginning digitisation efforts in the 1990s (Mossink 2008). What is interesting about this is that the Netherlands is one of few developed countries that do not legally require the deposit of materials published within its borders, preferring to make deposit voluntary. This has worked remarkably well for print materials, with almost 100% of books and journals published being deposited. For the archiving of born digital research articles, the KB has sought archiving agreements with the major publishers of scholarly materials (Oltmans and Lemmen 2006).

The KB has also been highly active in the realm of web archiving. In response to the problem of copyright with web-based materials, the KB has used a pragmatic 'opt-out' approach. The KB sends website managers a message stating the KB's intention to harvest, archive and provide access to the given site for reasons of cultural heritage. The manager is given a response deadline, after which time permission to archive the site is assumed. Sites with anti-robot measures are not archived (Koninklijke Bibliotheek). However, there is debate as to how open to liability the KB is in its archiving policy. A 2006 report on the legal ramifications of web archiving in the Netherlands advised that ideally, the KB should gain permission from copyright holders for all sites archived. The legal liability in regards to the opt-out approach used by the KB lies in making the archives publicly accessible, rather than the archiving itself (Beunen and Schiphof 2006). It is for this reason that the NLA has not made its whole of domain harvests available to the public. As the KB's archives have yet to be made publicly accessible, it is unknown exactly how open to liability the KB is.

A legal precedent, however, may be found in the US case of Field vs Google, where the lawyer Blake Field sued Google for copyright infringement after

his poems were cached by the search engine. The district court of Nevada held that without the use of widely known anti-robot measures such as robots.txt, permission for indexing and caching was implied (Beunen and Schiphof 2006). Providing the KB institutes a timely take-down procedure in response to complaints, its legal liability could be limited. One of the most notable programmes to use such a policy has been the Internet Archive. Since its foundation in 1996, they have had relatively few cases of copyright infringement brought against them, all of which have been settled (Knutson 2009).

While not using anti-robot measures could be construed as giving permission for archiving, it is important to note that their use does not necessarily imply the website manager's refusal to have their site archived. Anti-robot measures are generally used to prevent the indexing and caching of websites by search engines. As such, they are sometimes used on structural material such as image galleries and host sites. If these materials are not harvested, it will render sites that reference that material incomplete or unusable.

Comparison

In light of this comparison, we may question how efficient the PANDORA programme has been in its approach to copyright issues. Perhaps PANDORA could have instituted an opt out policy like the KB or the Internet Archive. Possibly, however, if reform to legal deposit laws is instituted, the NLA will be protected from liability as well as having a legal mandate for the preservation of web-based materials of cultural importance. This has proven to be an effective solution for libraries all over the world, such as Denmark, France and New Zealand (Beunen and Schiphof 2006).

The KB does not undertake whole of domain harvests, relying solely on selective harvesting methods. At one stage the KB considered harvesting the entire .nl domain, but discounted this option due to the domain's size and the limitations inherent in whole of domain harvesting (Koninklijke Bibliotheek). However, considering the benefits that the NLA has seen in the use of both strategies, it is possible that with improved methods and technology the KB may attempt

to take snapshots of the Dutch web. The KB has proven itself to be highly committed and innovative in the realm of digital preservation, and so it is reasonable to imagine that its activities in this area will continue to broaden.

Conclusions

Only time will tell how effective the KB's opt out policy will be once the archived material is made accessible. There are considerable copyright and privacy issues inherent in making material publicly available that has been archived without express agreement from the copyright holder. However, global precedents such as the Internet Archive and Google Vs Field point to a low likelihood of legal reprisal. Here, the KB has an opportunity to lead the world in a re-evaluation of the relationship between digital preservation and copyright.

Many of the issues facing the preservation of Australia's digital heritage are only solvable through time and research. The NLA, however, has made significant efforts to preserve Australia's digital heritage, in spite of a lack of formal clarity in this role. The extension of legal deposit to digital materials, in particular networked digital materials, would provide the institution with a clear mandate to preserve materials of cultural value to Australia and the legal protection required to do this efficiently. Reduced time spent obtaining permissions would result in increased volume of materials archived, and research into more efficient technologies and methodologies for web archiving (Beunen and Schiphof 2006). In order for legislative change to occur, advocacy is needed from key bodies such as ALIA, in order to impress the need and value of such change.

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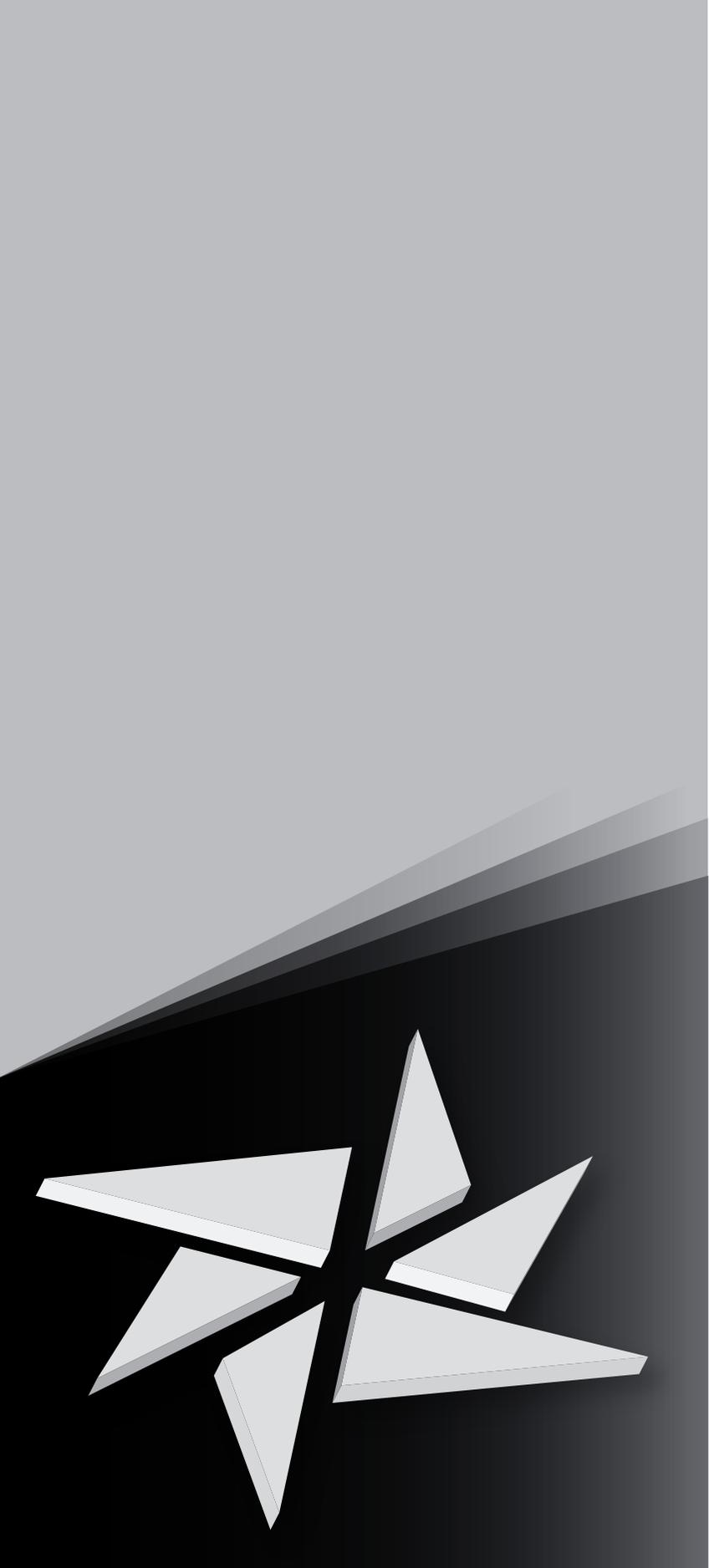
BOOK REVIEWS

Children's Literatue Gems: Choosing and Using Them in Your Library Career

BY ELIZABETH BIRD

Aimed squarely at the children's librarian, this volume shows how to appreciate the literature of the past, evaluate a collection and work out how to improve not only that collection but also the children's library itself and, indeed, yourself as the librarian.

At the outset, the point is made that, to be able to critique current titles, a librarian must know the 'gems' of the past, especially if finances are tight and few new works can be purchased. Then, following a brief history of children's librarianship – and the updating of Ranganathan's five 'laws' – is the first list of titles in boxed text, this of 100 essential children's books for every library (although Alice in Wonderland is not one of them).

A discussion of aspects of collections includes the importance of literary standards, the place of comics and graphic novels, the role of statistics and the problem of defining a 'quality' work. The criteria for evaluating a collection are considered also, such as the balance between old and new titles, 'quantity versus quality', weeding and the conundrum of classics against award-winners.

The next step – and section – is how to maximise the attractiveness and usefulness to young readers of the 'children's room': consider displays, 'staff picks' of titles, book talks, readers' advisory, both storytime and storytelling, and – best of all – partytime. Of course, committed professionals are expected to utilise their 'free' time wisely – by surfing the web, visiting bookshops and other libraries, reviewing, blogging and joining professional associations.

Additional to the boxed list mentioned above, others within the text include 'Overlooked Gems in Novels and Picture Books' and 'Great Read-Aloud Picture Books'; there are, also, boxes within which are quotes from American practitioners on such topics as 'Can anyone do a storytime?' (The answer to that, not surprisingly, is 'yes'.) At the end of the volume can be found lists of notable US awards, useful source books and references, while a composite author/ title/ subject index completes the volume.

This book is for the serious children's librarian, one for whom 'professional development' is a motto, and who wants to make the most of both the collection and the library in which it is housed. There are certainly useful ideas here, in terms of what librarians should know and can do to improve their value to both their young clients and their employers. In fact, the title is rather a misnomer: there is much more to the book than a search for 'gems' of titles.

Most of the listed examples are American, but Julie Vivas and Margaret Mahy are listed together with other past and present artists and writers who are well-known internationally; the awards list, however, is much more limited in both scope and value. Still, for the right audience, this is a book which could be, as they say, 'inspirational'. And, after all, who really needs free time?

John Foster
University of South Australia

A Leadership Primer for New Librarians: Tools for Helping Today's Early-Career Librarians to Become Tomorrow's Library Leaders

BY SUZANNE BYKE AND DAWN LOWE-WINCENTSEN

The authors of this book are early-career librarians who wish to share their experiences and those of other early-career librarians. They discuss what librarians want from a leader and how they have become leaders themselves. In addition to their own insights the authors draw on the results of a survey and interviews with librarians having fewer than 10 years of experience, and they include many stories and case studies contributed by librarians..

The genesis of this book is a paper on leadership and following (referred to as 'followership') which the authors presented at ALIA's New Librarian Symposium in 2006. Topics discussed include what you didn't learn in your library course, becoming a leader from any position, following, self-promotion, and developing self and skills. The last chapter is a 'toolkit' containing around 80 tips for becoming a better leader and follower.

Appropriate stories from early-career librarians add to the insights presented in each chapter – one of these is from Australia's Kate Watson, then a member of the ALIA Board of Directors. Each chapter ends with a set of exercises that will help readers to develop the skills discussed in the chapter.

The book has a practical orientation rather than a theoretical one. The bibliography is short, with few citations from the library literature, most coming from business literature. The index is brief but adequate.

This is an interesting book which is easy to read due to the relaxed writing style, wide margins and generously spaced lines of text.

Many works on library leadership are written by established leaders passing on their insights to their less-experienced colleagues. This one is different, being written by early-career librarians for their peers. I recommend it as an encouraging read for new librarians, and an interesting read for their more established colleagues.

Sherrey Quinn
Libraries Alive! Pty Ltd

The Library Student Advisory Board: Why Your Academic Library Needs It and How to Make It Work

BY AMY L. DEUINK AND MARIANNE SEILER

Any reader who has been involved with a traditional Friends of the Library group will immediately identify with the group described in this book. The authors use the establishment and operation of a Library Student Advisory Board (LSAB) at one campus of Pennsylvania State University as the basis for this guide, and offer practical, step-by-step instructions to university and college librarians setting up a similar group.

The introduction consists of an overview of the campus, the library and the students. It was found that many students currently beginning study at the campus have participated in service-learning projects at high school and thus have a culture of community service, making recruitment to the LSAB relatively easy. The remainder of the book focuses on the process of starting your own group. Topics include understanding and interpreting policies and procedures, setting goals, gaining funding, recruitment, promotion, meetings, club activities and working with the library within the campus community. The final chapters examine the future of LSABs, and the appendices provide a club calendar at a glance, sample bookmarks and a user satisfaction survey template.

The book is well indexed, includes a bibliography and provides comprehensive coverage of the topic. Unfortunately, in places the coverage appears a little too wordy and would benefit from some concise editing. Also the style tends to be too chatty for a serious text, and some information is repeated using only slightly different words. Similarly, the monochrome photographs would benefit from being cropped and more tightly focussed – an easy task in these days of digital photo editing. Indeed, some of the photographs possibly should have been excluded, since groups of unknown students in a queue and doing nothing except smile at the camera are of little immediate interest to readers not at Penn State.

These minor negative assessments aside, it is true that the presence of an enthusiastic LSAB on a university or TAFE campus is an excellent way to spread positive messages about the library to the staff and students. The LSAB members can provide feedback to library staff on changes other students would like to see in the library, conduct activities, promote competitions and sponsor displays featuring the library. They might also raise funds for the purchase of 'luxuries' such as videos and games.

Overall, Deuink and Seiler's book provides a platform from which a successful Library Student Advisory Board can be launched by library staff at any tertiary campus with a good library.

Helen Dunford
Tasmanian Polytechnic Devonport

Booktalking Bonanza: Ten Ready-to-Use Multimedia Sessions for the Busy Librarian

BY BETSY DIAMANT-COHEN AND SELMA K. LEVI

As a past children's and young adult librarian, I found myself at odds with this book. Its principle idea to draw a younger audience into the library through stimulating activities is not lost, and neither is its practical approach by way of providing in-depth programmes, but it is the subject content that creates some trepidation.

The book is heralded as being able to 'transform your booktalks to engage your audience' and to further '[enliven] traditional booktalks with multimedia features…to jazz things up'. Librarians are urged to make full use of all materials available to them to present their booktalk programmes: websites, video clips, music, food, drama, puppetry, crafts, science experiments, magic and so on. They are then encouraged to incorporate these ideas and activities into a presentation following provided programmes. There are even 'scripts' for librarians to use verbatim when presenting one of the 10 themed programmes. However, on reading further into each of the programmes it is the theme content that children and young adult librarians may want to carefully consider.

Themes range from 'cats and dogs' to 'dreams' and 'art'. However, it is the chapters on 'body parts' and 'mummies' that may require closer examination. While the authors note that 'theme-related materials can be substituted for audiences of different ages', library staff may want to carefully bear this in mind. For instance, the Chapter 6 theme ('Body Parts') is somewhat macabre as its focus is on the 'missing, extra and just plain strange'. Reference to the Hand of Glory whereby a severed hand is 'preserved with saltpeter, salt and pepper, then dried in the sun', and Phineas Gage who supposedly had a 'thirteen-pound iron rod shoot through [his] brain', will undoubtedly 'jazz things up' in the library, and possibly cause some parents to immediately remove their children, never to return to the library again! Likewise Chapter 8 ('Mummies') is equally disturbing, whereby the process of mummification is discussed and includes a website that requires a warning that 'this website is not for the tender-hearted!' It is therefore advisable to think carefully about the age of the audience and the appropriateness of the presentation content.

However, on a brighter note, the authors have provided a diverse range of resources that can be utilised, along with full citations of material used in their programmes. Noting that the content is US in focus, this may need to be revised for Australian subject matter and relevant themes. Another matter to consider is that most of the programmes require at least two staff members to conduct the session, so again this may need to be readjusted to cater for staff availability, budget and, most precious of all, time.

Though this book has its merits in that it desperately wants to encourage interactive activities with our younger clients and generate enthusiasm and excitement, I found it disturbing that some themes were so gruesome and ghoulish that they required appropriate 'warnings'. My only recommendation is to read this text and decide for yourselves the suitability of the content, and to then use your own imaginations and creativity to produce your very own 'enlivened' booktalks.

Michelle Jones
Australian Customs and Border Protection Service

Staff Development Strategies That Work! Stories and Strategies from New Librarians

ED. BY GEORGIE L. DONOVAN AND MIGUEL A. FIGUEROA

In Staff Development Strategies That Work Donovan and Figueroa have edited a collection of proven library staff development techniques. These chapters are unconventionally delivered from 'bottom up' recipient perspectives, rather than amounting to the traditional aggregation of 'top down' wisdom from senior authorities that so often characterises such books. Eighteen young North American library achievers are the primary contributors – 'all within a decade of graduating from library school' and 'who have made a strong impact in the few years they have been working'.

The editors acknowledge their deliberate choice of the term 'staff development', rather than 'professional development'. Their working assumption - which seems viable - is that the former represents a programme 'influenced by a manager or management team and prescribed for staff', whereas the latter signifies an individual's own plan or career development. The beneficiaries who have contributed chapters to this book recount personal stories of 'strategies', an array of both positive and negative experiences.

Structurally, this book is subdivided into two large parts: 'In the Library' (nine chapters) and 'Out of the Library' (eight chapters). Thematically, the former part deals with such issues as staff development opportunities at work, 'great bosses', coaching, mentoring, the power of trust, cultivating new professionals, library governance and modelling a 'research' mindset. The second component covers leadership training programmes and institutes, networking, staff development via participation in meetings, association conferences and national committees, community engagement, advocacy and cultivating minority librarians.

Layout is punctuated by the regular deployment of highlighted 'quick tip' boxes throughout, adjacent to and summarising the various lessons presented.

For example: 'employees respect someone who works as hard as they do', 'coaching is about building reflection and refinement into the day-to-day work process' and 'encourage early-career librarians to present, present, present'.

What of the book's detail, some of the specific library development experiences and professional settings discussed? As an example, contributors to 'In the Library' explore the power of trust in new leaders. The provision of 'opportunities and responsibilities' that seemed to exceed one's 'experience and knowledge of librarianship at that time' are recalled as challenges that drew one contributor forward into both the field and her current leadership positions. She also equates trust with mentoring, as a management principle and 'leap of faith' in which employees become self-directed and make decisions. This is in part about the cultivation of new leaders, and is variously manifested: the creation of chances for new skills and responsibilities to be acquired (e.g. early appointment to an Association of College and Research Libraries – ACRL – section committee), involving the new librarian in 'high-level brainstorms and projects', confiding in them and treating them as equals.

From the other major part of this book – 'Out of the Library' – are various focal observations.

For instance, the author of a chapter on 'networking as staff development' recommends that supervisors take initial inventories of their existing employees' networks, thereby gaining insights into the type of person they have just hired. Further, supervisors should discuss with new employees those whom they should know, also introducing them to their own networks. Other (familiar) suggestions include encouraging relevant professional association involvement and the value of arranged meetings with more knowledgeable persons as great development opportunities. These points are all well made and resonate with both pragmatism and experience.

What resonance might such a book have with Australasian readers? In some respects, this cross-section of personal development anecdotes emerging (as they have) from particular North American library contexts, characterised by relatively substantial scales of staffing and financial resources and distinctive local parameters, represent genuinely 'foreign' professional environments, somewhat divergent from local reference points. However, while acknowledging the uniqueness – even idiosyncrasies – of one's personal history and prevalent work context(s), the initiatives and developmental consequences flagged by the contributors retain some universal reach and some value for an Australasian library readership. These are not always original reflections on proven staff development strategies, but they represent a challenging collection of rich and potentially transformative alternatives to entrenched organisational culture or leadership mindsets.

Michael Cullen
The University of Notre Dame Australia

Protecting Intellectual Freedom in Your Academic Library: Scenarios from the Front Lines

BY BARBARA M. JONES

Complementing the ALA's Intellectual Freedom Manual, this work is one of three by different authors (the others are by Candace Morgan on public libraries, and Pat Scales on school libraries) based on actual cases in the USA. Barbara Jones has the advantage of being currently librarian at Wesleyan University in Middletown, Connecticut, which houses a First Amendment Collection on Freedom of Expression. As expected, this excellent book relies on American examples, with the First Amendment forming the philosophical base as well as professional guidelines; and relevant ALA documents are reproduced in the appendix. This means that some of the case studies rely on factors which will not be applicable outside the US   for example, that certain access to publications held by government depository libraries is required by legislation (p.119). (Of course, this does not mean that the government will deposit its materials without being selective.) Nevertheless, the basic stance of this book and the premises of the case studies discussed as examples hold true for us in Australasia.

The work is presented under five main aspects: an introduction to intellectual freedom and modern academic libraries; collection development; internet access; the library as a meeting place; and privacy and confidentiality. Throughout there is a strong linking of intellectual freedom with information literacy; although the latter is only lightly mentioned specifically as a teaching function, the need to present and give access to differing views permeates the text. The format is to discuss a topic within each of the five main aspects, to present examples of actual events, and to give reasons for recommended actions and reactions with reference to external laws and guidelines as well as to institutional missions. As we witness the social colonising of the world by acquiescing and copycat governments seeking to micro-manage the lives of their citizens, so that some mediaeval monarchs may almost seem toothless in comparison, it remains not only true that the price of freedom is eternal vigilance but that proactivity must be political.

This book is therefore an excellent introduction not only to what is happening in our own libraries, but to the potential problems which we may have to face. 'I am Agent Jones from the FBI. I need to check the library records to see who has been interested in anthrax' (pp.188-190) is no longer just a film scenario. Its Australian equivalent is coming to a library near you! Just a warning, though: you will not be able to use this as a reference work on the subject, particularly because the index is not comprehensive but consists of main references only. Fortunately, this book is extremely readable so that you will probably want to read it from cover to cover. I recommend that you do.

Edward Reid-Smith
Charles Sturt University

Start to Finish YA Programs: Hip-Hop Symposiums, Summer Reading Programs, Virtual Tours, Poetry Slams, Teen Advisory Boards, Term Paper Clinics and More!

BY ELLA W. JONES

Start to Finish YA Programs is an excellent teaching resource for librarians, particularly new staff in public and school libraries who wish to run young adult workshops that are varied and appealing to teenagers.

This book is an easy-to-read, large format paperback with many illustrations, including sample forms, flyers, invitation letters and even a sample proposal for funding to complement the text. The book includes a CD of the programmes with a list of all the figures from the book that can be adapted for the individual library. This is an excellent time-saving feature when printing handouts and posters for a workshop. The addition of these examples for each activity makes this book very user-friendly and especially helpful for new librarians who have never been responsible for organising specialised workshops for young adults and request funding in a tight financial environment. This book would help to simplify the process of organising, promoting and conducting a programme from beginning to end – hence the book's title.

The book is divided into three parts where Part 1 covers the basics of teen programming, including reasons behind conducting the workshops that include 40 developmental assets or building blocks to help children become caring and responsible members of society. These include creative activities, reading for pleasure and positive peer influences. Programmes presented in the book are then grouped into assets so librarians can match a programme to an asset; for example 'term paper clinic' and 'poetry workshop' support the building block of 'commitment to learning', simplifying the expected outcomes of the workshops for easy explanation to management.

A useful book list is included along with many illustrations of flyers, bookmarks, powerpoint presentations, sample certificates and rating forms that are relevant to the program. Programs themes included in the book vary from the familiar to the unusual and include scavenger hunts, fitness regimes, oral history projects, youth leadership, teen idol contests, book clubs – something for everyone. There would be few libraries or schools that could not find a great example of a project to use for a young adult workshop, and they could easily be adapted to the particular situation or audience.

Part 2 is the largest segment of the book and describes twenty five teen programs in detail. Each of the twenty five programs is described with a straight forward and clear description of the program, goals and a step by step plan of action to explain how to market, conduct and evaluate the program. Part 3 concludes the book with a short summary, followed by a list of useful resources including books and websites to help

staff obtain a grant to run the teen program. Author, Ella W. Jones is well-qualified in the field of librarianship with three master's degrees and more than twenty years experience in educating young people using creative workshops.

Start to Finish: YA Programs is a practical manual for teachers and librarians who wish to run appealing workshops for young adults and it is full of creative ideas. While this book is expensive at $150.00, the value of the workshops with printable handouts will easily justify the initial cost. The simple format and the addition of a CD make the book an item that will become valued resource for reader education in a library or school environment.

Kay Neville
TAFE New South Wales

Hosting a Library Mystery: A Programming Guide

BY ELIZABETH M. KARLE

Is it to be a whodunit? A stolen artwork? A missing person? A treasure to find? Is there background information to be sought? Or are there cryptic clues or a map? Almost everyone is intrigued by a mystery, particularly if they have a chance of solving it, and this little book is full of ideas for putting the mystery format to use in familiarising library users with the library's resources and services. A mystery can be the basis of a library orientation tour, a teaching tool for research skills, an introductory activity for innovations or a publicity medium, portraying the library as a welcoming and fun place to visit.

Elizabeth Karle begins by guiding the reader step-by-step through the construction of a mystery designed to teach the use of the library's catalogue and online journal resources. By disguising the activity as a search for missing history professor, Dr Ima Gonner. Karle and her staff are able to assemble relevant resources available in a specific library, develop a structure working backwards from Professor Gonner's presumed location. Through a framework of sometimes cryptic clues, participants interact with the plot and are sent to gather resources and eventually locate the good doctor. Karle leads the reader through a practical workshop session on writing clues and encourages library staff to become part of the event by playing the part of characters, often in costume. She then offers suggestions for ways in which this script could be adapted to suit different libraries or patrons of different ages and abilities, at the same time encouraging enthusiastic participation and making a positive impression on patrons.

The book concludes with five sample scripts, complete with clues, worksheets and answer keys. They are the stolen paintings mystery (orientation tour), the Salem witch trials mystery (a discipline specific script), the unfriendly friends mystery (a banquet theatre), Merlin's minions mystery (advanced skills development based on fantasy) and the Treasure Island mystery (young adult and teen orientation). These scripts can be easily adapted to a particular library and the clues modified depending on the holdings of that library. Or they may be used as a template for developing an entirely different mystery.

The book is indexed, and the resources section provides links to mysteries hosted by other libraries, thereby providing even more ideas. It is a handy reference for library staff involved in publicity and outreach as well as those looking to create entertaining active learning events for teaching library skills or introducing special collections or new services. Used as an ideas starter, the range of possibilities is limed only by imagination.

Helen Dunford
Tasmanian Polytechnic

Critical Approaches to Young Adult Literature

BY KATHY H. LATROBE AND JUDY DRURY

Young adult literature embraces a wide range of books from popular graphic novels, through mysteries and historical fiction to poems and classic literature. Authors Kathy Latrobe and Judy Drury have many years' experience in library and school education, and they have a good insight into the literacy requirements of teenagers. Critical Approaches to Young Adult Literature helps to provide a theoretical basis for the analysis of teenage literature using eight critical theories.

The theme of this book is the importance of promoting reading to young adults aged 12 to 18 to set them on the path to lifelong literacy. This book is separated into three distinct parts, beginning with the theories and competencies of young adult programmes. Chapter 2 examines the themes and stages relevant to young adult readers and reviews theories of cognitive psychology, psychosocial development and moral development to demonstrate how the dimensions of each stage interrelate (for example the ability of a young adult to show both leadership when required, yet accept adult authority). Books with strong young adult characters can allow teenagers to relate to difficult situations they may encounter and teach them ways to cope with problems.

Part 2 is devoted to genre criticism and describes categories of literature including realistic fiction, historical fiction, biography, informational and picture books, poetry, speculative and short stories. The authors examine the relationship between genre and understanding by outlining methods to evaluate each category and investigate ways the genre can challenge its audience. Each section is followed by a short annotated bibliography with current examples of the genre.

Part 3 examines different styles of criticism including psychological, sociological, historical, reader-response and gender criticism. Each chapter has a relevant annotated bibliography and list of further reading. Chapter 10 is particularly interesting as the author discusses archetypal criticism, in particular Christopher Bookers 'Seven basic plots' that examine archetypal plots of novels, plays, myths and films. These include 'rags to riches', 'the quest' (Harry Potter and Lord of the Rings are obvious examples) and rebirth or 'coming of age'. There is an example of each style included to help clarify the style for the reader. In addition, there are 12 basic archetypal characters that will be familiar to most readers identified by Carol Pearson. The characters types are tabulated (see figure 10.1) to provide a means to analyse young adult literature using four elements of goal, fear, dragon/problem and gift/virtue with an example of each style. For example the book Siddhartha by Hermann Hesse is a pattern for the archetypal character of 'sage', and it is analysed using the four elements. This is helpful for librarians who have previously avoided in-depth analysis of teenage literature for fear it was too complex. The book concludes with a very comprehensive index.

This volume could be used as a textbook and equally would be useful for any children's librarian or teacher interested in evaluating and analysing young adult literature. The authors assume the reader has no specialised previous knowledge of the theories and criticism of young adult literature and this makes the book suitable as a textbook for undergraduate students. Critical Approaches to Young Adult Literature is highly recommend for any professional who deals with the literacy needs of young adults and who would like to increase their knowledge of the area.

Kay Neville
TAFE NSW

Storytime Magic: 400 Fingerplays, Flannelboards and Other Activities

BY KATHY MACMILLAN AND CHRISTINE KIRKER

Aimed at young children (from babies to kindergarten) Storytime Magic provides a variety of fingerplays, action rhymes, songs, flannelboard and stick-puppet stories and patterns, crafts and other games and fun activities to enhance both the enjoyment and learning that can occur through storytelling. Organised into chapters based on 16 themes, it is easy for the reader to find a story and associated activity to bring storytimes to life.

 Although written for librarians, the chosen themes follow topics common to many units of work in early education, and the stories and activities could easily be adapted by teachers to enhance either an integrated or trans-disciplinary unit of work. Many of the craft activities and games could readily be tailored for older children. Flannelboard and craft patterns are shown in miniature in the book; however, full-size patterns are available on the book's website (the URL is in the book).

Many of the poems include actions that will be of particular interest to those teachers interested in brain-based learning. The use of cross-lateral movements is used to stimulate both sides of the brain and to encourage hemispheres to work together. Activities have also been designed to enhance 'text-to-self' connection through active involvement leading to increased appreciation and understanding of language. Multiple intelligences are also well catered for by engaging multiple senses in many of the suggested activities (through song, touch, movement, craft and visuals).

Other valuable inclusions are: 'transition poems, used to signify the beginning or end of an activity, providing children with the opportunity to move around and then to refocus; an appendix on making flannelboards and stick puppets; an index of titles and first lines; an index of craft ideas.

Storytime has the potential to be a valuable resource to librarians and teachers of young children, providing them with book titles, poems, songs and craft ideas, in one, easy-to-use book.

Helen Nitschke
Australian International School Singapore

Public Libraries and Internet Service Roles: Measuring and Maximizing Internet Services

BY CHARLES R. MCCLURE AND PAUL T. JAEGER

 From a US perspective McClure and Jaeger discuss the social role of public libraries, how the internet is changing and reshaping those roles, and the expectations and effects of public libraries in society. They begin by providing a background to their discussion and three tables to illustrate the findings of three separate studies undertaken in 1987, 2001 and 2007.

 In 1987 service roles were described as broad concepts, but in 2007 their description consisted of a detailed list of specific services to communities, and measureable service responses. What libraries now do or offer to the public to meet a defined need, as a service response, has changed. McClure and Jaeger describe the development of the social role of libraries from educating the masses to the 'marketplace of ideas', where libraries are the primary source of information, and what these changes have meant for both libraries and society.

Six chapters are then devoted to various contemporary service roles and expectations affecting both library staff and the community. Issues relating to law and public policy are discussed, especially community support in emergencies, access to e-government, and internet filtering to protect minors from accessing inappropriate material. Reliance of individuals, the community and the government on the role of internet-enabled libraries for accessing information, the availability of training to do so, and the implications of this new role are examined. For them, planning for these community needs and service roles starts by identifying service needs. Whether service roles should be based around what a library does,

or should do, is debated. Whether a library responds to changes in expectations, or leads change, changes in service roles and technology necessitate planning; McClure and Jaeger explore factors to consider when selecting internet-enabled service roles. The authors outline steps to meet pre-determined service role objectives, starting with an inventory and assessment of the current technology situation and analysis of its capability.

Specific issues and the development of service roles are covered in the next three chapters. How the current trend in the use of social networking and participatory applications may affect library service roles is explored.   Resistance from within the library profession and overcoming challenges from public policy, in particular those relating to information access and security, are discussed. The final chapter draws together all these threads relating to roles and expectations, the future of public libraries, the profound change ahead, and reminds us of the task to ensure libraries remain the 'marketplace of ideas'.

This book is easily read. It has 23 very short chapters, with figures and tables throughout for measuring and assessing services delivered, and concludes with several pages of references,

and an index. McClure and Jaeger raise more questions than they answer. This book will appeal particularly to students, practitioners and managers across the wider library and information sector and related fields interested in measuring and maximising internet services.

Lois Robertson
Archives New Zealand

Training Paraprofessionals for Reference Service: A How-To-Do-It Manual for Librarians

2ND ED. BY PAMELA J. MORGAN

This book starts with discussion of a mantra familiar to every library manager: 'add new services; sustain existing service levels; and simultaneously manage to maintain (or even reduce) existing budgets'.

Hiring paraprofessionals to provide or participate in reference services is one way of meeting this challenge. The author presents cases for and against this practice. She argues that staffing a reference desk with paraprofessionals need not compromise library service, but that hiring good paraprofessionals is only a partial solution. The real question is not whether to use paraprofessionals at the reference desk but how to use them. Library management must decide what type and level of questions are appropriate for paraprofessionals to answer and how much education is required. Training in library policies and procedures, in the use of reference sources, and in techniques of answering questions and making referrals is critical if the highest levels of service standards are to be maintained.

There are 10 chapters in this book. Beginning with the decision to use paraprofessionals at the reference desk, the authors progress through the training cycle: assessment of training needs, design of training, implementation and evaluation. There is useful advice on creating a training plan (Chapter 3) and discussion of orientation to the work—covering introduction to the library and its services, the philosophy of service, and performance standards and expectations (Chapter 4). Chapters 5 to 8 deal with skills— basic (such as catalogue training, web services, evaluation of internet sources, call numbers); advanced (for example, article databases and federated searching); ready reference (such as encyclopaedias, statistics, government information, company information, consumer health information); and communication (for example, how library users ask questions, and reference interviewing techniques).

Each of these four chapters includes objectives and training checklists, with exercises and their answers. This framework can be used as a model, and the exercises which are specifically North American in subject matter or orientation (such as those on government and company information) could easily be replaced by others more appropriate to one's own region and library clients. The book finishes with discussion of performance management (Chapter 9 – standards, feedback, evaluation of performance) and evaluation of training (Chapter 10 – learning, behaviour, effectiveness of training and revision of training).

New material in this second edition encompasses changes in reference librarianship since the first edition in 1993: the internet, virtual reference, electronic resources, increase in self-service by library clients, the decrease in numbers of reference enquiries and their changing nature.

This is a very practical book which contains many useful exercises, checklists and examples of forms. Supporting information includes a glossary, references and lists of resources for each chapter,

a bibliography and a good index. The book also provides as an appendix Guidelines for Behavioral Performance of Reference and Information Service Providers, from the American Library Association Reference and User Services Association.

I recommend this book as a very helpful guide for anyone developing and implementing training programmes within libraries.

Sherrey Quinn
Libraries Alive! Pty Ltd

The Newbery & Caldecott Awards: A Guide to the Medal and Honor Books 2009 Edition

ASSOCIATION FOR LIBRARY SERVICE TO CHILDREN

This annual publication is, as usual, interesting and informative. The publication begins with an outline of the terminology of the awards, definitions, the terms of the awards and criteria for both the Newbery and the Caldecott medals. This is followed by an essay by an eminent contributor, in this year's case, Kathleen Horning, School of Education, University of Wisconsin-Madison. In her scholarly essay she analyses past winners of the Newbery and the Caldecott medals which have been changed, updated, re-illustrated and undergone new cover designs to make them more appealing to a contemporary child readership. The examples of book thus re-invented include some titles well known in Australia – for example The Voyages of Dr Dolittle (winner of the Newbery Medal 1923), which was most recently revised in 2001. Other titles which might not have been so well known still have stories of makeovers which are fascinating.

The Newbery criteria consider only text in the quest to find the most distinguished contribution to American literature for children, but of course many winning titles also have illustrations. These books are often updated, even to the extent that books formerly without illustrations have acquired them. Books in this latter category include Island of the Blue Dolphins, The Witch of Blackbird Pond and Caddie Woodlawn. Many Newbery-winning titles have been made into movies, and this inevitably leads into different illustration modes, movie tie-ins and adaptations. Sometimes illustrations have been represented in a different form, because the originals were too difficult to reproduce.

Following the essay, there is a very important record of Newbery-winning and honour book titles with citations, each with bibliographic details, right back to 1922. The treatment is then the same for the Caldecott winners and honour books back to 1938.

In the previous year the illustrative media used in the Caldecott titles were listed as a separate chapter – in this 2009 edition the information has been moved to accompany individual award entries. Thus the entries for each winner and honor book are complete, compact and more engaging. There are two indexes at the end of the book: one is a title index and the other an author/illustrator index.

There are many titles listed in the Newbery and the Caldecott chapters with which Australians and New Zealanders will be familiar. Librarians, teacher librarians and other decision makers have long been intensely interested in the winning title announcement each year, and many libraries routinely hold the current winners. Despite the very American nature of this publication, it is a worthwhile read for all professionals handling a children's library service. These annual publications are very professional and inform as well as engage. Several of the featured essays from past editions are available at www.ala.org/editions/extras/alsc35859. They are researched and scholarly and well worth reading.

Heather Fisher
New England Girls' School

Making the Most of RFID in Libraries

BY MARTIN PALMER

RFID has been around for more than a decade, but it is only in recent years that libraries have begun to take it up wholesale. The falling costs of tags and equipment balanced against the security and workflow benefits that they bring, are making RFID an ever more attractive option for library stock control and management.

However, it is still not a cheap option, even if it is cheaper than before. So how do you decide whether it is the best option for your library? And if you implement RFID, how do you ensure you are getting the most out of it? Palmer aims to answer these questions in this practical, easy-to-read guide.

It begins with an overview of RFID, the development of the technology and how it works, how it is used elsewhere in the world and a summary of how RFID is being used in libraries. It then goes into a bit more detail on RFID and libraries – how it was used initially, how it works now and problem areas such as audiovisual material and multi-part items. Palmer then explores the relationship between the library management system and RFID. He explains why both are needed, what communication protocol should be used, RFID and various library processes – both staff and public.

The following chapters go into a bit more detail on standards and interoperability, privacy, health and safety, library design and the impact on RFID on each. He then outlines how to build a business case for RFID and how to write an RFP. He investigates how RFID affects staffing and the options that open as a result, looks at how to evaluate the options for RFID and how to project manage the installation.

He finishes with a case study on how to best use RFID in a library setting and looks at how RFID could be used in future libraries in new ways. The content is supplemented with links to further information, including websites, blogs, fora, RFID suppliers and comprehensive references.

Although it is relatively short at 154 pages, this book covers considerable ground in a very short space. Although clearly not comprehensive, it gives enough content in the important areas and some useful real-life examples to help give the reader a good grounding in RFID in libraries. It is very helpful also in giving direction on how to approach an RFID project. I highly recommend it to those who are considering or have recently implemented RFID in their libraries.

Michelle McLean
Casey-Cardinia Library Corporation

More Family Storytimes: Twenty-four Creative Programs for All Ages

BY ROB REID

Chicago: American Library Association, 2009. 184 pp. A$99.95 soft cover ISBN 9780838909737 (available from Inbooks)

This book is the follow-up volume to the popular Family Storytimes (1999) and includes versatile and imaginative storytime themes for all ages. The themes have been updated using a variety of current book titles, mostly published from 1998 to 2008. Rob Reid has over 20 years' experience as a children's librarian and lecturer at the University of Wisconsin, and he was asked to write a new version of his successful book by American Library Association. All activities in the book have been tested thoroughly by children and their parents around America in various locations, mostly public libraries.

Each chapter follows a similar pattern beginning with 'Program at a Glance' designed to give an overview of each theme. The list of books and songs could be used by librarians as an acquisition list for new purchases. The programme begins with an opening song, followed by a mixture of picture books and activities that include sound effects, movements, poetry, colouring-in, memory games or finger plays. The programme begins with the quieter songs and activities, and the noisier songs are positioned at the end of the session.

The author has developed a tried and true method of storytime reading and activities that are almost guaranteed to be successful and can be tailored for even the most difficult audiences. His years of experience in the field have given him insight into the area of storytimes and how to engage the attention of children in an entertaining yet educational way. The themes he has chosen include the ever-popular farm animals, seasons, cooking, clothes and families; and they involve a combination of traditional and new songs and rhymes. This work is aimed at school and public libraries yet could be used at pre-schools as well, and the author even suggests that the family-oriented storytimes could be used privately for family reunions and social gatherings to entertain children.

This is a very practical and easy-to-use book that has valuable ideas that could be used by anyone who needs to entertain large groups of young children, especially in a library setting. It would be easy to adapt the programmes for different groups and substitute the books and songs for those that are readily available in the library, while maintaining the themes. This book is recommended for children's librarians or teachers who are short on time and require ready-made ideas and activities to entertain and educate young children.

Kay Neville
TAFE New South Wales

Reid's Read-Alouds: Selections for Children and Teens

BY ROB REID

Rob Reid writes a column in Book Links magazine, a resource which helps librarians and teachers connect children with books (and which became a supplement to Booklist from October 2009). In Read-Alouds Reid collects annotations of 200 titles published between 2000 and 2008; many of these appeared in similar form in Book Links.

The books chosen for this selection are strong stories that appeal to readers from primary to high school, and that need more than one sitting to be read. For this reason fewer books for K–2 than for other grade levels are included. The selected books represent a mix of genres, topics and perspectives. Some are award winners. Reid recommends that readers know their audience, and that they read aloud books that will challenge and entertain listeners; he shares tips on how to do so. Reid also acknowledges the influence of Jim Trelease and his read-aloud handbook in promotion of books and the joys of reading.

Each of Reid's annotations consists of around 200–250 words, including a bibliographic citation, number of pages, school grade level, brief outline of what the book is about, and a '10-minute selection', in which he suggests a short read-aloud passage from the book, designed to introduce the characters or to capture the interest of listeners so that they may choose to read the book themselves.

Reid's Read-Alouds has an easy-to-use arrangement. First there is an author-title list of all the books selected. This is followed by the 'read-alouds' annotations, also in author-title order—the main part of the book (91 pages). Next Reid lists the books by broad subject/genre, some examples being animals, ecology, family, fantasy and science fiction, friendship, humour, outdoor survival, and 'stories set in other countries' (presumably 'other than the USA') —21 titles. The final section of the book is grade level recommendations, although Reid also states that he hopes readers will not limit themselves to the grade level given for a title if they know that the audience of a different age level can handle it.

Although this book does not contain a traditional index, its arrangement facilitates navigation, and its lists effectively function as indexes, helping the reader identify suitable books by author, topic/ genre and grade level.

This is a very handy package of read-aloud suggestions for teachers, librarians and parents; it also provides an opportunity for readers to quite quickly become familiar with a selection of titles published in recent years, so it would be useful in readers' advisory work for children and young adults, and perhaps also in library selection/ acquisition.

Sherrey Quinn
Libraries Alive! Pty Ltd

Service Learning: Linking Library Education and Practice

ED. BY LORIENE ROY, KELLY JENSEN AND ALEX H. MEYERS

Service-based learning has been part of library education curricula since the very early days of library education. In 1896 Melvil Dewey was adamant that 'lectures and reading alone will not achieve the best results in training for librarianship without … actual work in a library' (quoted on p. ix). Thus, highly ranked library programmes today ensure that students are provided with opportunities to incorporate service learning into their study, thereby gaining a greater understanding of the relationship between elements of the course and their future professional employment.

The editors have collated contributions from almost 30 experienced library educators from well-respected institutions throughout the United States, which outline the history and theory of service learning and demonstrate how it can be incorporated into the curriculum. This book focuses the concerns of practitioners and educators over the relevance of current library education and examines ways in which it can be taken out of the classroom and into the community. Four of the book's chapters address the history and practical components of a service learning programme and describe the roles and responsibilities of the student, the educator and the site supervisor. Most of the remaining authors examine the many service learning options available and report on the success of specific programmes of study within individual courses. Many of these programmes require the students to summarise their service learning experience by keeping logs or journals, producing end-of-project reports, oral presentations or recordings made on-site or by giving poster session presentations. Thus two final chapters discuss these options in the context of the evaluation of service learning.

Engagement with underserved populations is a recurring theme in many of the programmes described. Students are guided and encouraged to organise outreach programmes such as reading clubs, online 'ask a question' services, storytelling groups, help desks for international students and the like. As they work, the students gain skills in project management and customer relations, as well as increased confidence, socialisation in the field, useful professional networking opportunities and a competitive edge in job searches.

The book is well indexed and includes a very extensive bibliography of worldwide print and online resources, as well as notes on the contributing authors. Although totally based on US courses, the principles apply to any similar system, and it would be a valuable resource in Australian and New Zealand libraries associated with institutions offering library education.

Helen Dunford
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Managing Electronic Records 4th ed

BY WILLIAM SAFFADY

This book is intended as a practical rather than theoretical guide to managing electronic records, and it is very firmly based in the context of organisations and legislation in the US.

This is the fourth edition, but the introduction does not make it clear where updating has taken place. It is undoubtedly useful as a reference book; the historical development of computing in organisations is interesting, and storage media are covered in detail. However, the lifecycle view of recordkeeping and the application of tried and tested concepts of the paper world to the digital environment are disconcerting and ultimately do not provide a feasible or practical approach to the problems of managing electronic records.

The focus of the book is on the records rather than the systems that create and manage them. The author stresses that an inventory approach is essential, and it is only by undertaking a records inventory that effective records management is possible. The problems associated with dynamic documents, collaborative working practices, emerging technologies, cloud computing, social software and mobile computing are not addressed. These issues reflect the reality of today's digital working environment, and all pose major barriers to the inventory of records. Focusing on an inventory as the key component in a records management programme ignores some of the principal ways in which information is being created, and thus ensure any records management programme is at best only partially successful.

The author specifies that the key difference between records management software and enterprise content management software is that the former incorporates retention functionality. Consideration of the required characteristics of records as specified by the international records management standard (ISO15489: authenticity, integrity, reliability and usability) may have motivated more in depth consideration of the issues that records management software needs to address.

The rapidly changing environment is acknowledged by not providing bibliographies, but the appendix suggesting resources for further study is a bit too generalist in nature to be of much help. There is a need to ensure that these resources are current – although the URLs automatically redirect, references to the National Archives of Canada and the British Public Records Office are not up-to-date.

Gillian Oliver
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Competencies for Science Librarians

ED. BY DAVID STERN

London: Routledge, 2009. 199 pp. price not reported hard cover ISBN 9780789037305

This interesting, comprehensive book suffers from a title which seems to set a limit in coverage and scope, readership and its engagement. However, the book addresses issues far beyond competencies in the accepted sense; rather it works for librarians who may only have a passing relationship with the sciences, and much of it is very engaging. This is a rigorous, scholarly coverage of a wide range of management issues, focusing on contemporary changes in knowledge production, which in turn affect processes and procedures for access.

The chapters are written in a scholarly manner by various authors with evidence of research and valuable citations, but there is no information about the background of the authors. The editor says that they are leading authorities in the field of librarianship. The editor also says that the book is a valuable resource for beginners, but the perspectives seem to be speaking to experienced librarians working in diverse knowledge environments, making management decisions and coming to grips with the demands of the profession in their particular workplace. The text examples, systems quoted and most citations and references are American, but in a global community most readers will cope with this and translate or adjust.

The first chapter looks at the foundational competencies of librarians, encompassing communication, being a team member, taking on leadership roles and being a lifelong learner. Following chapters cover such diverse areas as collection development, reference work, information literacy instruction, core cataloguing, managing service operations, outsourcing, team building, statistical work in libraries, assessment procedures and strategies for understanding and influencing the information industry. A most entertaining chapter is called: Humor Deficit: A Librarian's Guide to Being Funny and Competent – here the author strongly argues that humour enables a whole range of communication hurdles to be breached, stresses to be relieved and professional burnout to be lessened, with examples and research to show that humour increases energy, productivity and reduces absenteeism.

Each of the chapters offers the author's experience as a librarian in a scientific field, but most of the discussion could apply just as easily to many generalist libraries – university and TAFE libraries, school libraries, public libraries, etc. Access to information sources and communication to clients are two repeated priorities. The kinds of contemporary information sources discussed include wikis and blogs, web portals, digitisation of collections, chat services and other forms of social networking as well as electronic journals, database provision and outsourcing. This gives a very wide view of the term 'competencies'. Each chapter is fully referenced, and a detailed index is found at the end of the work. Especially for librarians in a science-based library, this book would have a comfortable feel, but for others interested in the fields outlined above, it is an interesting and engaging book to read, especially for the view through the contemporary porthole.

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Creating the Customer-Driven Academic Library

BY JEANNETTE WOODWARD

Chicago: American Library Association, 2009. 194 pp. A$99.95 soft cover ISBN 9780838909768 (available from Inbooks)

This is a valuable book, not only for the points you will applaud, but also for those with which you may disagree. Eschewing the safe middle ground, Woodward takes a fresh approach which holds attention and aids us in looking anew at our libraries from the user's perspective.

Use of storytelling in early chapters hooks the reader effectively and counters negativity by calling us to let our imaginations run with the scenarios which are presented. Woodward is concerned that academic librarians are much less visible to clients than in previous times, are largely unaware of the state of collections, and feel little responsibility. Some of the examples of practice seemed extreme to me, but many of her points about currents trends ring true, and she presents an eloquent case which challenges the wisdom underpinning some innovations common in Australian academic libraries. Stories of students feeling alienated when entering a new library, as they are unsure of the layout, need easy access to a clean toilet, and experience variable customer service from non-librarians reflect an all-too-common reality which we will do well to learn from rather than react against.

Having captured the reader's attention, Woodward proceeds to offer many approaches to improve customer service. Just a few examples are provision of excellent signage, clean facilities, a videoconferencing room, a telephone centre for mobile phone users, and a graduate student helpline staffed by experienced librarians. Chapter 7 covers the Information Commons and embedded librarians. Woodward advocates staffing based on actual user needs and notes several types of users. Her own investigation as a user revealed that librarians permanently assigned to the Commons give best assistance for complex database searches, with student workers bettering librarians who work there for only a few hours per week.

The penultimate chapter is entitled Customer Service: Making It All Come Together. Woodward suspects customer service standards have declined despite affirmative rhetoric and renews her claim of the importance of having quality staff available to assist users. She also looks at instant messaging and email assistance. Chapters 8 (marketing) and 10 (evaluation) are less polemical than other material. Chapter 8 is an overview of marketing for academic librarians and would serve well as a real-world introduction to the topic. The final chapter (10) can also stand alone. It briefly covers statistics, LibQUAL, measuring value, linking library directions with the goals of university administration, and evaluating space usage. The book concludes with an index.

Creating the Customer-Driven Academic Library is written in an accessible and interesting style, is thought provoking and addresses serious current issues. It is recommended for all levels of staff in academic libraries.

Julia Leong
RMIT University

Guidelines for authors

The Australian Library Journal welcomes contributions documenting developments in research and professional practice as well as more general articles on issues relevant to librarians and libraries.

Most articles are peer reviewed. These include substantial pieces and articles whose authors request review.

Preferred length is 3500–5000 words, and the preferred format for submission is an MS Word (Arial, 12 point, double spaced, left justified) attachment to an email sent to the Editor at: alj.editor@alia.org.au

Articles should be accompanied by an abstract of up to 150 words, plus brief biographical details of the author(s).

All submissions will be acknowledged, and when accepted will be the subject of a formal shared agreement on copyright with ALIA.

The Commonwealth's *Style manual for authors, editors and printers*, sixth edition 2002 (ISBN 0 7016 3648 3) should be used where choices need to be made.

All references should be carefully checked and reference style should follow the *ALJ's* current practice using Chicago Referencing style. Examples are available at http://www.chicagomanualofstyle.org/tools_citationguide.html

A print quality black and white photograph of the author would also be appreciated.

Contributions are equally welcome from established and beginning authors.