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**Books Matter: The Place  
of Traditional Books in  
Tomorrow's Library**

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**Developing a Foreign  
Language Fiction Collection  
on a Limited Budget**

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**Information Literacy Skills  
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High Demand Material**

Valerie Perrett

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**The Information-Seeking  
Behavior of Online Public Library  
Clients: A Conceptual Model**

Joan Ruthven





# The Australian Library Journal

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# The Australian Library Journal

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# Editorial

2010 has been a year of change for ALJ: new cover, new editor, new editorial board, all contributing to the new directions we hope ALJ holds in the future.

## Welcome new Editor and new Editorial Board

After the printing of this issue of ALJ, I will step down as interim ALJ Editor, and hand over the reins to new editor Ann Ritchie. Ann has a wide and diverse range of experience within the LIS profession, and extensive editorial experience. I am sure she will perform brilliantly at this new challenge, and I wish her the best of luck in this endeavour.

ALJ also has a new Editorial Board, one that we are sure will bring fresh new ideas to the journal. At the time of printing, we welcome the following new members of the ALJ Editorial Board:

- Keith Webster (Chair)
- Gaby Haddow
- Patrick O'Connor
- Sue Reynolds
- Leith Robinson

## New look ALJ

One of the challenges ALJ faces every issue is content. Over the last 18 months, ALIA has been revisiting its publishing program, and trying to define the target audience for each of its publications. ALJ is, and has always intended to be, a practitioner-based journal, with a focus on evidence-based best practice. However, we have found that many practitioners do not consider themselves researchers, and do not submit their findings, though most perform some sort of research-based problem-solving on an almost day-to-day basis.

One of the aspects that was pinpointed was the cover and overall look of ALJ. Though ALJ is meant to be accessible and of interest to all LIS professionals, the cover was much more in line with AARL – an academic research journal – than *inCite* – a newsmagazine with a broad readership. Keeping in mind the words ‘accessible’ and ‘practical’, we redesigned the cover of ALJ to reflect the value of its contents to the profession, but also a user-friendly, practitioner-based style.

## New direction

All of these changes have their roots in the hopes that we hold for ALJ in the future. We believe that ALJ and practitioner-based research is essential for a thriving, growing profession, and we believe that our readers believe that too.

In ALIA President (2010-2011) Graham Black's inaugural Frontline for *inCite* (V31, Issue 6), he states that, “when you think about it, nearly all advancements, no matter how great or small, are based on [research, education, and application]. While the principles are simple, undertaking rigorous research, delivering pedagogically informed education, and ensuring application occurs in a safe and sustainable environment can be incredibly complex and often very expensive. There is also a fourth factor that goes along with research, education, and application and that's publication.”



We urge each and every one of you to consider the research, education, and application you have accomplished in your workplaces and to keep that fourth option – publication – in mind. When you share what you have learned, you contribute directly to the advancement and invigoration of the profession.

## Double issue

As we mentioned in February, ALJ has been under the direction of an interim editor since November 2009. In order to meet the standards and high quality that we continue to strive for in ALJ, we decided to release a double-issue in May, as issue 1/2 of Volume 59. This means there was no February issue of ALJ.

## This issue

Lyndon Megarrity opens the issue with a discussion paper exploring the place of books in the contemporary library. She argues that libraries should be about more than just technology and instant research questions. Books have a role in libraries and in society that must be valued and protected. The issues and challenges of collection development and management are considered by Cindy Bissett. She presents a case study exploring how the Tasmanian Polytechnic Launceston campus library developed a fiction collection in languages other than English with no budget. Using donation and grant funds the library was able to address the social, literacy, learning and cultural needs of the diverse student base it serves. Valerie Perrett outlines a recent study by the University of Canberra library to explore student satisfaction with access to high demand material. The results of the study revealed that the library did not need to

buy additional copies of high demand materials as a way of increasing student satisfaction instead it should focus on extending its in-curricula information literacy skills training. Joan Ruthven closes the issue with a paper that outlines a conceptual model of information seeking by public library clients in an online environment. She explores the implications this model has for contemporary public libraries.

Finally, I would like to thank Gary Gorman for his work as Book Reviews Editor, and the contributors for their work. I wish Ann and the new Editorial Board the very best for the coming issues.

**Helen Partridge**  
*interim ALJ Editor*

ALIA would like to acknowledge the hard work and dedication of interim ALJ Editor Helen Partridge. We appreciate her time, generosity, and skill in taking on ALJ amid her many other commitments.





# ARTICLES

# Books Matter: The Place of Traditional Books in Tomorrow's Library

LYNDON MEGARRITY

People who love books can find entering an Australian library in the so-called 'cyber-age' to be an unsettling experience. The first thing you notice is the reduced emphasis on book shelves in favour of empty but architecturally pleasing 'public spaces', comfortable cushions, computer terminals, sometimes even new cafes and display areas. Indeed, the current boast of many libraries is that they are 'more than just books', as if there is something embarrassingly old-fashioned and irrelevant about supplying a book-lending service (Browne, 2009).

The next thing that the book-inclined individual finds is that the colloquialism 'shhh...' is seldom heard in a library these days. In some institutions, the hale and hearty now feel more 'empowered' to talk at the top of their voices to staff about IT problems or family history questions. This is because many libraries now market themselves as social hubs rather than places of quiet reflection.

Finally, library users in certain larger institutions may feel discouraged from consulting older titles in the collection. This sense of discouragement is the result of increased offsite book storage and a declining emphasis on retrieval services as money is poured into computers and digitisation of archival material (McQueen, 2009). The future is here, and it's all about IT and good coffee; in fact, if computers keep encroaching upon book spaces, libraries will end up as glorified Internet cafes.

Does it have to be like this? We need to increase public discussion about the libraries of the future. This article is written with the conviction that the future of cultural institutions should be about more than efficient technology and instant research answers. Technology, when used well, enhances our lives. But so, I would argue, do books that you can hold, see and feel. As a medium for internal self-discovery, as a means of drawing attention to an issue, and as an effective vehicle for preserving and recording the present and past, I am convinced that the library as a repository of books beats the Internet hands down.

This article is more of an opinion piece than a strictly academic research paper. While I have tried to be balanced and to provide solid evidence for my arguments, I cannot claim to be an unbiased author. I am writing from the point of view of a professional historian who has visited many libraries over several years. More significantly, I am also writing from the perspective of a book lover who has been a proud member of local libraries since early childhood. I was inspired to write this paper because of my perception that the way in which new forms of information technology are sold to the public often involves portraying the traditional book lover as chronically nostalgic, sentimental and old-fashioned (Sorensen, 2010). This article, then, is a defence of the traditional book which moves beyond nostalgia. It attempts to provide readers with clear and convincing arguments for valuing the role of the book in libraries and in society as we head towards the future.

## Digital versus Non-Digital

The worrying thing about discussions about the place of Information Technology in the modern world is that the debate tends to be a little one-sided, because it has been dominated by people whose natural affinity for technology has blossomed into a rewarding career. In one of my local libraries, I recently spotted several rows full of books which, ironically enough, either forecast the death of the book or studiously ignored it while extolling the virtues of a book-free learning environment, like US author Don Tapscott's *Grown Up Digital*:

Because the Internet gives young people a world of information at their fingertips, they have to struggle to understand and synthesize ... Of course they need to focus deeply to accomplish a complex task, but the rest of the time, they're developing multitasking skills that are very useful, even essential, in the modern digital world (Tapscott, 2009, p. 291).

Many academics with a strong research interest in technological change also invoke that old, dependable girlfriend TINA ('There Is No Alternative') when calling for digital research to be at the centre of learning institutions. While displaying some empathy for colleagues who prefer more traditional methods of humanities research, Paul Longley Arthur nevertheless maintains that

This is a pivotal point of change in the humanities. Those who do not want to be part of it [i.e. digital research] now will be left behind. Those who do will have the privilege of being part of the most exciting and transformative period in the history of humanities (Arthur, 2009, p. 57).

As the Internet and other digital technologies have developed and improved since the 1990s, the champions of the book-free learning environment have found allies in politicians and governments of all persuasions. Like 1960s British Prime Minister Harold Wilson, who was so keen to associate himself (verbally) with the 'white hot technological revolution' of his time (Judt, 2005, p. 371), politicians and senior bureaucrats are falling over themselves trying to be seen supporting the online future of learning and information. Our leaders seem dazzled by the 'future', which they tend to assume means 'more and more technology for every social purpose under the sun'. A frequent commentator on Australian education, Kenneth Wiltshire, has described the 'disease' of numerous

policy-makers who believe that the mere provision of computers and software and access to appropriate bandwidth will, of itself, create an information or knowledge society. Witness the succession of Ministers of Education of all political colours throughout Australia who believe the task is completed when the computers have been installed in the schools! (Wiltshire, 2003, p. 6)

The modern political system, with its emphasis on speed and efficiency, is naturally predisposed to accept the increasing dominance of Information Technology in libraries uncritically. Writing and research are done less and less by politicians (unless you count those post-parliamentary memoirs), and the most pressing political need for information is in dealing with the daily news cycle, for which electronic information is needed fast to show that the politician is on top of an issue. Books are still valued by politicians but only on special occasions: the politician will show their support for scholarship by standing alongside an historian at a government-sponsored book award night; now and then, a leading politician will be filmed reading to young school children, symbolising government interest in the next generation of lifelong learners, especially at election time.

Frequently faced with budget pressures, university, state and municipal libraries have sought government and public attention in recent decades by emphasising the power of libraries to harness technology to transform themselves into community and information hubs. Much solid work has been done within public libraries to install terminals to bring the Internet to those who might not otherwise have access, while encouraging the use of library space for various community activities in the name of social cohesion. Libraries at university level have also been transformed by an emphasis on Information Communications Technology (ICT): in some respects this has been in reaction to strong government support for cost-effective 'online learning' innovations within the tertiary sector since the 1990s (Pratt, 2003; Davison, 1996; Carpenter & Tait, 2001). As more and more electronic databases and journals are purchased by tertiary institutions, and digitisation programs find funding, the book and journal budgets decline and 'elderly' books (say over twenty years old) magically disappear (Frow, 2006; Woolcock, 2006).

While across the world of libraries, there are prominent discussions about a large range of issues (how to be more entrepreneurial in a tight funding environment, how to make the library a more friendly 'space' for clients, how to maximise public access to new technologies etc), the place of the book in today's library seems a neglected topic. Journalist

Shelley Gare has highlighted the nonchalant way in which books can be treated in today's image conscious library environment:

When the City of Sydney library moved out of its old premises at the Town Hall and into a sumptuous new home at Customs House on Circular Quay in 2005, users were told it would be bigger but it would have fewer books ... the extra space would be given over to cafes, seating and space (Gare, 2006, p. 23).

According to Gare, thousands of books had to be jettisoned in the move because the Customs House was unable to cope with the weight of 'proper-height shelves filled with books ... Which means that someone ... decided to move the library to a building that actually can't really hold a library and so the library has had to rid itself of books ... But it does have a barista and a coffee bar' (Gare, 2006, p. 24). Such anecdotes are symbolic of modern Australia, where suddenly the notion of the library as a repository for knowledge and culture through its collections is becoming viewed by decision-makers and some cultural commentators as antiquated (Dooley, 2009). Borrowing or reading books at the library no longer seems as 'sexy' as Famous Author visits, book clubs, children's play areas, Internet use, adjacent cafes, and in the more prestigious institutions, tourist-oriented displays and events.

This article is not an attempt to disparage the modern library, not by any means. Librarians are very committed to their work, and many researchers continue to be guided by their good advice, myself included. The use of library facilities to create social cohesion and opportunities for interesting and rewarding community events is clearly a good thing and can lead to greater knowledge of books and authors. Further, the efforts of public libraries to provide Internet access has helped to bridge the digital divide between the 'haves' and 'have-nots' as more government/industry information and processes are exclusively delivered online.

Many useful technical innovations are spearheaded by libraries and universities. Computer catalogues give us speedy access to library collections, and databases such as Libraries Australia allow us to find books across the continent. Digitisation programs have also had interesting outcomes.

The digitisation of a library's 'treasures' can act to increase a library's public profile and knowledge of its facilities (Breeding, 2009; Pomerantz, Choemprayong & Eakin, 2008); online photographic collections such as the National Library of Australia's Picture Australia website (a collaboration involving the collections of several Australian libraries) have been a great research source for students, publishers and teachers; and many libraries have used their Internet presence to collect 'digital stories' from the public. One international example of this is the Hurricane Digital Memory Bank. This is an initiative of George Mason University with the involvement of Library of Congress among others: it collects and preserves records and stories relating to Hurricanes Katrina and Rita, with the active participation of survivors. As Paul Longley Arthur points out, such programs have the potential to be historically invaluable, provide an outlet for community expression and ensure that the marginalised have a voice (Arthur, 2009).

Nevertheless, I believe we should remain concerned at the increasing invisibility of books within the image that the modern library projects to the world. Although we hear a lot about book shops attached to the bigger libraries, of library visits by iconic authors, even book clubs, the library book collection seems these days to be the 'love that dare not speak its name'. This is a crying shame, because books matter.

## Books Matter

In the first place, books matter because they delight us, and in a world full of pain and loss, we need all the delightful things this world can hold. The very fact that the book is *not* an electronic device in an era where the computer screen has become dominant is, for many of us, a great relief. The aesthetic pleasures of holding a book, flicking through its pages and admiring the layout are frequently combined with the joy of owning, if just for a rainy afternoon in a library, an object that allows us to touch the past. As London *Telegraph* writer Robert Douglas-Fairhurst has written, an old book's 'yellowed pages or spots of mould turn it into a machine for transporting us through time' (Douglas-Fairhurst, 2009, p. 35). A letter writer to the *Sydney Morning Herald* (11/06/09), Mr. Matt Petersen, described poignantly the personal significance of a leather-bound copy

of Charles Darwin's *Voyage of the Beagle*, won a maths prize at school by his father in 1919:

... whenever I leaf through those pages I like to think that I am sharing Darwin's journey with my dad. Somehow I don't think my children will share those same emotions in 40 years if they opened some PDF files (Petersen, 2009, p. 12).

Books matter because they proclaim their physical existence to the world, and they are released at a specific moment in time. The effort required to create a book, from its editing to its binding, says to the world, rightly or wrongly, 'this book contains ideas that are worth paying attention to by a broad audience, *now* and in the *future*'. In a world that is culturally fragmenting, the culture around the release and shelf life of the book is a collective celebration of the desire among individuals and communities to influence society that is worth retaining.

Further, books matter because they are the perfect medium for gaining self-knowledge, expanding our imagination, learning more about the use of language for fun and for persuasion, and vicariously experiencing other cultures and other times. Unlike so many aspects of modern life, where Information Technology has been employed to produce speedy outcomes in the name of 'efficiency', the traditional book gives us time to seriously reflect upon and revisit the thoughts and stories of other people as we turn the pages. To be 'lost' in a book is to find oneself.

Books also matter because it is relatively easy to preserve books in a library, in contrast to the expense required for capturing electronic data in digital archives (these fledgling facilities may need to be replaced as commercial imperatives make older web-based technology redundant). While books are subject to age, insects and natural disasters, they are better survivors than many websites, which can cease to exist when the originator fails to pay fees to the ICT body which maintains their site. Further, electronic data can be more easily manipulated than print. The webpage that a researcher cites might in six months be altered beyond all recognition, creating public doubt about what the author has viewed.

Some would argue that aesthetic and philosophical defences of the book are simply romantic nonsense.

For example, the online use of academic journals and ideas websites has grown substantially over the years. Writing in *Australian Book Review* (May 2009), Gillian Dooley is very comfortable with the changing publishing trends:

I, myself, as editor of an online journal, appreciate the vast benefits of electronic technology: the ability to expand or contract an edition ... the ease of global distribution; and not least the freedom from the necessity to find money to pay for printing hundreds of copies, some of which will sit dustily in a storeroom until they are pulped ... (Dooley, 2009, p. 55).

There is no denying the benefits of online journals, although those benefits are greater if you happen to be attached to an organisation that subscribes to a broad range of periodicals. Faced with the realities and expenses of non-commercial publishing, the cost-effective e-journal is a legitimate way of getting ideas out there and hopefully into mainstream discussion. But for me, journals are a bit like 'honorary books'. I still prefer being able to wander through the 'new journals' display at my local university, experiencing the thrill of discovering interesting articles in places I would otherwise never think to look.

The fact that books, journals and magazines can take a physical form and can be browsed allows for those accidental, interdisciplinary insights into a topic is a matter that should not be dismissed lightly. On the Internet, it is much easier to be seduced into thinking one has 'covered a topic' by clicking onto the web links that immediately appear via the magic of search engines like Google. This is a particularly dangerous idea in the hands of 'I-just-want-to-get-a-pass' tertiary students, who, in the rush to complete an assignment, may rely on dubious sources like the online encyclopedia Wikipedia, in which no one author takes responsibility for the fact or fiction contained within (Haigh, 2006; Salter, 2007). The more zealous digital natives appear to regard knowledge as something to be learnt through an Internet search engine when the urge to 'know' something arises. The online learner becomes a 'self-maximising entrepreneur' (Ailwood, 2004) who, with the Internet at his/her fingertips, learns to become an 'e-navigator' of information experiences, making the teacher and the book virtually redundant. '[L]

et's get laptops and the Web into classrooms so that teachers can be freed to customize a learning experience rather than being forced to remain 'broadcasters of information', Don Tapscott cheerfully argues (Tapscott, 2009, p. 291). Elsewhere Tapscott dismisses the notion of educator as 'sage-on-the-stage' as irrelevant in the Internet Age (Tapscott, 2009, p. 8).

Yes, it is important for communicators to acknowledge the background and experiences of their intended audience. But in order for intellectual growth to occur, it is also vital that the individual learn, at some point in time, that they are not the centre of the universe; that there are individuals and cultures whose value cannot be understood through the filter of one's own experiences and past knowledge; and that to avoid going intellectually and spiritually stale, we must actively exercise our curiosity and occasionally get out of our 'comfort zone'. The problem with computer technology is that it is very tempting to process new knowledge in such a way that it never seriously challenges our thinking. We can find ourselves distracted by the much-hyped features of Internet sites, including weblinks to further information, online forums, online video links and a bottomless capacity to produce visual imagery. Screen culture puts a premium on the individual interacting with the material s/he reads, hears or sees on the web, with the emphasis on individual preference. Reading a book, however, involves a more self-conscious reflection on someone else's thoughts. As British scientist Susan Greenfield describes it,

... reading follows a fixed, linear path, and as such it is not an active participatory activity but a passive one. Then again, the passive following of a linear path may be precisely the way an individual can eventually construct their own conceptual framework to make sense of the world: the narrative, the linear sequence of related steps, may be the all-important building block of the thought process itself (Greenfield, 2008, p. 167).

Reading a book involves acknowledging that writers and their writing can make a difference to our lives. We live in a world surrounded by 'heroes' created mostly by the media. Most of those chosen for worship are those who have a talent to amuse

(sporting figures, entertainers) and are treated as 'sages on the stage', to use Tapscott's expression. As human beings we have a hunger for understanding, to learn how others live and how they feel. Books allow us to enter into those worlds through the deceptive simplicity of words lined on a page, making subtle connections with other books we have read, gently shaping and enriching our view of the world. Sometimes this process is hard, complex and difficult, particularly for the young. But as US social theorist Neil Postman argued,

our youth must be shown that not all worthwhile things are instantly accessible and that there are levels of sensibility unknown to them (Postman, 1993, p. 197).

## Conclusion

In the scheme of things, books have had a very short life. In the fifteenth century, the printed book began to replace the hand-copied manuscript in Europe; over the next few centuries the popularity of books and libraries grew with the increasing literacy of populations across the globe (del Corral, 2001). The gradual displacement of the book within society and the library might be seen by some as simply a natural stage of evolution as the technologies for communications change. But as this essay has argued, there are logical reasons why libraries should still value their book collections. The format of the book encourages calm, considered reflection, a rare commodity in the world today. Undeterred by the bells and whistles of the Internet Age, it focuses the reader's attention on the outside world. The Internet and community outreach programs have a place within today's library, but the book must always have pride of place in the library. We are in danger of swallowing the line that 'if it isn't online, it doesn't exist', (Jim Gerber, cited in Haigh, 2006) and if libraries keep up their book culling programs, the IT gurus will be dead right. This would be unfortunate, in my view, because while the printed book and the modern library are recent traditions, we have destroyed so many traditions that keep us in touch with the past that it would be a shame to add book collections to the list. Author Nicholas A. Basbanes highlighted the emotional value of the library to a civilised society in his tale of finding a collection of obscure books in the Boston Athenaeum, in 1995,

savouring the fact that he was the first person to see these items since they were bought for the collection some 81 years previously:

'Eighty-one years,' I said aloud, shaking my head with amused gratitude. 'You wonder who they bought these books for anyway.' James P. Feeney, the silver-haired circulation librarian ... paused momentarily and fastened his unblinking eyes on mine. 'We got them for you, Mr. Basbanes', he replied evenly, and resumed his work (Basbanes, 2001).

## Lyndon Megarrity 2009

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**Lyndon Megarrity** (b. 1971) has a PhD in history from the University of New England (2002) and is a professional historian. He has published many historical articles since 1996, with an emphasis on Queensland history and Australia's involvement with international education 1945-2005. He has worked as an ARC Research Associate at the Faculty of Education and Social Work, University of Sydney (2003-2005) and is a co-author of *Made in Queensland: A New History* (UQP; 2009).

# Developing a Foreign Language Fiction Collection on a Limited Budget

CINDY BISSETT

This is a refereed paper

## Introduction

Libraries have limited budgets and Collection Development Librarians can be faced with difficult decisions in the spending of their allocated funds. This paper discusses how the Tasmanian Polytechnic Launceston Campus Library discovered a gap in their collection and addressed this situation without funding. The Library wished to purchase fiction in languages other than English, but did not have a budget to purchase recreational resources and thus a project was begun to develop such a collection from donations and grants. A literature review indicates the relevance of developing a foreign language collection in an academic context. A short background on the Polytechnic library is provided, followed by the project itself, describing the process and an evaluation of its success.

## Literature review

Globalization has led to a multicultural society and as a consequence libraries have found themselves providing a service to a diverse and eclectic user group. This situation raises many issues as libraries strive to continue to provide relevant services to both the English speaking and Non-English speaking members of the communities they serve. One such important issue is that of collection development and ensuring that a library's resources include the needs of its whole community.

The Australian government describes its vision of a socially inclusive society to be 'one in which all Australians feel valued and have the opportunity to participate fully in the life of our society' (Australia. Social Inclusion). Having the resources, opportunities and capability to achieve this vision mean that all Australians have the opportunity to 'learn by participating in education and training' (Australia. Social Inclusion).

Kilman (2009) discusses social inclusion programs in the United States, programs which allow English as Second Language (ESL) students to learn alongside their English-speaking counterparts as opposed to segregated education. They are therefore not socially excluded from their peers and all students are taught in ways that value their own abilities and skills. (Kilman 2009, 2). A school with a large Spanish speaking population noted two things missing in its classrooms, 'Spanish reading materials and staff who spoke Spanish' (Kilman 2009, 3). This school purchased Spanish language books that the children could read for pleasure noting that 'if they can carry around a Spanish version of Harry Potter, it enables them to feel like they're a part of the culture and this school community' (Kilman 2009, 3).

A library, whether it is public or educational, is a central service point, not affiliated to one sector and can play a role in the concept of social inclusion by offering resources in the languages of its community. If a library offers a service that encompasses some of the needs of the range of members in its

community, it can become a friendly, welcoming and unthreatening place for traditionally non library users and those from non-English speaking backgrounds (NESB).

Bankstown City Library, as reported by Hudson (1995), ran a program in which it addressed the literacy levels in families including both those from English and non-English speaking backgrounds. The library was chosen as a service provider who would have a wide selection of books available as many of the program participants would not have access to these in their own home. Gradually these participants 'formed the habit of coming to a library and using the facilities offered which met their needs ... including community language material ... in their first language' (Hudson 1995, 94) The library was seen as a comfortable environment in which their needs were being addressed.

Nordy (2009) noted that researchers are still investigating the possibility of whether NESB students should be taught only in English or if they should be taught in their own language as well. No one approach fits everyone, but one conclusion given was that 'teaching literacy in the native language tends to enhance literacy and fluency in English' (Nordy 2009, 1). If this is the case, then it could be said that in order for a student to reach their full potential, the provision of items in a student's native language is vital. This is supported by Nordby's statement that 'when learning to read, both native and non-native English speakers benefit from having ample opportunities for repetition and use of words' (Nordy 2009, 2). Nordby further reports that research found that there were 'positive effects of bilingual education on students' reading achievements' (Nordy 2009, 1). This is further supported by noted library and information science academic, David Loertscher, in the Editor's note in Nordby's paper, who concludes that much of the research suggests that 'a variety of approaches is needed to address literacy ... including having resources in both the native language and the language to be learned' (Nordby 2009, 3).

The importance of having resources in a student's native language is imperative if a library is to support its NESB community and consider their social, cultural and educational needs.

## Background

TAFE Tasmania was legally abolished as part of the Tasmania Tomorrow reforms by the State Government on January 1, 2009. Simplistically speaking, TAFE was then split into the Tasmanian Polytechnic and Skills Tasmania, while most of the grade 11 and 12 Colleges became Tasmanian Academies. The former TAFE and College libraries service all of these entities and are under the banner of the Tasmanian Polytechnic. The libraries are now part of a wider library network, but still operate as they did prior to 2009, in the same library, with the same staff, with the same budget, but with a new name.

The library being discussed in this paper began the Foreign Language Fiction collection project as the Launceston Campus of TAFE Tasmania and has since been renamed to the Launceston Campus of The Tasmanian Polytechnic. This library has a staff of three: a full time librarian and two library technicians, one full time and one part time.

In 2007 TAFE had approximately 39,000 (TAFE Tasmania Annual Report 2006-07) students state-wide and on average one in four of these students were from a non-English speaking background. The Launceston Campus Library directly services approximately 3000 students, an estimated 300 (QLS 2004) of whom are from a non-English speaking background. The library has a collection budget of \$14,000 to provide resources for the broad subject areas of business (administration, management and finance), information technology, nursing, aged care, multimedia and graphic arts, visual arts, furniture and construction, hospitality and migrant education.

The estimated 300 students whose first language is not English come from diverse backgrounds and their levels of understanding of the English language and literacy levels vary immensely. These students are comprised of three broad groups: international students who study either or both ESL courses and mainstream courses, migrants who mainly study ESL and refugees who study ESL.

## Why a foreign language fiction collection?

The library provides orientation sessions for all new students, including English Language Students. These sessions or tours vary in length and detail depending on the language level of the students. Each group is accompanied by a teacher or support staff member. In 2004, the Launceston Campus Librarian gave a library tour to a group of international students, accompanied by the International Student Advisor. The fiction collection was drawn attention to, with the advice that reading a novel might be a way of relaxing from study. Such advice was well meant, but on reflection was not practical. To read a novel in another language is not relaxing, it is in most cases, and certainly for the majority of these students, hard work. The Librarian and International Student Advisor gave this concept much thought over the next few days and concluded that a lack of foreign language material, novels specifically, proved to be a serious gap in the library collection. Not only did the library need to provide novels for relaxation, but for reasons of social inclusion, promotion of literacy in both the English language and a student's native language, and to provide a culturally aware library service. Library Services stated in their Mission and Strategic Directions (2004) that the library would provide 'flexible and effective services that are proactive and responsive to the needs of our clients.' (Library Services 2004) This clearly was not the case and needed to be addressed.

## Why this library?

Launceston is a regional city of some 70,000 occupants. The State Library of Tasmania (public library) is two blocks walk from the Polytechnic and they do have novels in other languages. However, the public library service in Tasmania is a statewide system, meaning that resources rotate amongst the 40 odd libraries, and therefore they only have a small collection of foreign fiction on their shelves at any one time. For most Polytechnic students to find a novel in their language they would have to use the online catalogue and request an item is brought to Launceston for them. The University Library and many school libraries in Tasmania also have novels in other languages, but these are in languages which are taught as subjects, French and Indonesian for

example. For a Polytechnic student to obtain these items would mean a request on interlibrary loan by library staff on their behalf. No other Polytechnic Library in Tasmania has such a collection.

Many of these students have little understanding of the English language and are unused to the ways and customs of Tasmania. The Launceston Campus Library is the first point of contact with a library for this group. The environment is familiar and in close vicinity to their classrooms and teaching areas where their teachers and classmates are. In this environment these students feel less isolated and less culturally ostracized. The library has the ability and size to encourage social inclusion and work with other staff to enhance the literacy and learning potential of these students, by providing them with resources that encourage participation in the library environment. A foreign language collection that is visible and immediately accessible is vital to the concept of social inclusion and provides a culturally aware institution, whilst fostering social interaction among the whole student base.

This library recognized that its collection gap needed to be addressed and now needed to find a way to obtain books in other languages. This is where working with a limited budget and making difficult purchasing decisions comes into play. Whilst the purchase of foreign language fiction had been identified as necessary, the librarian could not justify spending money on novels, at the expense of items which specifically support the subjects being taught. All novels in English in the Library are donated items and it was felt that even if a small number were purchased it would still not make a sizeable collection. A new collection of fiction in other languages would have to be developed without a budget. With this aim, the Library, in conjunction with International Student Services, began a project titled "Developing a Foreign Language Fiction Collection."

## The project

The project began in October 2004 and, while a collection gap had been identified in all of the Tasmanian Polytechnic Libraries, the Project Team (Librarian and Northern International Student Advisor) made a decision to initially restrict this project to the Launceston Campus. This restriction would allow

greater co-ordination as the Team would always be within close proximity, and the student base with which they were working was of a size to allow familiarity and feedback.

The first step was to ascertain the language base of the students as well as their literacy levels to determine if they could read in their own language. A report from the Polytechnic Student database (QLS 2004) provided figures of languages spoken by all students. (Table 1) The table indicates the languages of students statewide not just in the North. The team was unable to gain Northern figures as a report could not be configured just for this area, so advice was sought from International Student Services and Migrant Education. The literacy levels of foreign students were sought in the same way as such figures were not available and teaching staff were thought to be in the best position to be able to provide accurate information on the literacy and language levels of their students. Advice from these three groups has been subsequently sought many times throughout the project.

**Table 1. Languages spoken at Tasmanian Polytechnic 2004**

<b>Acholi African Languages</b>	<b>Bemba, Fante, Malagasy</b>	<b>Afrikaans</b>	<b>Amharic</b>	<b>Arabic</b>	<b>Bengali</b>
Bosnian	Cantonese	Chinese	Croatian	Czech	Danish
English	Fijian	French	German	Greek	Hindi
Hungarian	Italian	Japanese	Korean	Kriol	Malay
Mandarin	Maori	Mon-Khmer	Netherlandic	Oceanian Pidgins	Eastern Asian Languages
Pashto	Persian	Polish	Portuguese	Punjabi	Russian
Samoaan	Sinhalese	Slovak	Spanish	Swedish	Tagalog
Tamil	Thai	Tibetin	Tigrinya	Tongan	Ukranian
Urdu	Vietnamese				

## Seeking donations

The project was begun by seeking donations of foreign language fiction from Polytechnic staff and students. An approach was made via email to staff, posters on campus and word-of-mouth. Specific languages were not asked for at this stage, rather the Team determined that all donations would be gratefully accepted to begin to build the collection. Unfortunately from these first efforts, only two items were received.

During October and November 2004, 20 letters were sent to overseas libraries asking for donations of second-hand novels and magazines, with the offer of sending items in English in return. The libraries contacted were chosen mainly by size of their library collection (World Guide to Libraries 2003) and by a supposition that they would understand a letter written in English. This was a big request of Libraries who would also have limited collections and budgets. The only library who replied was the National Diet

Library in Tokyo, Japan. They mailed 11 items, five of which were non-fiction. A parcel of books donated by the Library and Student Services was sent to them in return.

A further 22 letters were sent during these months to foreign embassies and consulates in Australia asking for donations of second hand foreign language fiction. Contact details were taken from the Department of Foreign Affairs and Trade website. (Australia.Department of Foreign Affairs and Trade) Embassies and consulates were chosen in conjunction with the main languages being sought. Magazines were not requested as the Team thought that the mention of magazines in their last round of letters may have confused the issue and might have been why they received non-fiction as well. This round of letters was more successful than the last and during December 2004 and January 2005, approximately 120 items in Chinese, Korean, Japanese and Polish languages were gratefully received, as shown in Table 2. A third of these items were non-fiction.

Although this was a slow process and the Library was a long way from having a relevant collection, the Team persevered with seeking donations. In March 2005 they wrote to 25 Australian consulates and embassies overseas, again using the contact details on the DFAT website, and in return received some 40 items from China, Korea, Pakistan, France and Indonesia as indicated in Table 2. Once again, not all items were fiction and some were in English.

**Table 2. Donations received from Embassies, Consulates and Libraries.**

Name	Place	Number of items donated
Embassy of Japan	Canberra, Australia	12
Embassy of the Republic of Korea	Canberra, Australia	18
Embassy of the People’s Republic of China	Canberra, Australia	9
Embassy of the Republic of Poland	Canberra, Australia	94 (57 journals continuing)
Australian High Commission	Islamabad, Pakistan	4
Australian Embassy	Paris, France	2
Australian Embassy	Jakarta, Indonesia	14
National Diet Library	Tokyo, Japan	11

At this point the library had approximately 160 items in its Foreign Language Fiction collection, some fiction, some non-fiction and some in English.

In July/August 2005 letters were sent to publishers and foreign language bookshops in Australia requesting that they might donate any older unused stock in other languages. No specific languages were asked for. This venture was not successful.

At this point in time Library staffing consisted of one full-time librarian and one part-time technician. The donated items needed to be catalogued, but as most were in other languages and few had cataloguing records, the staff was faced with a daunting task. So that they could be borrowed, Library staff barcoded each item, numbered it with a sticker inside the cover and made a spreadsheet with the item number, the language and the barcode. However, 160 items did not make an attractive collection. The project team surmised that if a sizeable and relevant Foreign Language Fiction Collection was to be developed then they needed more than just donated items. A suggestion was put to them that they might try searching for grants.

### Grants and more donations

The team members searched the Internet and asked colleagues for suggestions on organizations which provide grants. They discovered that the Launceston City Council has a grants program whereby ‘organizations and groups can apply for funding for events or projects that are of specific benefit to the community.’ (Launceston City Council). An application form was obtained from the website. There was no set amount that an applicant should ask for, so the Team decided to put in a request for \$1000 believing that this would allow them to purchase a sizeable amount of books, but not be so high that the Council would not consider their application. In two pages the Team detailed their project and provided a budget for how they would spend the money. They averaged out the \$1000 to be 30 books at approximately \$30 each. The budget also included “in-kind” support for library staff labor costs in processing and cataloguing the books for loan. The application was lodged in September 2005 and in February 2006 they were notified of their success in receiving a grant, unfortunately not of \$1000, but of \$500. With the grant money 20 books were purchased from the Foreign Language Bookshop in Melbourne in 10 languages as indicated in Table 3. Tasmania has few bookshops which sell foreign language novels in a limited range of languages. The bookshop in Melbourne was chosen from advice given by the then Collection Development Librarian

at the State Library of Tasmania. Purchases were made by phone and email, and while library staff specified what languages they wanted they had to trust the bookshop staff member's judgment in choosing the genre and type of books. It was impossible to spend exactly \$500 so the bookshop was asked to spend just over \$500, which meant that the library would fulfill their obligation to spend the grant and pay the overcharge from their own budget. An acquittal was provided by the end of the financial year. This was straightforward, consisting of a project report and a copy of invoices.

**Table 3. Languages purchased with the Launceston City Council Grant**

Japanese	Korean	Tagalog	Hindi	Arabic
Persian	Dutch	German	Italian	Russian

Another attempt at seeking donations was made in June 2006 when letters were sent to lost property departments of large Airline companies asking for donations of novels in other languages. At the same time letters were also sent to overseas publishers seeking donations of old stock. A few replies were received from some of the airlines indicating they could not help.

After their success with the Launceston City Council the Team decided to apply for a Tasmanian Community Fund grant. The Tasmanian Community Fund gives grants to organizations (generally community based) who 'want to make a difference by enhancing well-being and improving social, environmental and economic outcomes for the Tasmanian Community' (Tasmanian Community Fund). As the Tasmanian Polytechnic is a State Government department and not community based the Team contacted the Fund to ascertain their eligibility before attempting to put in an application. They were advised to ensure that in their application they proved that providing a foreign language fiction collection was not part of their core business. Philosophically they thought it was, but this related back to the blurring of a budget and the purchasing of perceived recreational resources over subject related resources.

Applying for this grant was more involved and difficult than the previous grant, mainly for two reasons. Firstly, the Team was asking for a much larger amount (\$5000) and not just for books. As well as books, they asked for money for bookshelves (the small library was full without the advent of a new collection) and for marketing and publicity. It was an ambitious amount to ask for and an ambitious idea to believe that they could do all they wished on \$5000. Secondly, the grant application was much more detailed. Eight copies of the application had to be provided, plus quotes for the bookshelves, a budget detailing the amount to be spent including that for books, marketing and publicity and "in-kind" support, two referees, the organizations financial status (annual report) and the CEO's written approval.

The application was lodged in March 2007 and in May 2007 the Team was notified of their success. The grant money was used to purchase 105 items in 18 different languages, (see Table 4) to have collapsible bookshelves designed and made, to develop posters and brochures and to market the Collection with a launch. Books were once again purchased from the Foreign Language Bookshop. Due to lack of communication and some language issues and stock constraints, this was slightly more difficult than the first purchase. The languages purchased were chosen after consultation with Migrant Education teachers and International Student Services although the number of items in these languages was restricted to what the Bookshop could supply.

**Table 4. Languages of books purchased with The Tasmanian Community Fund grant.**

Japanese	Korean	Tagalog	Hindi
French	Chinese	Persian	Indonesian
Italian	Russian	Greek	Kurdish
Spanish	Croatian	Thai	Czechoslovakian
Vietnamese	Portuguese		

Artist Bruno Barcodi was commissioned to design and build purpose built collapsible shelving. Bruno titled his work *“Read around the World”* and combined aluminum and lightweight polycarbonate construction materials to create lightweight, collapsible shelving. Thousands of different grains are incorporated in the clear polycarbonate shelves to represent the foods of the world. At each end of the shelves there are aluminum cases representing travel and crowning the structure are over a hundred miniature books uniting a small spinning world. Although not an initial intention when requesting funding, such individual and dynamic shelving has added an interesting and thought provoking element to the whole Collection.

The launch was held in March 2008, once the majority of the new items had been processed and catalogued and the shelving made. This was a challenging and positive event for a small library. Approximately 50 people attended the launch, including staff and students, politicians, other dignitaries and library staff from other organizations. The CEO declared the collection ready to use.

Acquitting this grant was time-consuming. A very detailed project report was required and receipts for all moneys spent, including food for the launch, books, bookshelves, printing for brochures and so on. Copies of posters, brochures and photos of the launch were included, as was proof that the Tasmanian Community Fund Board had been acknowledged on all publicity as well as in the books themselves.

In August 2008 the Project Team once again applied for a grant from Multicultural Tasmania (Department of Premier and Cabinet) of \$840. This was much more straightforward than the previous grant. An application form was filled in detailing the project thus far and the benefits to the local community. The money asked for was to only purchase books, which

further simplified the process. Once again the Team were successful and in March 2009 were able to purchase 28 books in 9 languages as shown in Table 5. This was done by phone, although the Librarian was able to visit the Foreign Language Bookshop whilst on leave and could choose some items. The acquittal was a short project report and provision of invoices.

**Table 5. Languages of books purchased with the Multicultural Tasmania Grant**

Japanese	Urdu	Hindi
Chinese (simplified & traditional)	Indonesian	Hungarian
Khmer	Tamil	Burmese

## Project benefits and outcomes

### Key Benefits of the Project

The development of a Foreign Language Fiction Collection has thus far and continues to benefit the migrant, refugee and international students studying at the Tasmanian Polytechnic . It does so in the following ways:

- Provides a service to fulfill the recreational, literacy and learning needs of non-English language students
- Enhances social inclusion of all students on campus
- Develops social interaction among the whole student body
- By providing resources that include their needs, allows international, migrant and refugee students to feel valued and encourages a sense of pride in their own culture and not feel disengaged from their birthplace
- Fosters a culturally aware campus and institution

- Provides a visual introduction to the type of resources available
- Builds and strengthens that sector of the community's capacity to learn and integrate into general Tasmanian society by using the services available to them
- Allows for greater collaboration between institutions/service industries such as libraries
- Serves as a vehicle for the library to take resources from the library to the public, such as Harmony Day events.
- It builds and strengthens library relationships with colleagues
- It fosters an awareness of the different cultural, intellectual and social needs of the broader Tasmanian community
- It encourages those from non-English speaking backgrounds to use and feel comfortable with institutions they have not used before
- Includes students in an area of library collection.

Reasons why the Project is Innovative

- A gap was identified and filled without a library budget
- New skills and workplace learning for library staff were created
- It demonstrates the importance of providing a service to the entire student community
- It allows for collaboration between libraries
- It creates a pro-active and innovative approach to service provision
- It leads by demonstration to other service providers

### Project summary and the future

While the Project Team were applying for, and dealing with, grant applications, donations were steadily arriving from students. This has been particularly so during the past two years, perhaps as a direct result of having a sizeable and visible collection, more items being borrowed and greater awareness among students that the library has these items for loan and will take donations. During 2009, 125 items were donated in Japanese, Korean and Russian languages. As of January 2010, the Launceston Library's Foreign Language Fiction Collection has 781 items in 27 languages other than English. Table 6 illustrates the number of items in each language.

**Table 6. Languages in the Foreign Language Fiction Collection and number of items in each language**

Japanese	198	Korean	98	Tagalog	11	Urdu	5
Hindi	15	French	13	Arabic	12	Chinese – simplified & traditional	48
Persian	3	Indonesian	28	Dutch	6	German	11
Italian	10	Polish	102	Russian	85	Greek	8
Kurdish	9	Spanish	13	Croatian	3	Thai	32
Czechoslovakian	2	Vietnamese	6	Portuguese	2	Hungarian	3
Khmer	3	Tamil	3	Burmese	1		

During the course of the project, many students have assisted library staff in translating the titles of items so that they can be catalogued. This encourages student involvement promoting a sense of inclusion, more familiarity with staff and pride in being able to assist and view items in their own languages. The majority of items have now been catalogued, apart from four boxes of Russian and Korean books recently donated and translated.

For Library staff the development of such a collection has been invaluable. They have reported a sense of pride in having a unique collection and filling an identified gap. In addition, steep learning curves have been climbed as staff have applied for grants, undertaken publicity in new ways, purchased items in an unfamiliar environment, learnt new cataloguing skills and stretched their minds into thinking in a new direction. As a team, they have been strengthened by working together in such a positive way.

The Foreign Language Fiction Collection is now being shared with the wider Polytechnic community in Tasmania. Items can be requested online between campuses and the possibility is being explored of revolving a large part of the collection, along with the collapsible shelving, around the campus libraries. (At present 30 Japanese fiction items are in the Hobart Campus Library as a trial). Library staff believes that revolving all or part of the collection will enable students to see the collection, borrow from it and donate in return. The student base and age changed after the amalgamation into Polytechnics, so a younger audience is now being reached. Rotating the collection will also encourage participation from library staff in other areas in further collection development. The Collection is already available for loan to educational and public libraries via the inter-library loan system. Requests have been made from both school libraries and the Public library for loans. Tasmanian University students have reciprocal borrowing rights with the Polytechnic libraries so they are able to borrow from these libraries via inter-library loan or to visit the library themselves to access the Collection.

The State Library of Tasmania Launceston Library has offered to donate any older or no longer required items from its collection, other donations are still arriving and seeking further grants is still an option.

In essence the project itself has finished, but the Library has taken this to be a part of its integral role and the development of the collection continues.

## Evaluation

A two pronged approach to evaluation was undertaken. Statistics were used to gain data on the languages of items borrowed and the number of times items were borrowed, while word-of-mouth evaluation was used to ascertain the perceived relevance of these items to NESB students.

## Statistics

Usage statistics, as shown below in Table 7 indicate the languages and number of items borrowed. These statistics are, however, limited. For the first three years uncatalogued items were loaned out and no statistics were kept. In 2009 public and educational libraries in Tasmania changed to a new library system. Statistics from May 2008 to August 2009 were lost in the changeover. Although limited, the statistics do indicate that the highest usage of the collection was by students from countries with perhaps higher literacy rates (Russia, Japan and China). As noted by International Student Services, Polytechnic students from these countries are also more often International fee-paying students than migrants or refugees. The library also has more items on offer in these languages, than in most of the others; thus, the students have more choice in borrowing.

**Table 7. Usage statistics**

Date	Language	Number borrowed
October 2004 – September 2007	No statistics	No statistics
October 2007 – April 2008	Russian 8, Japanese 18, Arabic 4, Thai 1, German 3, French 4, Korean 2, Chinese 10, Tagalog 2, Persian 1	53
May 2008 – August 2009	No statistics	No statistics
September 2009 – February 2010	Arabic 4, Persian 3, Hindi 2, Russian 6, Spanish 2, Japanese 1, Chinese 3	21

Future usage statistics will include languages borrowed, number of items in each language, age range of students borrowing and background of borrowers (ie if studying ESL or mainstream). Statistics will also be regularly gathered from the student database (QLS) to enable library staff to remain up-to-date with changes to the makeup of the student community.

### Word of Mouth Evaluation

To date, tangible statistics have not been gained from students. It is anticipated that this will be done in the future. Simple evaluation forms will be given to students. Questions asked will include:

- whether they know of the foreign fiction collection
- whether they have borrowed a novel in their own language
- whether they would borrow in the future
- if they read novels in English
- if other media, such as sub-titled movies, would be of interest.

Library, teaching and support staff will assist the students in filling in these forms, most probably as part of a class project.

Library, Migrant Education and International Student Services staff have all had some word of mouth feedback from individual students. Library staff have been witness to the interest and excitement of students discovering the Collection, their pleasure in borrowing and donating items, translating bibliographic details and encouraging the participation of their friends and peers. Teaching and

support staff has reported on the positive effects noted in their students, including a sense of pride, cultural awareness, and social interaction.

Future evaluation will allow library staff to gain a clearer picture of the usage of the foreign language collection and its relevance to the community the library serves. Staff can then address the collection needs and institute programs to target the non-users of the collection.

### Limitations

The project was undertaken in a busy, under-staffed 'real world' library. For the first five years of the project the library had only one full time librarian and one part-time technician. All project work was undertaken while still providing a library service. This resulted in statistics and records not being kept as thoroughly as they could have been. On reflection, regular evaluation and tangible feedback should have been sought from students and the teaching and support staff. This has not been done to date. The project was never intended to be a study and the aim has been to work towards developing a Collection to enable students to have a borrowing choice.

Translation of book bibliographic details and cataloguing of the items were a slow process and many manual borrowing records had to be kept in the interim. This meant that details such as language of items, donors' names and number of items all had to be manually noted and converted into tables and spreadsheets, a time consuming process with so little staff. Time restrictions and not enough thought put into the process of how donations should be sought, resulted in some of the initial letters not being well-

thought out. If they had been first translated perhaps so many items in English and non-fiction would not have been received.

Lastly as resources were unable to be purchased in person, communication issues occurred and not all the languages requested were sent.

## Conclusion

This paper describes an innovative and beneficial project. A collection gap was addressed in a unique way and, while there were limitations recognized, it was an achievement. While statistics cannot provide a clear picture of the success of the project, real life pictures can. The library now has an attractive, sizeable and beneficial collection, which addresses the social, literacy, learning and cultural needs of the student base it serves.

### Cindy Bissett

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# Information Literacy Skills Training: a Factor in Student Satisfaction With Access to High Demand Material

VALERIE PERRETT

This is a refereed paper

## Abstract

In a survey of Business and Government, Law and Information Sciences students carried out at the University of Canberra, results showed that in-curricula information literacy skills training had a greater impact on students' satisfaction with access to high demand material than the purchase of additional copies of books. This paper will discuss the results of this survey.

## Introduction

Universities in Australia are required to make publically available data on student satisfaction with their course of study. One of the variables reported on is satisfaction with access to textbooks and recommended titles held by the library. Also relevant to this research is the government mandate to Australian universities to provide opportunities for students to develop a range of generic skills while doing their degree, one of the identified generic skills being information literacy.

At the University of Canberra both First Year Experience surveys (Montesin 2005) and the Rodski Client Satisfaction Survey (Rodski Survey Research 2006) reported that a significant number of students (particularly those studying Business, Law, and Information Sciences) were dissatisfied with the access provided by the library to textbooks and recommended reading titles. Students often leave assignments to the last minute and are then upset to find the required books are not available and they blame the library for not having sufficient copies.

In the Australian university setting it is expected that any change in policy and practice that will result in additional university expenditure must be *shown* to be justified. Simply changing the multiple copying

buying ratio in the absence of evidence that this would improve satisfaction would be unpalatable. Evidence-based research then is part of normal review procedures in university libraries.

With the goal of improving student satisfaction by providing more copies of textbooks and recommended titles a trial was developed to explore the situation. In the trial students enrolled in one subject were provided with extra copies of textbooks and recommended titles and students enrolled in another subject were not provided with extra copies of these key resources.

## The Trial and the Survey

In Semester 2 2008, a study on access to high demand materials was undertaken. The 'trial' units<sup>1</sup> had additional copies of textbooks and recommended readings purchased: most typically, 1 copy for every 20 students or 1 copy to every 25 students. (See Appendix 1 for the detailed formula used in the 'trial' and 'control' units.) The 'control' units continued to have 1 copy purchased for every 30 students. At the end of the semester students in all of the 'trial' units and 8 'control' units were surveyed to assess the impact

1 A Unit in the Australian degree structure is an individual course or subject, usually worth 3 points towards a degree.



of having purchased additional copies of these high demand materials. The survey was handed out in the last class of the semester and students had 5 minutes to complete it. Oral instructions were given that they were only to consider access to resources of this unit. (This session was selected due to high attendance at the last class as it is an exam revision session). In each group there were first-year to graduate-level units. Units from each of the schools – Business & Government, Law, and Information Sciences – were included. In all 576 students were surveyed, 257 in the ‘trial’ units and 319 in the ‘control’ units.

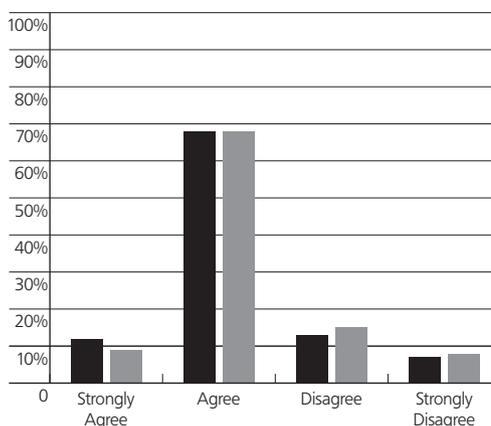
Included in the survey were 5 units for which an in-curricula information literacy skills training had been conducted during the semester. In terms of student numbers, 228 students had received information literacy skills training: 134 students in the ‘control’ units and 94 in the ‘trial’ group units. There had been no attempt made to select units that would have information literacy training provided, for I thought that, on the face of it, information literacy skills training should have little or no impact on satisfaction to access to textbooks and recommended readings. It was student comments in the survey that lead me to examine the impact information literacy skills training had on student satisfaction with access to high demand materials.

## Increased Copies is Not the Best Way to Improve Student Satisfaction with Access to High Demand Materials

Survey results suggest that increased copies of textbooks are in fact not the best way to improve student satisfaction with access to high demand materials and will produce only marginal increases in student satisfaction.

### Satisfaction with Library Access to Textbooks

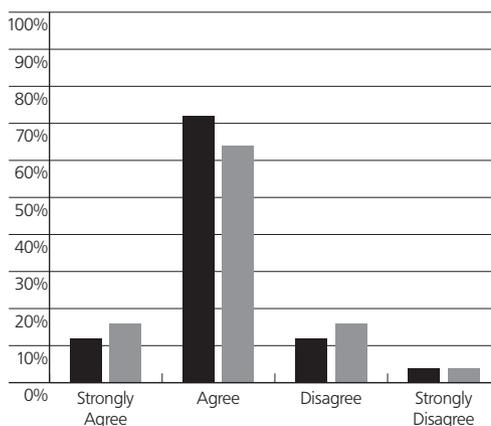
Responses regarding students’ satisfaction with access to textbooks indicated an increase of only 3% as a result of the purchase of additional copies. 20% of the students in the ‘trial’ units selected ‘disagree’ or ‘strongly disagree’ as opposed to 23% of students in the ‘control’ units. Note the slightly higher percentage in the ‘trial’ units who selected ‘strongly agree’.



**Figure 1. Satisfaction with library access to textbooks**

### Satisfaction with Library Access to Recommended Books

The students were asked: ‘Would you agree that the library provided adequate access to recommended readings?’ Again they were instructed to limit their comments to their feelings of adequacy of access to recommended books for this unit only. Figure 2 indicates that the students’ satisfaction with the access the library provided to recommended books only increased by 4% as a result of the purchase of additional copies. 16% of the students in the ‘trial’ units selected ‘disagree’ or ‘strongly disagree’ as opposed to 20% of students in the ‘control’ units.



**Figure 2. Satisfaction with library access to recommended readings**

The impact of the purchase of additional copies of titles had a greater impact on students in the Law School. There was a 6% higher level of satisfaction in the 'trial' units compared to the 'control' units for access to textbooks. The difference was only 3% for recommended readings. For students in the School of Business & Government there was no difference in satisfaction with access to textbooks between the 'trial' and 'control' units. There was a 2% increase in satisfaction with access to recommended readings in the 'trial' units. The Information Sciences students showed that increased copies of textbooks only resulted in 1% fewer students in the 'trial' group not selecting either 'disagree' or 'strongly disagree', which given the small sample size would be statistically insignificant. What did emerge, however, was a difference in the *degree* of dissatisfaction. In the 'trial' units 6% of Information Science students were strongly dissatisfied with access as opposed to 14% in the 'control' units.

Results of the survey were also considered by level of study, with first-year student satisfaction compared to students studying higher units (including graduate students). The results showed that access to more copies of textbooks and recommended readings resulted in a 5% (textbooks) and 4% (recommended readings) increase in satisfaction for first year students. The level of dissatisfaction was generally higher for more advanced students. However, the impact of the additional copies did make a more significant difference: there was a 10% increase in satisfaction for textbooks and a 4% increase in satisfaction for access to recommended readings.

### The Number of Times Students Had to Place Requests

The students were asked, 'Did you need to request material because it was out on loan when you wanted to use the items?' 'How often did this happen during the semester?' This question was asked in an attempt to quantify the level of non-availability of the high demand materials. Did the number of times requests had to be made go down when extra copies were purchased? Figure 3 indicates that there was very little difference between the requests made in the 'trial' units and the 'control' units. In the 'trial' units there was even a slight increase in the percentage of students who made 4 or more requests as the required item was on loan.

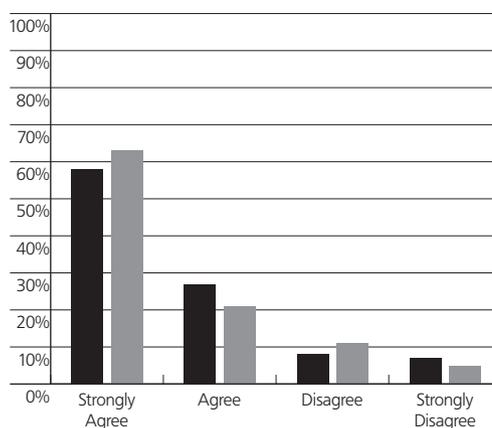


Figure 3. Number of times items were requested

### Preferred Loan Periods

Currently the library places most textbooks on 3 hour loan and most recommended reading titles on a 7 day loan. In the survey students were asked to select their preferred loan periods. The choices were:

- 1 day and 7 days
- 1 day and 3 days
- 1 day and 4 days
- 3 hours and 7 days (the status quo)
- 3 hours and 3 days
- 3 hours and 4 days

Students expressed a preference for 1 day loans over the 3 hour loans (66% of all surveyed students) and a preference for 7 day loans over 3 day or 4 day loans (again, 66% of all surveyed students). Students who commented on why they had selected a 1 day loan period most frequently said the 3 hour loan was too short to achieve anything. The preference for 7 day loans is easy to understand as the university has a high number of part-time students and this survey included students studying in the Saturday MBA program. One comment summed up the dilemma in selecting a preferred loan period. The student said '1 day and 7 day if borrowing and 3 hours and 3 days if waiting'.

## Summary

The results of the trial that was conducted at the University of Canberra with the Law, Business & Government and Information Sciences students show that by simply buying additional copies of textbooks and recommended reading titles the library was only able to improve the level of student satisfaction by 3% to 4%. In some subject areas – law, for instance – the increased number of copies made a slightly bigger impact and student satisfaction in the ‘trial’ units rose to 83% – 6% higher than for the Law ‘control’ units for textbooks and 5% higher satisfaction in the ‘trial’ units in the case of recommended reading titles. The success with improving student satisfaction to access to the high demand materials rose when additional copies of titles were purchased for more advanced units. 10% more of the students in the more advanced ‘trial’ units expressed themselves as satisfied with access to textbooks than those in the ‘control’ units, whereas only 4% of the students in the first-year ‘trial’ units were more satisfied. Satisfaction with access to recommended reading titles improved equally with access to additional titles regardless of the level of study, by 4% in each case.

## Information Literacy Skills Training is a Factor in Increasing Student Satisfaction with Access to High Demand Materials

As mentioned previously, there had been no attempt to consider the relevance of information literacy skills training in relation to this survey; it was comments made by students in their responses that led to the exploration of this as a variable in increasing student satisfaction rates.

A subsequent review of the literature tended to support the view of a link between students’ perception of library print and online resources and information literacy instruction (Lombardo and Miree 2003). In a study by Stamatoplos and Mackoy it was argued that increased satisfaction with library services was linked to information literacy instruction (Stamatoplos and Mackoy 1998). In another study relating to the issue of reading list materials and multiple copies, the authors suggested that librarians

might want to look at other ways of increasing satisfaction with access to these materials than simply buying more copies of titles (Chelin, McEachran et al. 2005). The findings from this study support one of the suggestions made by Stamatoplos and Mackoy, which was to ensure that students have information skills.

To investigate the impact of information literacy skills instruction and satisfaction rates the units included in the survey were checked to determine if there were any in which in-curricula information literacy training had been provided. There were 5 units with in all 228 students: 134 students in the ‘control’ units and 94 in the ‘trial’ group units. This appeared to be enough to give some degree of reliability. A sample size of at least 100 is considered necessary to conduct a confirmatory factor analysis (Leady and Ormrod 2001).

Written responses in the comment area of the survey suggested that there could be a link between information literacy skills and satisfaction.

*‘Did not know how to go about accessing them or where they were.’*

*‘It’s not obvious where to find them, perhaps a set textbook area.’ (The library has one.)*

*‘The library did not hold the set text, or if it did, I couldn’t find it.’ (The library did hold the set text for the unit.)*

*‘Unable to track down text containing source information for the second assignment.’*

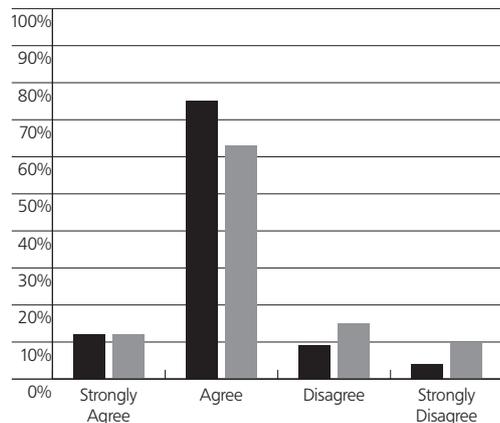
To measure the correlation between satisfaction with access to textbooks and recommended readings and information literacy skills training the results of the survey were analysed by ‘trial’ units that had and had not had information literacy training events and the ‘control’ units which had and had not had an information literacy in-curricula training event.

The Information Literacy skills training that had been provided to students in the “Information Literacy” units ranged from a 2 hour computer lab session with one Law class to a 30 minute orientation on the use of the library, which included information on accessing textbooks, recommended titles and unit specific e-reserve electronic materials. Orientation sessions were delivered in lecture time. Had the research question been focused on examining

information literacy skills training and student satisfaction with access to high demand materials, the nature and type of training and how each impacted on satisfaction would have been explored. This should be the subject of further research.

### Textbooks in 'Trial' Units

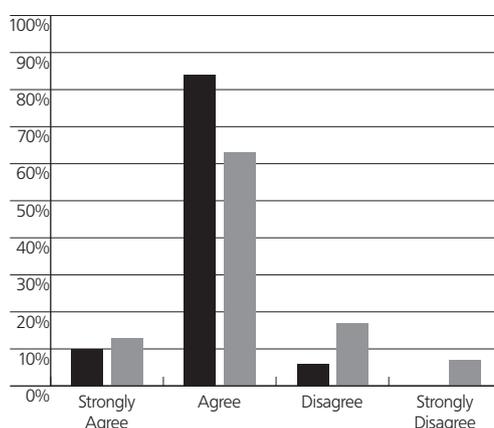
Even though the same number of textbooks were available to support the units, there is a noticeable increase in the satisfaction rating in the units that had an information literacy skills training session. Figure 4 reveals that 87% were satisfied in the information literacy units compared to 75% in the units which did not have such a session. In all the variables considered above, area of study, level of study, none showed this degree of change in satisfaction: a 12% increase in student satisfaction.



**Figure 4. Trial group units satisfaction with library access to textbooks and information literacy skills training**

### Recommended Readings in 'Trial' Units

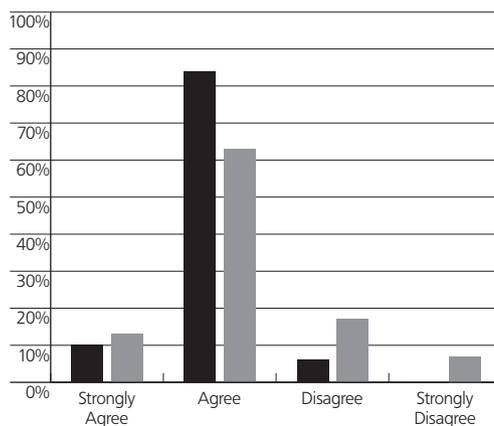
A similar pattern emerged with the satisfaction ratings from the 'trial' group for recommended readings, but here the difference was even greater. Figure 5 shows that 94% satisfaction from the information literacy enriched units compared to 76% in the units without information literacy skills training: an 18% improvement in student satisfaction!



**Figure 5. Trial group units and satisfaction with library access to recommended readings**

### Textbooks in 'Control' Units

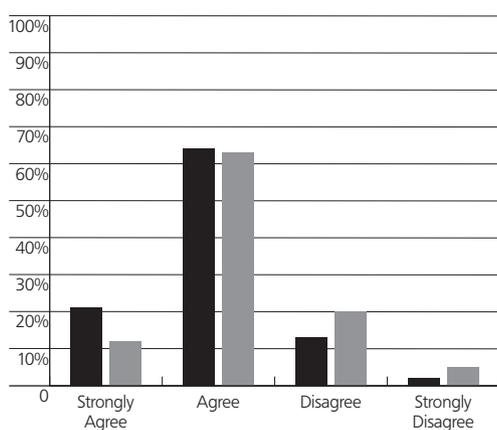
The patterns of satisfaction are similar. Figure 6 indicates that there was a considerably higher degree of satisfaction in the information literacy control group units than in the other control group units: 84% satisfaction compared to 69% for textbook access. An improvement in satisfaction of 15%.



**Figure 6. Control group by information literacy and satisfaction with library access to textbooks**

## Recommended Readings in 'Control' Units

In the case of access to recommended reading titles, 85% of students expressed satisfaction in the information literacy units compared to 75% student satisfaction for access to recommended readings in the units which had no information literacy training event. This was a smaller difference than that in the 'trial' units. However, it was still a 10% improvement in student satisfaction when there was an information literacy training event included in the unit. These findings can be noted in Figure 7.



**Figure 7. Control group by information literacy and satisfaction with library access to recommended readings**

## Summary

Information literacy skills training in a unit was the best way to increase student satisfaction with access to the high demand materials. There was a decrease in dissatisfaction in access to textbooks in the information literacy 'trial' units of 12% compared to the non information literacy 'trial' units: 13% dissatisfaction compared to 25%. Similarly, there was a decrease in dissatisfaction in relation to access to recommended reading titles, this time with the difference being even greater. In the information literacy 'trial' units, dissatisfaction dropped to 6% compared to 24% in the non-information literacy 'trial' units.

The pattern in the decrease in dissatisfaction in the information literacy enriched units continued in the control units, the decrease being 15% less dissatisfaction in the information literacy 'control' units for textbooks and a 10% decrease in dissatisfaction in the information literacy 'control' units in relation to access to recommended reading titles.

## Conclusion

At the University of Canberra recent changes have required that both teaching and administrative units demonstrate that there is good reason for what they are doing, and good reason to undertake any new activity and to show evidence for this. The University Library as a consequence has moved towards adopting evidence based practice<sup>2</sup> to guide it in making changes to resources and services. Evidence based practice involves using formal research methods to provide statistically reliable data on which to base decisions and establish best practice to improve the standards of service and to provide services that are cost effective. The library now evaluates any trials formally before proceeding to implement a new service or change in service. EBP was used to evaluate the trial of the Library Rover service, again it was used to undertake a review of the library procedures for dealing with requests for course materials, to give just two examples. Based on the findings outlined in this paper the library opted to not buy additional copies of the high demand materials as a way of increasing student satisfaction. The ratio of 1 copy to 30 students remained and only the cap of 4 copies was later replaced with a cap of 6 copies for the large units. Instead the focus of the Library shifted to extending the in-curricula information literacy skills training especially in the large first year units. This change in focus linked in well with the government mandate to universities to provide students with a set of generic skills, at the University of Canberra the Academic Skills program was already focused on this, therefore the Library and the Academic Skills program worked together to meet with key academic staff to organise appropriate training for identified core first-year units.

### Valerie Perrett

<sup>2</sup> For a fuller discussion of Evidence Based Practice in the context of libraries see "Evidence-based practice and information literacy" by Helen Partridge and Gillian Hallam.

## Appendix 1

The formula used in the 'trial' units was:

<p>Undergraduates – Reading lists with 10 or less titles</p> <p><b>Textbooks 1:20</b> 1 copy 3 hour loan remainder 7 day loan</p> <p><b>Recommended Readings 1:25</b> All copies 7 day loan</p> <p><b>Supplementary Readings</b> 1 copy General Collection</p>	<p>Graduates – Reading lists with 10 or less titles</p> <p><b>Textbooks 1:20</b> All copies 7 day loan</p> <p><b>Recommended Readings 1:20</b> All copies 7 day loan</p> <p><b>Supplementary Readings</b> 1 copy General Collection</p>
<p>Undergraduates – Reading lists with 11 or more titles</p> <p><b>Textbooks 1:20</b> 1 copy 3 hour loan remainder 7 day loan</p> <p><b>Recommended Readings 1:30</b> All copies 7 day loan</p> <p><b>Supplementary Readings</b> 1 copy General Collection</p>	<p>Graduates – Reading lists with 11 or more titles</p> <p><b>Textbooks 1:25</b> All copies 7 day loan</p> <p><b>Recommended Readings 1:25</b> All copies 7 day loan</p> <p><b>Supplementary Readings</b> 1 copy General Collection</p>

Cap of 15 copies of any 1 item

The formula used in the 'control' units was:

1 copy per 30 students, with a cap at 4 copies for courses with 100 or more students. Textbooks are placed on 3 hour loan and recommended readings on 7 day loan.

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### 3 Acknowledgements:

The two referees who made some valuable suggestions. To Anita Crotty, University Librarian at the University of Canberra for her interest in this project and her support and encouragement in convincing me that this research would be of value to other librarians.

# The Information-Seeking Behavior of Online Public Library Clients: A Conceptual Model

JOAN RUTHVEN

This is a refereed paper

## Abstract

This paper presents a conceptual model of the dynamics of information seeking by public library clients in an online environment. The model is based on empirical evidence from a study completed in 2008 investigating how library users formulate and employ strategies to meet their informational needs. Based on naturalistic inquiry and using grounded theory the research involved interviews with 24 public library clients based in New South Wales. The interviews were undertaken to gain an understanding of client needs in an online environment. The study identifies three major categories affecting the undertaking of online information retrieval. These categories consist of ease of use, usefulness and the client's cognitive/affective state. This model extends the understanding of the dynamics involved in client use of Internet resources by identifying factors and relationships that cannot be fully explained using other models. The implication this research into human behaviour has for libraries is critically explored.

## Introduction

Computers in Australia are now regarded as mainstream technology with the Internet having significant implications for everyday life in terms of work, education, personal pursuits and social interaction (Department of Communications, Information Technology and the Arts [DCITA], 2006, pp.4, 9). A challenge for libraries today is how to meet the demands of Internet users in their search for information in a cost-effective way, and to ensure that the search strategies employed by clients are both efficient and return quality results that satisfy user requirements. The purpose of this paper is to present a conceptual model of the dynamics of information seeking in an online environment and discuss the implications this has for libraries. This model was developed from a study completed in 2008 of the characteristics, preferences and needs of adult Internet users from two NSW (New South

Wales) public libraries and is based on empirical evidence of how library users formulate and employ strategies to meet their informational needs

## Literature Review

This section will provide a brief review of key literature exploring who is using the Internet, the types of online information they are seeking and how their cognitive/affective state and physical experience affect the use of public Internet facilities. The advantage in examining a broad range of approaches to the study of Internet use allowed the researcher to increase her theoretical sensitivity to the subject area without restricting understanding to any particular concept.

## Socio-demographic factors

Analyses of the quantitative studies that have investigated the socio-demographic profiles of Internet users for Australia and in particular NSW

suggest that region on its own has no significant impact on the take-up of Internet (Lloyd & Hellwig, 2000, Abstract) and that observed differences in Internet and computer use can be explained in terms of socio-economic variables (Lloyd & Hellwig, 2000, Abstract). This includes the main driver of Internet use being the level of education, followed by income of the user (Lloyd & Bill, 2004, p.13).

### **Generational differences in online information seeking**

Generational differences in the way the Internet is used have been acknowledged in the literature, both in terms of the types of information required and the level of use of this media (ABS 2005a; Chia, 2002; Fox, 2004; Fox & Madden, 2005; Gietzelt, 2001). In particular, studies show that those in the age band of  $\geq 65$  years are currently the lowest users of Internet technology compared to the rest of the Australian adult population, although this is increasing (ABS, 2005a, 2006a, 2007c; DCITA, 2006; Primrose, 2003). The older age groups, however, are reported as undergoing greater proportional growth in Internet use in relation to the rest of the adult community. This is shown in Australia's improvement in the rankings of ICT readiness in relation to the access to the Internet for those aged 16 years and over, as reported in the Information Economy Index for 2006. Australia's improvement has been directly attributed to the increase in percentage of persons with Internet access in the 65 plus age group (DCITA, 2006, p.15). The statistics indicate that those in the 65 plus age group, in particular, are in a state of transition towards greater use of the Internet to obtain information. Understanding the needs of this age group, who are in a period of transition in Internet use, together with those aged between 35-44 years, who are the largest adult user group of Australian public libraries (ABS, 2002, p. 21, 2007a, p. 23), forms the basis for this study's investigation into the existence of generational differences in online information seeking.

In comparing Australian studies that have investigated the reasons for low computer use in older adult age groups it has been found that lower rates of use may be due to limited exposure to computer and Internet technologies (e.g. at school or in the workplace), linked to lack of confidence (Gietzelt, 2001, p. 138, 149; Lloyd & Bill, 2004, p. 8). As well, physical constraints (e.g. arthritis, limited vision) (Gietzelt, 2001, p. 137; Lloyd

& Bill, 2004, p. 8), a lack of perceived relevance in accessing online services (Gietzelt, 2001, p. 143-144; Lloyd & Bill, 2004, p. 8) and a combination of socio-demographic factors (e.g. likely to be low income earners, less well educated than the general adult population) (Lloyd & Bill, 2004, p. 8) contribute to low computer and Internet use in older adult age groups. Similar findings concerning socio-demographic factors and the use of the Internet by older adults have been made in the U.S study by Fox (2004, p. i). The implication of these studies is that a digital divide still exists within NSW, and the need for the provision of free Internet services and training in the use of online resources to the public through public libraries remains a priority to bridge this gap.

### **Library client training needs**

With computers inspiring 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. The implications of studies by Chia (2002) and Gietzelt (2001) 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. Clients undertaking online training have an added dimension in relation to their training expectations and attitudes towards the use of online resources, in that system response times also influence their perception of the adequacy of training programs (Amber, 2001).

### **Attitudes towards the use of databases and search engines**

A number of studies have been conducted in Australia and, particularly, in the U.S. to gain a deeper understanding of users' online experiences in relation to finding information through search engines as well as databases (Fallows, 2005a, 2005b; Hardy & Johanson, 2003; Williamson et al., 2003). An American study by Fallows (2005a, p.i), in which a sample of 2,200 adults were interviewed by telephone, focussed on quantifying their attitudes towards using search engines in relation to confidence in use, satisfaction and trustworthiness of information provided. The study found that Internet users were in general very comfortable with their role as online researchers. Of those surveyed, 92% who used search engines were confident in their searching ability, with men being

more so than women (54% of men expressing they are very confident compared to 40% of women) (Fallows, 2005a, pp. 8, 22). Confidence in searching abilities was not confined to a particular age group; instead, this was quite high across the board. The results also showed that searchers felt in control, were happy with the results and that the majority of searchers declared search engines to be a source of fair and unbiased information, with even those new to Internet searching quickly becoming comfortable with the act of searching (Fallows, 2005a, pp.i, ii).

Indications from the study by Fallows (2005a, p. 14) are that the majority of search engine users prefer familiarity when using an electronic interface, with 92% only using between two to three different search engines and 44% only using one (Fallows, 2005a, p. 1). Reasons given for this pattern of use are that searchers feel at ease with this method of searching and were getting useful returns.

It was noted in the Australian Senate inquiry into libraries in the online environment (ECITA References Committee, 2003, p. 78) that information seekers take the line of least effort and that information provided immediately to the desktop is preferred to that which takes longer. Google was used as an example regarding ease of use in locating online information, with only minimal keystrokes involved to find resources (ECITA References Committee, 2003, p. 41). A study by Aked (2002, p. 17) investigated the download performance of hypertext transmission protocol Internet application (http) in relation to the provision of broadband Internet access by satellite, through the State Library of New South Wales Internet connection program. Aked found that the search engine Google had the fastest consistent minimum download times of the websites tested. Google.com is also a leader in relation to the number of pages indexed. The study by Fallows (2005a, p. 1) put the number of indexed pages by Google at over 8 billion, followed by Microsoft (5 billion), Yahoo (4 billion) and AskJeeves (now known as Ask.com) at approximately 2.3 billion, although since publishing the figure of 8 billion, Google has declined to reveal any information that allows for current comparisons between other search engines (Mills, 2005). It is therefore no wonder that the study by Fallows (2005a) of the attitudes of information seekers towards the use of search engines such as

Google are shown as happy and confident; with search engines providing easy and consistent search interfaces, fast web page download times and access to billions of pages of information.

Two models that assist to explain the findings by Aked (2002), Fallows (2005a) and Williamson et al. (2003) are the User Acceptance of Information Technology model (Davis, 1989) and the Diffusion of Innovations model (Rogers, 2003). The model proposed by Davis (1989, p. 1) focused on two characteristics of a system which included perceived usefulness (i.e. the extent to which a user's performance is enhanced by the application) and perceived ease of use (i.e. related to the amount of effort involved for the user in taking advantage of the application). Similarly in the model by Rogers, Diffusion of Innovations, it was proposed that the complexity of an innovation, defined as the relative difficulty an innovation is to understand and use, is negatively related to its rate of adoption (Rogers, 2003, p. 257).

Based on these studies, users prefer systems such as search engines which are quick, easy to use and supply information that satisfies their needs. To compete successfully with search engines, the implications are that databases also need to meet these criteria. Not only is it important to ensure database content is meeting user needs, but the methods for retrieval of this information are also critical.

### **Information seeking behaviour and the use of online resources**

A range of models have been identified by theorists related to behaviour and human informational needs. These include the Sense-Making approach by Dervin (1998), the information seeking patterns identified by Ellis (1989), Ingwersen's cognitive perspectives of information retrieval interaction (1996), Kuhlthau's Principle of Uncertainty for Information Seeking (1993) as well as Wilson's nesting of models to explain levels of information behaviour (1999). In the context of this research project into understanding the characteristics, preferences and needs of adult Internet users in a NSW public library environment, the content theory of Maslow's Hierarchy of Needs was used to direct the researcher to areas of study appropriate to investigating behaviour based on

motivation and the use of online resources. This model was selected as it presents a high degree of practicality and can be used to accurately describe many realities of personal experience (Simons et al., 1987 [para.1]). The version selected for this study (Maslow, 1943) is based on the following five categories – physiological, safety, belongingness, esteem and self actualization. Using this model as a guide when examining studies of Internet use, in particular that of public facilities, has shown that Internet users are not only governed by internalised needs and desires but also interaction with the environment within which they are operating (Approaches to Understanding Motivation, 1998 [Content theories, para.1]; Simons et al., 1987, para.3). The implications are that a holistic approach is required in the study of Internet and database use, to fully understand the preferences and needs of adult Internet users in a NSW public library context.

### **Regional differences in online information seeking**

The literature has indicated the existence of regional differences in the types of online information users are seeking, principally based on U.S. studies (Bell et al., 2004; Buterin & Benton, 2003; Moore et al., 2002). As Australian search patterns have been shown to mirror to some extent that of U.S. search patterns (Fallows, 2005a; Google Zeitgeist, 2005, 2006, 2007) the inference is that regional differences may exist in subject searching between library client Internet users in NSW, which could have implications for the content of databases supplied by NSW.net. NSW.net provides NSW local government and public libraries with Internet connections, including access, free of charge through public libraries, to a suite of online databases (known as state-wide databases), staff training and consortium database purchase. An audit and evaluation of NSW.net services in 2003 identified that while there was strong endorsement for the work of NSW.net, there were opportunities to improve the service, particularly in the area of database usage (Buterin & Benton, 2003, [Executive summary]).

Although the research findings were confined to public library and information technology managers' satisfaction of the service rather than from a public library client's viewpoint, which is the intention of this research study, the report signals gaps in the

relevance of databases for potential client groups (Buterin & Benton, 2003, [Executive summary]). As well, search logs indicated a low response by clients, particularly for regional and rural public libraries, in relation to usage of the state-wide databases supplied by NSW.net (NSW.net, 2005d). In view of the low usage rate, the State Library of New South Wales began, in 2005, a Light Use Libraries project targeting public libraries in the lowest quartile for database searching, with the project focused on training staff in the use of these databases (Azzopardi, 2006). This followed a recommendation by Williamson, Wright, Burstein & Schauder (2003) after their investigation into the adoption of online databases in public libraries within Victoria, concerning the need for developing competencies of public librarians in using online databases. Light use libraries (25 libraries) for database use, accounted for only one percent of total usage. All the public libraries identified as light use were located outside the metropolitan area (Azzopardi, 2006, p. 1). As studies in the U.S. have shown that a difference exists in the types of subject areas searched using the Internet between regional and metropolitan areas (Bell, Reddy, & Rainie, 2004) the reduced use of databases by the light use libraries group may indicate that the NSW.net databases are not meeting regional client informational needs in comparison to their metropolitan counterparts.

### **Contribution of the current research into online use**

In general, research both in Australia and overseas has been directed towards providing a statistical profile of Internet users, from which various models have been developed to describe the use of online resources. The literature specifically focussing on the attitudes, perceptions and needs of adult users towards online information in NSW is more limited, particularly when examining this phenomenon from a user viewpoint. This assisted the researcher in identifying a topic needing research. Key findings from the literature review indicate a difference exists in regional and generational online information seeking, and that the complexity and context of use in retrieval of online information plays an important role in modifying the information-seeking behaviour of users.

## The Research Project

### Research aim

The aim of the project was to develop a conceptual model of dynamics of information seeking of public library clients in an online environment.

### Research approach

The research was a multiple exploratory case study of a regional and a metropolitan NSW public library service. As the phenomena to be investigated involve human behaviour and needs to be interpreted in relation to the meanings, motivation and ideas that people attach to what is happening around them (Robson, 2002, p. 24), this research adopted qualitative methods in order to understand the nature of online information seeking from a respondent's point of view. Specifically, the researcher used a naturalistic paradigm, in which output emerges from (is grounded in) the data to investigate the phenomena rather than being based on an a priori theory (Lincoln & Guba 1985, pp.41, 49). Lincoln & Guba's naturalistic inquiry (1985) 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 (Lincoln & Guba, 1985, p. 39). According to Lincoln & 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 (1985, p. 189).

In contrast, existent theories may be less responsive to contextual values (Lincoln & Guba, 1985, p.41). Naturalistic inquiry allows for multiple realities to be found in data (Lincoln & Guba, 1985, p.40) and is more likely to fully describe the different perspectives that the respondents may provide in relation to the retrieval of online information, with transferability of findings then being dependent on the local contextual factors that are found (Lincoln & Guba, 1985, p. 205). While Glaser & Strauss (1967, p. 3 cited in Lincoln & Guba, 1985, p. 205) are generally credited with having coined the term

“grounded theory”, this research was based on the grounded theory principles and procedures as outlined by Lincoln & Guba in *Naturalistic Inquiry* (1985), in keeping with the selected paradigm. Guba & Lincoln (1989, p. 19) have since elected to use the term “constructivist” rather than “naturalist” in their investigations, partly to reduce confusion with other naturalist labels. However, the original term was used in this research, in keeping with the earlier Lincoln & Guba (1985) work on which this study is based.

### Research context and participants

The regional library selected for the research was the main branch of the Mid-Western Regional Council Library Service located in Mudgee, with the metropolitan library chosen for the study being Marrickville Central Library, the main branch of the Marrickville Library Service, located in the inner city of Sydney. Region 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 program. Two age groups were selected for interview, those aged  $\geq 65$  years and those aged between 35-44 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, p. 18; DCITA, 2006, p. 25) and 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 and 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 previous to the interview period, and it would be beneficial for online resource development to find out what the principal adult user groups needs are (ABS, 2002, 2007). As the literature has 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 & Guba, 1985, pp. 41, 188). In order to establish an information-seeking profile for the target user groups based on a client perspective, the study was guided by two questions:

- What types of information are library clients seeking when using Internet services?
- When using Internet services offered through the public library system to find information, how, and under what circumstances, might the library client's behaviour be modified?

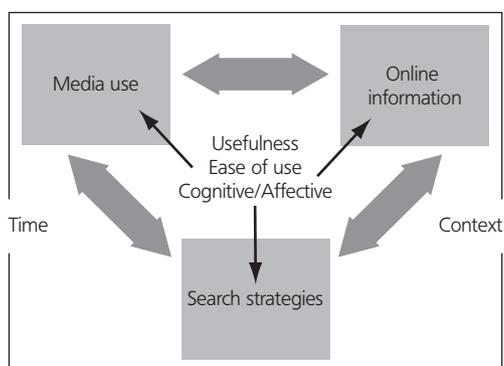
### The role of models in explaining behaviour

This research is important because it is building a conceptual model of information seeking behaviour by public library clients. The strength of models is that they provide a simplified representation of a system which is useful for several different purposes that include the analysis of relationships, generation of hypothesis and generalisation about and prediction of phenomena (Schauder 2002, p. 326; Jarvelin & Wilson, 2003). In relation to information-seeking models, there is a general orientation towards representation of the active search, to see the way people gather and handle information in order to visualize and schematize complex phenomena for easier analysis (Johnstone & Tate, 2004). While models fulfil a similar function to theories in that they can be used for the purposes of explanation, prediction and the derivation of principles, the difference between a model and theory is the way it fulfils this function. Theories infer the governing by certain specified principles of an event and that any alternative theories may only be valid in certain cases or must be discarded or modified (Fillooy, n.d.). In contrast models represent a depiction to help explain and understand a situation through simplification and abstraction with the challenge being to provide a balance in the representation of reality that inherently involves the judgement of the researcher in the relevance of each factor to be included (Johnstone & Tate, 2004).

### Major Outcomes

The theoretical findings of this research, based on the comparative analysis of data from both case study libraries in relation to region and age, show the emergence of three main themes related to respondents' preferences and needs concerning Internet use and resultant information-seeking behaviour. These include the types of online information, media use and search strategies. In

addition, three major categories have been identified that affect the inter-relationships between these classes; that of perceived ease of use, usefulness and the respondent's cognitive/affective state. As well, two cross-category dimensions of time and context have been recognized as proving to be essential in understanding the nature of library client use of Internet resources. The conceptual model illustrating the possible inter-relationships that can exist between classes and main categories, together with the dimensions of time and context, are shown in Figure 1, the dynamics of which are explained by the working hypothesis.



**Figure 1. Conceptual Model of Respondent's Preferences and Needs concerning Internet Use**

### Working hypothesis

There is a dynamic relationship between the types of online information, media use and search strategies which is affected by the constructed reality of the library client when seeking information in relation to the three main categories of usefulness, ease of use and the client's cognitive/affective state. This relationship and resultant information-seeking behaviour is dependent on the time and context within which it occurs. The inclusion of both time and context give weight to local conditions, acknowledging that single situations differ over time. This militates against conclusions that are always true; instead, conclusions can only be said to be true under specific conditions and circumstances (Lincoln & Guba, 1985, p. 124).

## Practical implications of this research into human behaviour and information seeking for public libraries

The practical implications of this conceptual model in relation to information seeking by the public library client relate not only to client perception of their needs that include usefulness, ease of use and cognitive affective state but also to external factors that may influence their decision making. This includes both the context and time within which the information seeking occurs and leads to the importance of library staff in the role of change agents to ensure clients are information literate and using resources to their best advantage when seeking information on which to form opinions and make decisions. In terms of context the study illustrates the influence library policy and procedures have on the outcome for clients in their selection of media to fulfil their needs. While the Internet for these respondents has become part of their everyday life and often was their first choice to find information, the study has also shown that respondent's interest in using other forms of media was not totally related to a lack of appropriate information found through the Internet as well their behaviour was modified by their affective state. Even where identical information was available online, respondents chose alternative formats based on their emotive state rather than at a cognitive level. This included the selection of hard copy resources that promoted a feeling of familiarity that comes with using a well-known tool, like a telephone book; the experience of relaxing and reading the paper in an easy chair; the desire to create an appropriate atmosphere by reading poetry from a book, rather than on the bright, harsh screen of a computer terminal – these were reasons provided by respondents for using media other than the Internet to source information that was known to be available online:

I don't read newspapers online, that's my personal foible, I like to, reading the newspaper is [like] an experience [rather than just getting information] [35-44 years, male, Marrickville respondent].

This finding indicates that while the quality and accessibility of information provided by public libraries such as online is important, these are not the only criteria used by clients when judging suitability for

their total reading experience and that clients still value hard copy resources and the availability of relaxing surroundings within which to absorb their selected reading material.

In relation to usefulness, the study points to the important aspect of marketing the library online database service to ensure that clients are aware of the usefulness these databases may have in relation to the information they are seeking. Respondents in this study have shown marketing of databases requires a continuous process, to reinforce to clients their existence as to what is currently available and the types of information contained. In order for databases in general to be viewed as useful for the respondents of this study, their perception that databases are relevant mainly to those enrolled in educational institutions or for business, needs to be challenged. For these respondents to use public library databases, the information contained must be seen to apply to their lives, of which the focus is on the "functional needs of everyday life" and leisure. A helpful lesson learned in the study is the importance of specialist knowledge when assessing the applicability of database content for public use. The results suggest that a benefit might be gained with greater use of industry professionals to assist in assessment of content for subject databases. For example, an observation made of the health database by respondents of the study who were employed in the fields of audiology and alternate health, was that the content could be improved, with greater depth and coverage.

In terms of ease of use, clients not only indicated training in areas of information literacy as a means of improving their ability to access appropriate information for their needs but improvements in system design for databases as well as a need for IT instruction. To compete effectively against search engines, respondents of this study have indicated the need for databases to provide similar features to search engines, such as a simple, single search interface that has the ability to cross-search all databases simultaneously if required. While federated searching is a possible solution for databases, it is acknowledged that currently there are inherent difficulties associated with libraries offering this type of service for databases. Databases may, for example, select different symbols for wildcards and

truncation, use different fields, subject headings and descriptors, or not allow Boolean searching, all of which contribute to problems when trying to run a single search (Burroughs, 2007). The National Library of Australia (2007, pp. 27-28), is currently investigating tapping into this market through the use of Google Scholar for alternate means for clients to discover journal articles and Wikipedia for topic-based searching.

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 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 utilizing 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, 2007), then perhaps the inclusion of a service, whether this is at state level or coordinated through local government, in relation to the development of IT skills in the user community could be considered. Particularly in view of the needs expressed by respondents in this study concerning their lack of knowledge in relation to computer functions, and the resultant frustration felt within the library as a result. In providing formalized IT assistance, this 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. The need for librarians to have a high level of competency in the use of IT resources 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, p. 79).

With regard to context and the influence of library policy and procedures in the use of the Internet, the study found that providing broadband access at the library does not necessarily equate to giving library clients the same opportunities as broadband users who have access from home. In some cases library Internet use was an advantage in that staff were on site to assist with problems that may

arise when seeking information and alternative, authoritative resources were nearby if respondents wanted to check facts using a different media. Library equipment was sometimes more up to date than that at home, so there was a feeling of being able to keep up with the latest technology without personal expense. Use of the Internet within the two case study libraries was found, though, to modify the types of information respondents were interested in accessing. In Mudgee in particular, the close proximity of the Internet terminals to each other inhibited some respondents from sending emails:

You're typing away, what you've been doing with your friends and that's your private business and to be doing it when you've got somebody sitting right beside you feels a bit odd [35-44 years, female, Mudgee respondent].

In comparison, at Marrickville Library where the public Internet access terminals are angled away from each other, a high use of email was indicated with 10 of the 12 search logs showing evidence of email websites visited. A U.S study by Estabrook & Rainie (2007, p. 30) specifically investigating public libraries, found that the need for privacy in public libraries was not just restricted to the use of the Internet, with almost a quarter of the 2,796 American adults 18 and older that were interviewed expressing privacy concerns about using the public library in general. The policy of having filters on Marrickville terminals did not allow respondents the same freedom when accessing sites as they may have from home, although the higher security on downloads was also seen as an advantage. For example, a respondent expressed a feeling of ease if they were to visit a blog site using library computers in comparison to home, in that they would not be downloading viruses because of the higher library Internet security:

I heard on the radio that one in two computers are infected by viruses based on blogging and I think if I was to use it, I would use it on a computer like here at the library...you'd probably have higher security through your file server than just accessing your local [home] broadband you know [35-44 years, male, Marrickville respondent].

## Development of the model: mutual shaping of factors

The model was developed through the initial identification of categories and properties based on analysis of the interview data with respondents from both case study libraries (see Table 1 for example). Main themes were then determined that included search strategies, media use and online information and the dynamics of the inter-relationships between themes was established (see Inter-relationships between Themes, pp. 5-9). The resultant findings of the study; that a mutual shaping exists between themes and main categories affecting the inter-relationship between themes, allows for a variety of situational mixes that may change in response to the perceived preferences and needs of library clients.

**Table 1. Marrickville (M) and Mudgee (R) Respondents: Reasons for Use of Alternative Information Sources to the Internet**

Category	Property
Ease of use	(M, R) Availability (don't have to queue to book a computer terminal, accessible at home when Internet is not) (M, R) Portable (e.g. fiction paper book, manual) (M, R) Low level of assumed knowledge for use (e.g. telephone directory) (M, R) Familiar tool (e.g. home library encyclopaedia) (M, R) Easier on the eyes to read (M, R) Easier to watch television (for news) (R) Less time dependent when used at the library (With library newspapers you can take your time looking, with library internet only have ½ hour).
Usefulness	(M, R) Quality (e.g. public library books) (M, R) Memory assistance (diaries) (M, R) Expert assistance (e.g. librarians, doctors) (M, R) Alternative opinions (friends/acquaintances) (M, R) Authoritative source of information (e.g. library books) (M, R) To confirm information found on the Internet (M, R) In-depth information (e.g. paper reference/non-fiction books) (M, R) Easy to bookmark (just slip in a piece of paper) (M, R) Multi-tasking (washing up while listening to the radio)
Affective state	(M, R) Trust (perception of a level of guarantee by word of mouth) (M) Safety (a level of guaranteed security by word of mouth) (R) Emotive (handwritten letter) (R) No feeling of pressure (unlike being in a queue for the library Internet facilities)

## Inter-Relationships between Themes

The findings of this research, based on the comparative analysis of data from both case study libraries, show the emergence of three main themes or classes related to respondents' preferences and needs concerning Internet use and resultant information-seeking behaviour. These include the types of online information, media use and search strategies. The dynamics of the inter-relationships between each are dependent on the three major categories identified that of ease of use, usefulness and the respondent's cognitive/affective state. As well, two cross-category dimensions of time and context have been recognized as proving to be essential in understanding the nature of library client use of Internet resources. This allows for a variety of situational responses and is illustrated by the *Conceptual Model of Respondent's Preferences and Needs concerning Internet Use* Figure 1.

### *Inter-relationships between media use and accessing online information*

Media use refers to the type of source which respondents have elected to use to fulfil their information inquiry. This can comprise multi-media such as search engines and databases, or alternatively hardcopy materials like books and newspapers, as well as electronic information sources including radio or television. In the case of search engines and databases, selection of either media type affects the format and type of online information that is available to respondents. Search engines, for example, offer the opportunity to interact with other people to gain their opinions on subjects such as through social networking sites, receive information via email, as well as offering a wide variety of subject areas accessed from a single interface. Respondents also felt that search engines were more likely than databases to provide the chance of finding information through serendipity:

I do like looking at blogs and things like that because quite often people have experience in a really broad range of things that you wouldn't even think to ask [if you were looking only at factual information] [35-44 years, female, Marrickville respondent].

The fact that it [search engines] gives you a whole lot of the obscure directions that you wouldn't have thought of in using a database [35-44 years, female, Marrickville respondent].

In contrast, respondents felt that information gained through databases is static, confined to a narrow field and is restricted to only a factual representation. The selection of a database as a means of accessing information, however, was acknowledged by respondents as offering a level of guarantee that the information contained would be correct, whereas this may not necessarily be the case with information accessed through a search engine.

Alternatively, the perceived usefulness and ease of use of online information affected the choice of media selected. Where, for example, the respondent was interested in online information related to their educational studies or they required a lot of information about a specific subject, the media selected as being most useful in this context may be a database:

I tend to see databases as something where I'm looking for a lot of information, dig right in you know [≥65 years, male, Marrickville respondent].

In other instances where the information required online was connected to their everyday needs, a search engine may be used in preference. It may also be found that the online information at that time was not appropriate to the respondent's needs, such as not being in-depth enough, in which case the respondent switched to other types of media, for example a hardcopy book on the subject. In terms of ease of use, the study found it also depended on the respondent's perception as to whether it is worth their while accessing online information or alternatively using other sources, with different forms of media that offered similar content, overriding others depending on the context. Some respondents used the hardcopy telephone books for example, in preference to online information due to its close proximity to the home telephone:

It's very easy, it's just there [telephone book, next to the home telephone] [≥65 years, female, Marrickville respondent].

Whereas others used online telephone books:

I'm really lazy sometimes I use it [Internet] to find a phone number [35-44 years, female, Mudgee respondent].

### *Inter-relationships between media use and search strategies*

Respondents perceived the use of search engines as resulting in a simple and quick search strategy that usually returned some kind of answer to their query. The expectation when selecting a database was that the search strategy as a consequence, would be more complicated and take longer to complete than if using a search engine, and then may not return any appropriate information:

You've got to go in and out of databases and you're not quite sure where it [the information] is...what would you put it under?, would it be under Britannica, would it be under Health and Wellness, would it be under...you just chuck it into a search engine and it gives you all of the alternatives at the same time [35-44 years, female, Marrickville respondent].

Respondents, however, found in some circumstances the use of a search engine also resulted in a complicated search strategy in an effort to narrow down overwhelming and inappropriate information:

It [search engine] might come back with some ridiculous answers which has got nothing to do with what I'm trying to find out, so then I'll refine them to get you know a closer sort of query [ $\geq 65$  years, male, Mudgee respondent].

In these types of circumstances sometimes the choice of a database was seen as resulting in an easier and more direct type of search strategy:

I prefer to look at a database like, in the case of finding out information on Madagascar, which will then give a general overview ... because if you throw in Madagascar [into a search engine] it will throw up tourist travel and a whole lot of other stuff you don't particularly want [35-44 years, female, Marrickville respondent].

In terms of search strategies affecting media use, the more adept some respondents became at using search strategies to find information through the use of search engines, the less likely they were to use databases.

Yes, as I've become more confident with the Internet [using a search engine], I've probably used them [databases] less [35-44 years, female, Marrickville respondent].

As part of the respondents' search strategy when checking the credibility of information returned by a search engine, respondents reported turning to other media sources such as a book or extending the search strategy to include different web sites to verify details of which they were unsure. In contrast, respondents viewed databases, such as those provided through the library website, as already providing verified information and reserved this type of search strategy involving double-checking, more when using a search engine. As well, there appeared to be a social influence in the type of search strategies employed in relation to media use with respondents, when they were novices, starting their search strategies with a search engine, usually Google, as this was recommended as useful and easy to use by their peers:

A friend just told me that's the way to do it... [to use Google] so you go along with people who've got more experience in these things [35-44 years, male, Marrickville respondent].

### *Inter-relationships between search strategies and online information*

Time and context were shown as important modifying factors in relation to the types of search strategies employed in locating online information by the respondents in this study who accessed the Internet within the library, compared in general to respondents who used the Internet from home. Respondents who used the Internet in the library searched in a focused manner, bringing with them prioritized lists of information to find, as their Internet booking time was restricted at both the case study libraries (i.e. maximum 30 minutes per day at Mudgee Library and one hour per day at Marrickville Central Library):

I normally come in with a list, just to do everything as quickly as possible because half an hour does not give you a lot of time [35-44 years, male, Mudgee respondent].

In contrast, the respondents who accessed the Internet through home, whether using broadband or not, introduced an element of browsing, satisfying their curiosity for example when the thought occurred:

I think that actually browsing the Internet is part of that [locating information by serendipity] because you have time to do it [when you are at home] [≥65 years, female, Marrickville respondent]

The study showed that the type of online information required affects the search strategy employed. In situations where updates of information were needed in relation to a specific subject area, for example, then respondents used a search strategy involving passive information retrieval through the use of automatic feeds to their email address from a specific web site. This not only made it easier to locate information than checking the web sites manually, but also offered the opportunity to access special deals:

I'm also on a lot of [email] mailing lists like the airlines so they send me stuff when the sales are on [35-44 years, male, Marrickville respondent].

Alternatively, where respondents were interested in finding information immediately they employed an active research strategy, or if the respondent was aware that the information they required was online but they were not proficient in using online resources, they would use an intermediary:

The doctor gave me the name of what he was going to do and he said look up so and so and it will give you exactly what the new method is, he wrote it down for me, [medical site] dot com, and she [daughter] found it for me [online], it didn't come up straight away [≥65 years, female, Mudgee respondent].

## Related studies

When the following existent models associated with aspects of technology use are compared to the conceptual model identified in this study in relation to respondent use of Internet resources, the results of the comparison are limited by the existent models having different objectives and employing different methodologies to that of the current study. However, some observations can be made and are presented below.

### *Technology acceptance model (TAM)*

The model proposed by Davis (1989), that "ease of use" and "usefulness" are important determinants of the acceptance of user technology, supports this study's conceptual model to the extent that the three classes of findings (online information, media use and search strategies) would appear to be somewhat dependent on their perceived usefulness and ease of use by respondents. In the study by Davis (1989, pp. 5-6), he also acknowledges context and complexity as important determinants in the perceived ease of use, citing Bandura's (1982) study in which the judgment of how well one can execute a course of action is related to the prospective situation (context) and Tornatzky & Klein's (1982) finding that complexity has a significant relationship in the use of an innovation. Davis's model, based on quantitative analysis, determined from a causal perspective that usefulness was more influential than ease of use in driving behaviour (Davis, 1989, p. 28). The inference with the technology acceptance model is that there is a rational basis to the choices made in the Davis study.

### *Social influence model*

The social influence model (Fulk & Steinfield, 1990) which looks at media use behaviour, departs from rational choice models of media use by claiming that media perceptions are in part subjective, socially constructed and are determined to some degree by attitudes, statements and behaviours by co-workers (peers) (Fulk & Steinfield 1990, p. 121). The social influence model contributes to the understanding of respondents use of media in the current study, in that peers were reported as being influential in the adoption of online search strategies, in particular the decision to use Google:

Ah well the person who was helping me said, well you can't go wrong with Google [≥65 years, male, Marrickville respondent].

The social influence model also includes situational factors, such as media use being a function of individual differences. In this case, the model can be used to explain the variation in attitudes shown by respondents to the same set of library technology facilities, ranging from excitement to feelings of trauma:

I actually get excited about coming in [to Marrickville Central Library] using the computers ... I was rearing to go, I wasn't nervous at all ... like I was going, I can do this, I can do this [35-44 years, female, Marrickville respondent];

compared to:

Coming to the library [to use Marrickville Central Library technology facilities] there's no fun, I don't find it fun at all...I do, I do I find it traumatic [35-44 years, male, Marrickville respondent].

The social influence model, however, explains individual differences in terms of an "individual's cognitive style" which implies a predisposition to act in some way (Fulk & Steinfield 1990, p.126). This study is based on the respondent's cognitive/affective state, which is concerned with what an individual knows or feels at the time within a particular context, rather than behaviour specifically linked to a predisposition. The social influence model is also focused at the co-worker or group participant level, with the social influence factors being: "Direct statements by co-workers, vicarious learning, group behavioural norms, and social definitions of rationality" (Fulk & Steinfield 1990, p. 127) which does not extend to the formal professional roles that library staff hold in facilitating media use for library clients.

### *Diffusion of innovation theory*

While the Social Influence model and the Technology Acceptance model do not specifically address the role played by professionals in influencing the uptake of media, Rogers' (2003) linear Diffusion of Innovation theory can assist in explaining the influences library staff have as change agents in client use of online information. Rogers sees the role of a

change agent in the Diffusion of Innovation theory as including: creating awareness in clients of any new changes; appearing competent when introducing a change; analysing why existing strategies have not met the client's needs; and creating self-reliance by the client rather than self-renewing behaviour towards the change agent (Rogers, 2003, p.369). In terms of the current study's conceptual model of respondent's preferences and needs concerning Internet use, the Diffusion of Innovation theory assists in explaining the role of library staff as facilitators in the use of online multi-media, including search engines and databases, in relation to the three main categories of ease of use, usefulness and the library client's cognitive/affective state. Through client training, whether this is by formal means or is ad hoc, by marketing and creating an environment in which the client is aware and comfortable in using a range of online resources, library staff can act as change agents in assisting 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 client self-reliance. Rogers 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, 2003, pp. 175, 195). Rogers also points to the need of change agents to reinforce the messages to clients in order to stabilize changes and prevent discontinuance.

## Conclusion

The researcher commenced this study with a feeling that the complexity and context of use in the retrieval of online information plays an important role in moderating the information-seeking behaviour of clients in NSW public libraries, and that differences may exist in the types of online information sought, based on region and generation. What emerged from the study was that while these factors were involved, they were facets of a much larger picture of Internet use, the dynamic relationship of which is explained by the resulting working hypothesis. The findings also point to a social and emotive, as well as a rational, basis influencing individual's decisions about the use of online information. These findings have contributed to the understanding of the characteristics, preferences and needs of adult

Internet users in a NSW public library environment. The use of naturalistic inquiry that builds on the tacit knowledge of the researcher (Lincoln & Guba, 1985, p.188), has allowed the emergence of a theory ground in data that was not entirely envisaged by the researcher at the commencement of the study. This model has extended the understanding of the dynamics involved in client use of Internet resources, by identifying factors and relationships that cannot be fully explained using other models.

At a conceptual level, this model provides an integrated approach to understanding the way library clients behave in selecting information appropriate to their needs. The model not only describes the flow of information seeking activities but acknowledges the influence a clients cognitive/affective state has in moderating this flow as well as the context and time with in which this occurs. The model identifies the need for a holistic approach to the successful provision of information, where client perception and contextual factors form an integral part of the process as the information itself, a finding similarly made by Johnson & Tate (2004). At a practical level, the study provides a client centred perspective of the needs and preferences of information seeking in an online environment.

### Joan Ruthven

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**Dr Joan Ruthven** was the first student enrolled in the Doctor of Information Management at Charles Sturt University in 2005. She graduated in 2009. This paper is an excerpt from her doctoral thesis entitled *Characteristics, preferences and needs of adult Internet users in a New South Wales public library environment*. Joan has since worked at the University of the Arts, London as an Information Services Librarian and is currently employed at Woollahra Public Library & Information Service.





# BOOK REVIEWS



# Virtual Worlds Real Libraries: Librarians and Educators in Second Life and Other Multi-user Virtual Environments

ED. BY LORI BELL AND RHONDA B. TRUEMAN

Medford, NJ: Information Today, 2008. 234 pp. US\$39.50 soft cover ISBN 9781573873611

In April 2007 Gartner, the renowned IT consulting firm, predicted that by 2011, 80 per cent of active Internet users and Fortune 500 companies would have a presence in a virtual world. As Gartner's past predictions have had some validity, this is something that libraries should be aware of and looking into.

In April 2007 Gartner, the renowned IT consulting firm, predicted that by 2011, 80 per cent of active Internet users and Fortune 500 companies would have a presence in a virtual world. As Gartner's past predictions have had some validity, this is something that libraries should be aware of and looking into.

Several libraries have taken the initiative and have been working in MUVES (multi-user virtual environments), including, but not restricted to, Second Life. This collection of articles outlines the concepts of MUVES and describes the innovative projects that libraries have undertaken in them. It also goes on to cover the potential for libraries within these innovative interfaces.

It does so in several parts. Part 1 explores Virtual Worlds and Libraries, including an overview of libraries and MUVES, an introduction to massive multiplayer online worlds (MMOs), library and other applications for virtual worlds and young people, and the history of edutainment and how virtual worlds apply.

Part 2 explores the experiences of the Alliance Library System, the leader in Second Life library services. Here the focus is on managing virtual environments, experience with and creation of spaces within Second Life, provision of reference services in a virtual world, collections in virtual worlds, virtual communities, virtual world services for teens, health services in virtual worlds, science fiction and its affect on virtual worlds as well as readers advising, volunteers and more.

Part 3 moves the focus to virtual worlds and education. This includes gaining the needed support for a library presence in virtual worlds, teaching in a virtual setting, library instruction in virtual worlds, the provision of virtual distance learning services, the Stanford Libraries' MUVES experience and using them for classes and to involve students in library projects.

This book consists of stories on the potential and successes and failures of the projects that libraries are conducting in MUVES, as well as a handbook and guide for libraries who seek to become involved with their own projects in virtual worlds. Much groundwork has been laid by libraries going before, and high and lows, benefits and pitfalls are well documented here. Although much of the content is focused on the world of the Alliance Library System in Second Life, there is an opportunity here for libraries to learn about services in virtual worlds. Whether you just want to learn about what MUVES may mean to libraries or you want your library to become involved in doing something within virtual worlds, this book should be one of your key reference points.

**Michelle McLean**

*Casey-Cardinia Library Corporation*

# Books, Buildings and Social Engineering: Early Public Libraries in Britain from Past to Present

BY ALASTAIR BLACK, SIMON PEPPER AND KAYE BAGSHAW

Farnham: Ashgate Publishing, 2009. 465 pp. £65.00 hard cover ISBN 9780754672074

*Books, Buildings and Social Engineering* focuses on the period 1850-1939, a golden age for public library building – many of the libraries built then are still in use today – and, as all golden ages are, all paradox and contradictions, grand architectural statements at deliberate odds with the squalid lives of their target audience.

For readers with an interest in specific buildings, there is an 80-page gazetteer of British public library buildings 1850-1940; for readers without such an interest, the richest sections of the book are the opening and closing chapters. The first sets the contextual framework with an exploration of the themes of 'periodisation, social control and social engineering'; the last considers 'the past in the present', with a discussion of recent renovations and refurbishments. In between are three chapters on distinct periods in the history of library design, and three thematic chapters – on the emergence of open access libraries, on services for children, and on 'the library as monument and machine'. The theoretical writing is provocative and engaging. Foucault's 'social control' thesis is presented sympathetically and compellingly, then just as compellingly dismantled.

The closing chapter, 'New for Old?', reflects on the 'post-modern public library' and presents a diverse range of case studies highlighting the complexities of renovating, redeveloping, or – in the case of the British Library – moving out of a long-established heritage building. (While it was still under construction, Prince Charles described the British Library's St Pancras building as 'a dim collection of brick sheds', suitable for the secret police. What would have happened to an Australian public building denigrated so vociferously by such a powerful public figure? Black *et al.* argue that St Pancras 'successfully combines the modern and the

functional with the classical and the historic', and that the asymmetry so loathed by its detractors makes it adaptable to growth and change and 'communicates a modernistic pragmatism'. The public library, they observe, 'has never been entirely at peace with itself', its essential purpose under eternal negotiation, and 'continues to walk a fine line between tradition and change, the protection of core values and the need for fresh departures'.

*Books, Buildings and Social Engineering* is library and architectural history at its vibrant, challenging best. It offers important insights into why public library buildings and services evolved as they did in the anglophone world and prompts reflection on what they were intended to achieve when they were established, what they are trying to do now, and what shape they might take in the future.

**Ian Morrison**

*Tasmanian Archive and Heritage Office*



# Shanachie Tour: A Library Road Trip Across America

BY ERIK BOEKESTEJIN AND JAAP VAN DE GEER  
PHOTOGRAPHS BY GEERT VAN DEN BOOGAARD

Medford, NJ: Information Today, 2008. 129 pp. + DVD US\$39.50 soft cover ISBN 9781573873604

The Shanachie Tour hit Australia in November and December 2008. Two amazing librarians from Delft in the Netherlands came and shared the tale of their road trip across the US in 2007, where they heard, filmed and recorded library stories.

*Shanachie Tour* is a brief summary of the stories from three weeks of cross-country touring, from New York to the Internet Librarian conference in Monterey, California. It is a compilation of stories from librarians who are making a difference in their towns and cities, through innovation, technology and creativity.

The stories come from well-known names in library circles. They begin with John Blyberg at Darien Library, the creator of SOPAC and include the Shanachie's story about that stage of the tour, the story of their time with John in Connecticut, as well as John's own reflections. This pattern is continued with subsequent interviewees.

After Connecticut, it is back to New York to talk with Paul Holdengraber, Director of Public Programs at the New York Public Library. From there to Charlotte and time with Matt Gullett at the Public Library of Charlotte and Mecklenburg County, learning about innovative services to youth, then on to Ann Arbor District Library and Eli Neiburger, one of the profession's most passionate and learned gaming experts. Their northward journey brought them to Michael Stephens at Dominican University and included spending time with his students as well.

In Illinois they caught up with Barbara Ford at the Mortenson Center for International Library Programs, then headed west to meet with staff at the Denver Public Library - with an amazing 79 per cent membership rate and an impressive range of services. In Colorado, they discovered that innovation and inspiring customer service can be

found in small as well as large libraries, when they spent time with Kieran Huxon at the John C. Fremont Library. The amazing architecture of the Salt Lake City Public Library as well as its website, was their next stop, with the tour concluding at Monterey with a presentation at the Internet Librarian 2007 conference.

The stories are beautifully complemented by photos taken on the tour and by a DVD of the video taken during the journey. However, it is the stories themselves that truly engage the reader, coming from the hearts of passionate library staff – both the Shanachies and the people they meet.

Libraries are about stories, and this book is a great source. These are stories that will inspire, challenge and encourage librarians to continue to try new things, improve services and find new ways to best serve their communities. I recommend this book to any librarian who has or seeks to find the passion for this profession and the people we serve.

**Michelle McLean**

*Casey-Cardinia Library Corporation*

# An Introduction to Staff Development in Academic Libraries

ED. BY ELIZABETH CONNOR

New York: Routledge, 2009. 234 pp. £65.00 hard cover ISBN 9780789038449

Staff development is an essential component of a functioning library workforce as employees need to be trained, motivated and kept up to date with new technologies. *An Introduction to Staff Development in Academic Libraries* is designed to assist managers in designing, training and delivering courses for library staff using case studies as examples of different types of programs.

Each chapter is written by a different library professional with experience in staff training. The book is edited by Elizabeth Connor, who has many years of experience as an academic and book review editor. While primarily an academic volume, this book is practical, straightforward and contains realistic case studies that would provide valuable ideas relevant to many library managers and supervisors.

The volume has many motivating case studies to encourage managers and trainers in presentation, funding and evaluation of staff programmes from orientation, through customer service to technology-based program. This book describes a range of case studies from different academic libraries, and the methods can be adapted for local areas. While some of the case studies are unique, there is enough variety and detail in each example to provide useful ideas for managers. The format of each chapter follows a similar pattern. For example, Chapter 2, 'Improve Your Circulation', describes a small academic library suffering from years of poor funding, weak communication channels and staff generally unsupervised and untrained. The situation is described, the objective of a 10-year action plan created, methods employed, the problems encountered, and the ultimate successful result of the process is explained clearly. The inclusion of sample forms such as a Circulation Assistant Agreement to clarify the expectations of library staff is helpful. While this particular situation required a long-term plan, some of the ideas could be applied to other libraries with less serious customer service issues.

This book is aimed at librarians and library managers who have a role in teaching, training and mentoring library staff in universities and colleges of advanced education. It is designed for practising professionals as well as for academics in the fields of information management and librarianship; despite the fact that many of the case studies are US-based, it is relevant to Europe and Australasia as well as America. *An Introduction to Staff Development in Academic Libraries* is highly recommended for anyone looking for inspiration and advice in creating, running and evaluating staff development programs for library staff.

**Kay Neville**

*TAFE New South Wales*



# The Early Literacy Kit: A Handbook and Tip Cards

BY BETSY DIAMANT-COHEN AND SAROJ NADKARNI GHOTING

Chicago: American Library Association, 2010. 33 pp. + 105 tip cards US\$50.00 soft cover ISBN 9780838909997

Children's librarian of more than 25 years Betsy Diamant-Cohen and early childhood literacy consultant Saroj Nadkarni Ghoting have developed an excellent tool to make it easier for early childhood programme facilitators to share information pertaining to early childhood development to parents and caregivers. The kit includes a handbook with a resource section; 105 reusable tip cards and a concise summary of important early literacy research.

Rather than offering chapters full of early childhood development research, the handbook is set out in brief informative chapters, discussing practical topics and suggestions such as school readiness domains, reaching parents and caregivers and how to use the 105 tip card facts that accompany the book. The tip cards are what make this book stand out from other early literacy texts. The tip cards are each labelled with one of the seven school readiness domains: physical development, social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, mathematical and scientific thinking, and the arts.

On each card there is one developmental tip, for example:

Having children think up their own endings to stories helps develop their imagination. Being ready to learn includes a healthy dose of creativity! You can also ask 'what if...?' And see what ideas they come up with.

This is followed by the corresponding domain of school readiness, e.g. Approaches to learning; a related sub-domain, e.g. Creativity and inventiveness and a suggestion of age appropriateness, e.g. B is for babies, T is for toddlers and P is for preschoolers. To make it easy for presenters to plan their programmes, on the back of each tip card is the title of a book, a rhyme, or the lyrics to a song that has been matched with that particular tip.

The cards are sturdy and can be easily incorporated into a story time session or other early childhood programme. Rather than utilising all the cards, the creators have offered seven easy steps of how to prepare your programme and choose the tips to go along with it. This makes it easy for the presenter - instead of having to memorise tips or have a book of notes, he or she have a number of tip cards ready to be utilised during the session without any bulk. The story, rhyme or song can be presented, and then the tip relating to this activity can be shared to inform caregivers and parents of the relationship between the activity and the corresponding school readiness domain. This adds value to the session/programme through educating caregivers and parents on the importance of these activities.

Although most children's librarians and early childhood educators would be familiar with rhymes and children's literature, some of the tip cards suggest rhymes and stories that can only be recognised by those in the US. However, this is only a small criticism, and with some critical thinking an appropriate, well-known Australian rhyme or story could be substituted.

Overall, *The Early Literacy Kit* is an easy-to-use resource which will assist early childhood education programme planners to develop programmes that teach parents and caregivers early childhood development information leading to school readiness.

**Sharon Uthmann**  
*Clarence Regional Library*

# Bite-Sized Marketing: Realistic Solutions for the Overworked Librarian

BY NANCY DOWD, MARY EVANGELISTE AND JONATHAN SILBERMAN

Chicago: American Library Association, 2010 1.40 pp. A\$52.60 soft cover ISBN 9780838910009

Marketing experts would have us believe that marketing is a major undertaking and needs to involve massive budgets (paid to marketing experts), new logos (designed by experts), huge blocks of time (costing money) and complete refurbishment of the library (costing lots of money).

Nothing could be further from the truth. *Bite-sized Marketing* introduces simple, cost-effective ideas which can be integrated into day-to-day library management and implemented using a minimum of time and money. The authors confess that they began the book with the aim of producing a series of 10-minute marketing solutions for librarians. However, they quickly found that nothing worthwhile can be done in 10 minutes, and they now have a book of practical ideas which can be done in bite-sized chunks.

This book is not meant to be read from cover to cover, but rather to be dipped into as required when you need to add pizzazz to your library's promotion or outreach programmes. It is divided into 10 well-organised sections devoted to topics including word-of-mouth marketing (womm), new marketing tools and marketing best practice, as well as a new view of the traditional themes, public relations, outreach and advocacy.

Womm is based on the concept that 10 per cent of the population influences the behaviour of the other 90 per cent. Once you are sure that your library is offering a product which will stir the interest and support of users, *Bite-sized Marketing* shows how to get your message to the 10 per cent of influencers and give them the tools to spread your message.

New marketing tools include all the Web 2.0 social networking software which allows you to add user-generated content to the web. *Bite-sized Marketing* introduces the reader to blogging, Twitter, wikis, Flickr, Facebook, PowerPoint presentations, mobile

phone communications and podcasting. Ideas for using these interactive platforms include contests, voting, event updates and product or service information. And the how-to is explained in clearly understood step-by-step instruction.

The well-set-out and detailed contents pages and the comprehensive index in this book ensure that each topic can be quickly located. There is no bibliography or list of references, but the contents are arranged to facilitate Googling if more information is needed. Written and arranged in a concise, snappy manner, this book will be a valuable reference tool for everyone associated with library promotion and marketing. The real secret of marketing in new and original ways is simple – just try it!

**Helen Dunford**  
*Tasmanian Polytechnic*



# A Primary School Information Skills Toolkit

BY GEOFF DUBBER

SLA Guidelines Extra. Wanborough: School Library Association, 2008. 80 pp. soft cover ISBN 9781903446447

This title speaks to teachers and teacher librarians of Stage 1 and 2 (in NSW, Years 1-2 and 3-4). Based on the 'Information Skills Program', 'Information Literacy' modules or the 'Big 6', it works through the student research methodology of planning (defining), locating, selecting (appraising), organising, communicating (presenting) and evaluating.

Using this scaffold, the book proceeds to define each particular stage of research, offering a range of teaching strategies which focus on each perspective with photocopiable templates to be used as student worksheets. The strategies are briefly discussed and set out as bullet points with plenty of space on each page for reader notes, expansion and the brainstorming of ideas, building upon these stimulus foundations. Each chapter has lists of student activities, with games such as Dewey Bingo, sorting races, simple 10-minute treasure hunts and library directional aids such as bookmarks to assist student navigation through the resource field. There is a particularly useful reminder that discernment, even for young children, involves both acceptance and rejection of material ("Trash and Treasure" activities) using some guidelines such as the age of information, relevance to the research question and appropriateness of vocabulary.

This is essentially a useful manual with a few shortcomings. While each chapter does have reference to electronic information and IT skills, there is little integration, and the approach is overwhelmingly book based. Having said this, there are some electronic skills suggested in the book which seem too advanced for this stage (Stage 1 and 2): they could be taught, but the time taken could be more productively used to establish a solid foundational base of good research habits, and these more advanced skills could be developed at a later stage. The kinds of skills suggested, but which seem unnecessary for this stage, include citations, an understanding of copyright (though plagiarism should be understood from the beginning of research), footnoting, interviewing techniques

(though this would probably depend on how sophisticated and well planned the teacher would expect the interviews to be). As with most things, it is probably a matter of degree. A further criticism is that, despite the spacious lay-out, the bullet points and the master sheets of activities, the book still has a rather old fashioned feel about it from the days of the 'library lessons'. Contemporary teacher librarians are encouraged as far as possible to plan skill development collaboratively with classroom teachers and to cooperatively work on the skills within the relevant curriculum topic. Naturally a book such as this cannot present activity sheets to suit every teacher librarian's topic-in-hand, so many of the photocopiable sheets which are offered will not suit the topic or the approach.

However, this book still has virtues. It quite distinctly sets out the stages of the information skills process (or other similar research methodologies) and offers ideas, games, skills and stimulus activities to support each part of the process. The commitment to this methodology for research even in the very junior years is essential for good research practice in later years. It is recommended for teachers and teacher librarians for Stages 1 and 2 who are seeking to establish good research scaffolds right from the beginning.

**Heather Fisher**

*New England Girls' School*

# The East Asian Story Finder: A Guide to 468 Tales From China, Japan and Korea, Listing Subjects and Sources

BY SHARON BARCAN ELSWIT

Jefferson, NC: McFarland and Company, 2009. 280 pp. US\$75.00 hard cover ISBN 9780786439454

Sharon Barcan Elswit has been a children's librarian for over 30 years and is currently Head Librarian at Claremont Preparatory School in Manhattan. She has produced a thoroughly researched book and one that will prove extremely useful to school librarians, public librarians, researchers and teachers. Her strong yet simple writing style and the structure of the book make it both a pleasure to read and easy to follow.

The book begins with a table of contents illustrating the themes of the tales in a clear and concise manner. The preface follows, allowing the author to explain why she has chosen to include the tales, where they have come from and a broad history of East Asian tales. She also explains how to use the subject index. Prefaces can be at times tedious and unhelpful, but in this case the preface is useful and reader friendly, as it provides an interesting insight into the stories and the book itself.

The 468 tales are divided into 14 major themes or subject headings, including supernatural loves, kindness rewarded and lessons learned and problem solvers. Each theme has a chapter of its own, and the stories are numbered 1 to 468.

Each story is summarised in considerable detail, much more so than other subject guides or story finders. The summaries are a pleasure to read and give the reader detailed insight into what to expect from the story. This adds to the value of the book, giving it a unique feel as a subject guide and adding to the enjoyment of reading it and yet still using it as a subject guide.

Under the summary are two subheadings. The first, Connections, gives similar themes/subjects that the reader may wish to explore in the book, and the second, How Else the Story Is Told, provides the

reader with variations to the story as it has been told by others and sometimes by the same author. Both of these are useful, but some readers may feel there is just a bit too much information on the page.

Full bibliographic details are not provided with each summary; rather there is a separate, very useful combined bibliography towards the end of the book. Appendix A lists the stories by country, and Appendix B provides a glossary. Last are the Story Title Index and the very useful Subject Index which gives a very detailed yet simple breakdown of subjects and the numbers of each story with that subject or theme.

Elswit's book is easy to follow, a pleasure to read and should be a valuable resource in any school or library because of the way it is structured, the simplicity of the language and the research undertaken to produce it.

**Cindy Bissett**

*Tasmanian Polytechnic*



# Library Mashups: Exploring New Ways to Deliver Library Data

ED. BY NICOLE C. ENGARD

London: Facet Publishing, 2009. 334 pp. £29.95 soft cover ISBN 9781856047036

'Mashup' (also spelled 'mash-up' and 'mash up') first appeared as a term used to describe the combination of elements from different musical tracks to produce a new work.

This type of music reached something of a critical peak with *The Grey Album* (2004), produced by DJ Danger Mouse from a combination of the Beatles' *White Album* with rapper Jay-Z's *Black Album*. The term was then applied by analogy to the world of data and web services, where it generally means a website created by pulling together data from a variety of sources into a single interface. The most common uses of mashups in websites include such features as embedding images or visual files, news feeds and updates, and interfaces based on Google Maps.

Mashups were quickly taken up in the world of libraries and information services and are now widely used. This new book, edited by Nicole Engard of the US library software company LibLime, brings together a broad range of examples of library mashups, with 25 contributors drawn mainly from academic libraries and software companies in North America and Europe. An associated website (mashups.web2learning.net) provides links to the many sites and examples discussed in the text.

This is a treasure-trove of interesting and valuable ideas, explained in a clear and practical way. While the subject matter is inherently technical, very little technical knowledge is actually assumed, and no programming expertise is required. The types of mashups covered include developing campus maps, creating digital image and video collections with Flickr and blip.tv, using Delicious to create subject guides, and embedding RSS news feeds of various kinds into library webpages. One section of the book focuses specifically on mashing up data in and from library catalogues; its suggestions include ways to

re-engineer the OPAC's search and display functions, how to include data from LibraryThing, and various clever uses of OCLC data through WorldCat's Affiliate Services. There are lots of good models which can be fairly easily replicated in order to share and combine digital content.

Most of the essays concentrate on successful and innovative approaches to including external data in library services. The other side of the coin, however, is making library data available for reuse on the web. This is addressed (all too briefly) in an essay by Ross Singer of the Talis software company. The Linked Data movement and Semantic Web architecture are the focus of major international efforts at the moment, and libraries need to consider how to contribute to and be involved in these significant developments in the organisation of knowledge. Otherwise there is a real risk, as Thomas Brevik warns in his short essay, that librarians will be 'abandoned and left behind' if they fail to externalise their professional knowledge in an appropriate way.

**Toby Burrows**

*University of Western Australia*



# Advances in Library Administration and Organization

ED. BY EDWARD D. GARTEN ET AL.

Advances in Library Administration and Organization, 26. Bingley: Emerald Group Publishing, 2008. 366 pp. price not reported hard cover ISBN 9780762314881

This series provides quality research information with practical application. Volume 26 has several articles which fall between the size of a journal article and a book. There is also an introduction which provides a brief overview of the articles, information about the authors, an index of authors referenced in the articles, and a subject index.

The first contribution reports on Jennifer Sweeney's research on skill development among academic reference librarians, and it has ramifications for professional development for novices to experts. Her research looked at skill changes using an experiential development model, and her work was used to reorganise the *Professional Competencies for Reference and User Services Libraries* (RUSA Task Force 2003) by Dreyfus skill levels – beginner, competent, proficient and expert. Belinda Boon also deals with professional development, but specifically among non-MLS small community librarians in Texas.

Two contributions look at issues of culture. 'Corporate Culture and the Individual in Perspective' by Osburn is the shortest article in the volume. Osburn deals with the trend to move from bureaucratic control to a strategy of managed, purposeful culture and offers quite a deep and thought-provoking analysis of the goals of this approach and the impact on individuals. The following article on the impact of professional advice networks on innovation among academic librarians is the largest in the volume. It is a straightforward account of research which found that large and externally-focused professional advice networks correlate positively with receptivity to innovation. Attention is drawn to the implications for library managers wanting to promote innovation.

Lee examines 10 years' data from member libraries of the Association of Research Libraries (ARL), looking at institutional characteristics of tenure-granting

ARL libraries and the impact on starting salaries. No positive or negative correlation was found between tenure and starting salary. The qualities required in an academic library director, in the eyes of the director and those who hire them, is the subject of research by Fitzsimmons. Current and aspiring directors will want to look at both the areas of agreement between the two groups' opinions of relative importance of these qualities and areas where the hiring administrators place different emphases.

The final article reports on analysis of implementation, in a public library, of a survey modelled after SERVQUAL and LibQUAL+. This is a technical account of findings regarding the degree of fit of the measurement models to data, the reliability and the validity of scores. The research is critical of the process of survey development and found that results did not fit the data. The complexity of modifying SERVQUAL for a different context is highlighted, and a nine-step process is offered for developing more viable surveys in a new context.

The topics in this volume are varied, and the appeal of each article will depend on individual interests. The level of scholarship is sound, and all contributions are well written with practical implications. The work is recommended for large libraries.

**Julia Leong**  
*RMIT University*



# The Reader's Advisory Guide to Graphic Novels

BY FRANCISCA GOLDSMITH

ALA Readers' Advisory Series. Chicago: American Library Association, 2010. 124 pp. US\$ 45.00 soft cover ISBN 9780838910085

Graphic novels, although having been staple fare in libraries for some years, are generally regarded, by both librarians and members of the public, as being adolescent fare and, consequently, easy to read. According to Goldsmith, these assumptions are myths, and it is part of her brief in this volume to dispel them.

This is a book for librarians who know little about graphic novels, but must be able to advise readers – especially adults – about them. So, it educates the librarian from the most basic standpoints: how to read graphic novels; how they appeal to readers in terms of plot, style and other elements; and how they fit into the 'bigger picture' of reader advisory.

More specific sections on visual style, layout and the image/text balance, and the nature of different readers' interest, are followed by a chapter on making traditional readers aware of the positives of the format and how the listed 'cross-over' titles – such as those that are genre-oriented or narratively strong – can win new readers. As libraries hold materials in a variety of formats, the elements of common appeal between graphic novels and movies, television shows and games are discussed; and librarians should have a sound knowledge of all these media.

There are two chapters entitled Books to Know. The first is on genres and topics and includes graphic novels on contemporary realism, popular science and religion, among those from many other areas. The second is, perhaps obscurely, on themes and other Ranganathanian subtleties and lists works which push the boundaries: there are examples of wordless fiction (including Tan's *The Arrival*), adaptations from text (e.g. *The Hobbit*), series with stand-alone titles (e.g. Asterix) and multiformat offerings. For all examples – each section in both chapters lists

between six and 15 titles – a brief paragraph covers noteworthy points including, occasionally, negative comments.

The volume is rounded off with a chapter on professional tools, such as bibliographies and webliographies, plus awards, fan sites and American conferences; an appendix in Q&A format entitled *A Short Course for the Advisor New to Graphic Novels*; and another on manga terminology. There is a combined author, title, subject and series index.

This book would be useful for those who need to know about graphic novels, but its broad coverage means that it is not only for newcomers to the field. The fact that Goldsmith is more interested in providing interesting examples than dealing with the canon, however, means that basic examples of the latter – most notably Tezuka's *Phoenix* and Smith's *Bone* – are ignored. Nor is the list of secondary sources complete: no works by the premier manga expert, Frederick Schodt, are mentioned.

Despite these omissions, and the emphasis on American examples, this book is recommended for both those who need it, and those who are just interested in the phenomenon of graphic novels.

**John Foster**  
*University of South Australia*

# The Library PR Handbook: High-Impact Communications

ED. BY MARK R. GOULD

Chicago: American Library Association, 2009. 113 pp. price not reported soft cover ISBN 9780838910023

For this book Gould has selected 12 forward-thinking library communications experts. Descriptively titled, *The Library PR Handbook: High-Impact Communications*, provides evidence-based stories describing how communication has the power to convert people to change or to act in a desired way.

Consisting of 14 chapters, this handbook is a rich source of ideas and new approaches to be taken up and applied. In Chapter 1 Campisteguy and Friedenwald-Fishman explain in depth eight principles and practices for effective multicultural communication that achieve relevance, relationships and results. Each principle is supported by a case study setting the ideas into a context. In Chapter 2 Friedenwald-Fishman and Dellinger discuss how public will and support for change can be achieved by integrating grassroots outreach with traditional mass media tools to connect issues and values held by individuals and groups.

The succeeding nine short chapters describe successful communication strategies. Abram lists Web 2.0 tools and summarises how they can be employed to promote and communicate the value of libraries. Kertesz advises using Op-Eds, Letters to the Editor, and State of the Library reports to inform public debate. Steinmacher discusses how food events can be both a promotional tool and an enriching and fun multicultural experience. Gould advocates celebrity branding – using a celebrity's image with a short announcement to reach out and capture public attention. Trigg shares outreach tactics designed to attract media coverage of events and issues. Using the unity is strength idea, Humphrey uses examples to highlight how unified national public awareness initiatives strengthen communication, and in the next chapter Humphrey discusses how partnerships amplify messages and reach wider audiences. Zalusky outlines steps for do-it-yourself podcasting and how to 'go live' with podcasts showing how easy and affordable it is.

Lischultz describes how gaming can be used to increase attendance and engage people of all ages and levels of expertise in gaming.

The three concluding chapters focus on connecting with audiences. Dellinger describes how and why a values-based approach to advocacy works and what steps should be taken to achieve results. Conley and Friedenwald-Fishman explain how marketing that focuses on satisfying a need can empower people and build a community. They explain how enthusiastic staff and customers who feel an emotional connection can build a cult brand's name and reputation, and how this can be applied to libraries. In the final chapter Reed emphasises the value of Friends groups in amplifying messages and promoting services.

This book is for you if you are proactive, think that the emphasis in library and information services in the 21st century is not merely about using technology to provide access but is in working with people in clever ways, that technology should be used innovatively to reach customers and that your customers should not be expected to come to the library, but if they choose to they should be encouraged.

Whether read through or dipped into as required, this timely, inspirational and practical handbook will appeal to both emerging and experienced professionals interested in building community support for library and information services.

**Lois Robertson**  
*Archives New Zealand*



# From Research to Practice: The Scholarship of Teaching and Learning in LIS Education

BY DEBORAH S. GREALY AND SYLVIA D. HALL-ELLIS

Westport, CT: Libraries Unlimited, 2009. 163 pp. price not reported soft cover ISBN 9781591586319

Is there still a difference between 'adult education' and 'the education of adults'? The old distinction between liberal and vocational education has not only become blurred, but because of reliance on government grants the former has all but disappeared in recent years.

At the same time, the post-war concept of non-formal lifelong education has been overtaken by employment-related continuing education and training. The 1960s brought the slogan 'people, not personnel', but now even personnel management has become human resource management. With all these changes it is something of a surprise that Grealy and Hall-Ellis have returned to the theory of andragogy as a basis for academic courses in library and information science. Their justification is that 'adult learners differ from traditional college-aged students', and that the 'mean/median age of students [in the USA] entering the ALA-accredited library and information services (LIS) programs is thirty-six'.

Much research in the area of liberal adult education has been undertaken during recent decades, and James and Adelaide Davis (in their 1998 publication *Effective Training Strategies: A Comprehensive Guide to Maximizing Learning in Organizations*) synthesised the results for application to employment situations. Grealy, as a former student of James Davis, saw his work (which provided a matrix based on the concept of different adult learning styles) as applicable to LIS education in which she and her co-author are engaged at the University of Denver.

Following chapters on adults as learners and education in library studies, their book deals with seven strategies: behavioural, cognitive, enquiry, mental models, group dynamics, virtual reality and holistic. The theory of each strategy is noted, as well as strengths and weaknesses – and the applicability of each to the practice and ethics of librarianship is explained.

The authors have set the theory in the prevailing environment of information technology, though older practitioners will regret the occasional historical error such as the statement, 'No longer is the ability to give directional information sufficient'. If this is to suggest that the previous norm was to do just that, it would be a regrettable instance of strengthening a growing myth. Research-based reference librarianship has a long history of providing an efficient and effective direct information service. Indeed, the authors do acknowledge that historically librarians have readily adopted new technologies and welcomed innovation.

Grealy and Hall-Ellis have succeeded in their aim to write a research-based work 'on the ways in which graduate education teaching can be planned to address the needs of students using each strategy according to the desired learning outcomes of the courses'. As one of Australia's two academic staff with qualifications in both adult education and librarianship (with the then Riverina College's Department of Library and Information Science in the 1970s), this reviewer would recommend this work to all colleagues involved in the education and training of library-based information professionals. Buy it and use it – you will benefit.

**Edward Reid-Smith**  
*Charles Sturt University*



# How to Give Your Users the LIS Service They Want

BY SHEILA PANTRY AND PETER GRIFFITHS

London: Facet Publishing, 2009. 192 pp. A\$124.50 soft cover ISBN 9781856046725

This book refers widely to other resources, and, although not published in Australia, it is internationally relevant. It also acknowledges the recent shift towards web and Web 2.0 resources and their library applications and should not date too quickly.

Information provided could be applied across sectors and specialisations. Not only does it discuss issues, it also endeavours to give practical and possible solutions. It is written clearly in a relaxed style and yet provides adequate information for readers to feel confident in their comprehension of key initiatives. This book is aimed more at the LIS manager or supervisor than those working in a more 'hands on' way within the service.

Initial chapters focus mainly on assessing resources and services by conducting an information audit and assessing the informational needs of LIS users through surveys and looking at past information-seeking behaviour. Employing some project management concepts such as 'needs analysis' and 'gap analysis' are advocated, but not in an overwhelming manner. While this book reads more like a practical guide than a theoretical text, it does make reference to a wide range of other relevant literature and case studies. While concepts such as 'information audits' are explained well, a prudent information professional would require more detail before beginning such a process. Chapters 3 and 4 discuss the need for library professionals to maintain awareness of new developments and applications of resources (electronic) within the field. Practical examples and case studies are provided here to illustrate assertions. Specifically, Pantry and Griffiths discuss the shift towards electronic and web-based resources. Strategies are proposed to assist information professionals in both maintaining awareness of and practically addressing such future trends.

Chapters 5 and 6 focus on analysing information regarding past user behaviour. The authors discuss applying this information when assessing the adequacy of current LIS resources and services. Then the focus becomes more strategic in that the strengthening of existing links between the strategic plan and the service provided is advocated. The importance of meaningful marketing and promotion to stakeholders is also discussed. Subsequent chapters emphasise the importance of regular reassessment of user needs, as well as the need for continuing awareness of future trends and requirements.

This book provides a myriad of practical and somewhat detailed ideas on how to assess what your LIS user wants, what you have and how to make up the difference. Pantry and Griffiths discuss current issues such as Web 2.0 applications more in an effort to make readers aware rather than offering practical suggestions on implementation. Yet the reader is not left feeling dissatisfied. This work contains a sizable annotated bibliography for each chapter and well as a section titled Where to Go for Information. Resources are listed by country, and Australasia is well represented. Overall, this book is recommended to LIS managers and supervisors. It would make a practical and worthwhile contribution to any collection.

**Wendy Frerichs**

*RMIT University*



# Life-Work Balance

BY MELANIE HAWKS

ACRL Active Guides. Chicago: Association of College and Research Libraries/American Library Association, 2008. 44 pp. A\$24.95 soft cover ISBN 9780838984789 (available from Inbooks)

Everyday working life for staff in a busy library brings increasing pressures with regard to decreased resources and reduced personnel, while expectations of library patrons increase. This is a practical handbook designed to be used to reduce stress by assessing your priorities to determine what is important in your life and to decide what changes are needed to achieve your life goals. It is a compact and well-priced book that is part of an occasional series, Active Guides, published by ACRL that highlights issues facing library professionals.

The book aims to help the reader develop different reactions and ways of thinking to encourage critical decision making to achieve personal and professional goals and to reduce workplace stress while improving physical and emotional health. While there are many similar books on time management and managing workplace stress, what sets this book apart is the fact it is aimed at library personnel; however, the ideas included could be useful to any professional staff. Some of the real-life examples the author has included in the book are a little superfluous, but despite this the book is a quick and useful read.

This is a user-friendly handbook, with self-assessment guides and tables that could be used as an outline for in-house training for library staff or professional development programmes. The life-work balance assessment example on page 37 is helpful for summarising the book and gives the reader a starting point for lifestyle changes. Overall, while brief, this book is a constructive guide to balancing priorities in life.

**Kay Neville**

*TAFE New South Wales*

# Quick and Popular Reads for Teens

ED. BY PAM SPENCER HOLLEY

Chicago: American Library Association, 2009. 228 pp. US\$45.00 soft cover ISBN 9780838935774

Readers' advisory for teens is a constant struggle not only for children's librarians in public libraries, but also for school librarians. How do you select books for such a diverse range of interests and reading levels? What do you look for when selecting books for reluctant readers or those with limited reading ability?

The contributions of several knowledgeable Young Adult Library Services Association (YALSA) members who have had previous experience working on other American Library Association publications, such as *Quick Picks for Reluctant Readers* and *Popular Paperbacks for Young Adults*, *Quick and Popular Reads for Teens*, answer these questions, as well as provide school and public libraries, teachers and anyone else with an interest in literature for teens with a reference to quick and popular titles.

The work begins with an introduction to the YALSA teens and reading programme which describes how teen readers can be placed into the following categories: the A+ student, the athlete, the average Joe/Jane, the English as second language, the "I only read...", the incarcerated, the low skill level, the popular, the outsiders and the turned off. The book then moves on to describe the origin, history and committee process of the former publications, *Quick Picks for Reluctant Readers* and *Popular Paperbacks for Young Adults*. These chapters offer some background information on how books make the lists, but are also focused on statistical and committee information and data rather than on any practical ideas on how to choose books.

Chapter 4 offers more practicality with examples of successful programmes, displays and readers' advisory techniques for teens and a five-step process that can be followed to ensure that programmes relevant to community needs are developed. The earlier chapters each offer references and further reading for those wishing to gain more insight.

Non-fiction and fiction annotations follow, with details and a very brief summary about each title. The non-fiction title list is US biased, but there are also titles with international relevance. The fiction annotations reveal classics such as *The Hitchhiker's Guide to the Galaxy* and Judy Blume's *Forever*, as well as series suggestions such as Isobel Bird's *Circle of Three*.

The final chapter provides theme-orientated booklists including, Abuse (fiction); Amazing Facts (non-fiction); Anime and Manga (fiction and non-fiction); Beauty According to Experts (non-fiction); Body Adornment (fiction and non-fiction); By Teens, for Teens (non-fiction); Cartooning and Drawing (non-fiction); Crafts (non-fiction); Dating (fiction); Eeewww! All Manner of Disgusting Things (non-fiction), to name a few.

This publication is a useful tool for teen readers advisory in public and school libraries, but there is a definite lack of Australian content which reduces its value as a reader's advisory tool. However, there are still titles with international relevance and information pertaining to how book list selections are made that can be useful for the creation of an Australian library's own lists.

**Sharon Uthmann**  
*Clarence Regional Library*





# The PLA Reader for Public Library Directors and Managers

ED. BY KATHLEEN HUGHES

New York: Neal-Schuman Publishers, 2009. 300 pp. A\$110 soft cover ISBN 9781555706845  
(available from *InBooks*)

Described as a tool designed to accommodate the fast-paced world of the busy public library manager, *The PLA Reader for Public Library Directors and Managers* offers a number of chapters focusing on relevant topics such as advocacy basics, tips for retaining and motivating high-performing employees, improving directorship, library communication, ideas and tips for reference services, and technological advances and applications.

Each chapter has a number of articles pertaining to the particular topic written by library managers and directors who have been previously published in *Public Libraries*, as well as chapters from other bestselling Public Library Association books. Detailed references are provided at the conclusion of each chapter, allowing the reader to gain further information should it be required.

Many of the articles are more relevant to US libraries, for example Chapter 2 on characteristics and trends of public libraries in the Public Library Data Service Statistical Report, and thus provides a number of statistics about services, expenditure and circulation. Other chapters provide information and ideas that could easily be implemented in Australian public libraries, such as virtual libraries, advocacy and RFID. However, the ways in which US libraries have implemented these ideas are slightly different from the Australian public library scene. For example, Chapter 7 (A+ Partners in Education: Linking Libraries to Education for a Flourishing Future) describes an excellent example of where Howard County Library and the Howard County Public School system in Columbia, Maryland have formed a partnership designed to position the public library as a full partner in the education of the county's 48,000 public school students. Through the provision of a Howard County Library card students gain access to the libraries services including online tutors, full-text databases, book clubs and summer reading programmes. The

public library also received assignment alerts allowing librarians to build collections relevant to those the students are studying. Supporting the school spelling bee, connecting students, faculty and parents and sharing publicity are other outcomes of the partnership. This chapter provides an exciting idea which many Australian public libraries should be able to explore.

*The PLA Reader for Public Library Directors and Managers* offers public library directors and managers a practical, easy-to-read resource that will assist them to manage more effectively and successfully lead their libraries. This resource would also prove useful for library students and educators, as chapters focusing on human resources, budgeting and communication offer case studies that could be used in library management subjects.

**Sharon Uthmann**  
*Clarence Regional Library*

# Crisis in Employment: A Librarian's Guide to Helping Job Seekers

BY JANE JERRARD

ALA Editions Special Reports. Chicago: American Library Association, 2009. 66 pp. US\$40.00 soft cover  
ISBN 9780838910139

## ALA-APA Salary Survey 2008: A Survey of Public and Academic Library Positions Requiring an ALA-Accredited Master's Degree

Chicago: ALA-APA, Office for Research and Statistics, 2008. 89 pp. US\$200.00 soft cover  
ISBN 9780838984857

Here are two reports produced by the American Library Association that focus on elements of employment and unemployment of people in the United States.

*Crisis in Employment* is a terrific resource for American librarians and a fascinating read for LIS workers in other countries. The report contains vivid case studies throughout, a large number of job-seeking tips, and appendices with key resources plus sample advertisements for various job-hunting workshops and seminars. Note that *Crisis in Employment* is aimed at libraries helping job seekers in general; it is not about a job crisis per se in libraries.

Opening with an example of how the transition to online applications for all levels of work affects public libraries, often the one place where almost anyone can gain access to the Internet. Jerrard recounts how, when the Wynn Las Vegas Casino required everyone interested in working there to apply online, the North Las Vegas Public Library District had queues of casino applicants spilling far down the footpath.

The booklet is peppered with these concrete examples, which makes it both useful and very readable. Chapters include The Employment Crisis Hits the Public Library; How-tos for Providing Hands-on Help, and Partnerships: You'll Never Work Alone. Beautifully constructed and designed, several chapters have sidebars like a magazine, which list resources or go into detail about a particular programme. The index too is well organised.

For the Australian LIS worker the question arises of how applicable the resource is here. The chapter on partnerships for example, suggests that libraries could team up with their local job resource centre to alleviate in part the pressure placed on the employment office. While this Australian reviewer was wowed at the innovative programmes many libraries have put in place, including those that sought to have a trainer or moderator on staff to help with the emotional impact of the recent and long-term jobless, she could not stop wondering about what, exactly, is the role of the library.



*ALA-APA Salary Survey 2008* consists mostly of tables of salary scales across North America for six different position categories from Library Directors to Beginning Librarians. Only 29 per cent of libraries asked for information provided that information, and the project managers acknowledge this as a caveat. The biggest surprise for this reviewer was in the Lowest Actual Salaries Reported table (p. 66) where a Deputy/Associate/Assistant Director at a southeastern university earned \$US23, 067.

Again, this book of tables is well organised but of questionable direct value to the Australian LIS worker. Broad salary data for Australian LIS workers is relatively easy to find. ALIA has a list of recommended salary scales on its website – not, of course, the same thing as actual salaries paid and reported.

**Doreen Sullivan**

*RMIT University*

# Using Technology to Teach Information Literacy

ED. BY THOMAS P. MACKEY AND TRUDI E. JACOBSON

New York: Neal-Schuman Publishers, 2008. 175 pp. A\$150.00 soft cover ISBN 9781555706371 (available from *Inbooks*)

With the continuing expansion of the invisible Web and new information sources being created using Web 2.0 tools, the need for information literacy skills has become even more vital. Although these skills have been taught for many years in tertiary institutions, with the ever-changing face of current technology there is a need to reassess how and which skills should be taught.

Mackey and Jacobson bring together eight distinct academic level experiences in using technology to teach information literacy, as outlined by staff involved in the project, whether librarian or faculty member (and often both). Each case study examines a different aspect of teaching information literacy skills, which in these instances are taught alongside technology and research skills, the aim being to ensure that students have the skills needed, so that they are able to get the most out of their learning.

The book is divided into three parts, each examining projects with a different emphasis. Part 1 explores how universities are using the collaborative Web to teach information literacy. The projects include developing blog and wiki communities, Web-based video streaming and building a digital library. Part 2 investigates information literacy through content management systems and includes projects involving faculty partnerships, research workshops and collaborative media. Part 3 covers assessment and provides an online assessment tool and an approach to ESL course design.

Each report is written by the staff responsible for the project and includes a literature review, background, context, the details of the project itself, results of any assessment and future directions. The case studies are well illustrated with relevant figures and appendices.

Web 2.0 tools are now much more commonplace and accepted; content management systems are standard on all campuses, and assessment is a necessary part of any project. This being the case, Mackey and Jacobson's book brings together many practical examples of how academic libraries are using these tools and techniques to ensure that their students are taught the skills required to make best use of the high quality information available, if only it can be found. The experience and knowledge shared by the various authors will be invaluable to any academic librarian involved in online delivery of content and services and to those involved in teaching information literacy.

**Michelle McLean**

*Casey-Cardinia Library Corporation*





# Marketing Today's Academic Library: A Bold New Approach to Communicating with Students

BY BRIAN MATHEWS

Chicago: American Library Association, 2009. 171 pp. soft cover ISBN 9780838909843

*Marketing Today's Academic Library* is another great offering from ALA Editions, aligning quality content with succinct presentation. The author works at the Georgia Institute of Technology, is also a speaker on various library topics, has published journal articles and maintains a blog: The Ubiquitous Librarian.

The need for librarians and libraries to become 'ubiquitous' is used as a launch pad by Mathews in his prologue. Although later asserting that 'libraries don't need to advertise' he nonetheless endorses the need to create 'a richer library experience'. Such observations set the scene for his key theme: showcasing 'proactive and targeted communication strategies aimed at establishing an emotional and interactive connection with our users'. This all about 'offering a balanced array of academic, social, creative and cultural experiences' to make the library inspiring – a 'premier campus destination' – rather than 'just a place that students have to go'.

How does he proceed to tackle such lofty objectives? The chapters have logical emphases, such as 'defining the user', 'student need states', 'the library as product', 'conducting marketing research' and 'building relationships'.

One component of this generally upbeat and practical book is Chapter 6, focussing on building relationships. This theme is characterised as 'making connections', Mathews alluding to the archetypes in Malcolm Gladwell's influential book, *The Tipping Point*, when considering 'how information, trends, and behaviours are created and passed along'.

Gladwell's thesis is that networks of influential personalities 'shape the beliefs of the masses' within society. These form a trinity: 'connectors' (who know everyone – act as conduits of information and 'have many ties in different social realms'), 'mavens' (who

know everything – accumulate knowledge and are compelled to inform and help others) and 'salesmen' (those you want to hang out with – persuasive, charismatic and optimistic individuals). However, Mathews acknowledges the challenge for academic libraries in initiating such systems, such students needing to be discovered and encouraged.

He then discusses cool hunting ('glorified people watching'), where trends are spotted early on and integrated into messages or product development. The main focus is on 'who is spreading the trend and who is adopting it'. For libraries this means that an enhanced awareness of campus culture may refine communications and assist the goal of user-sensitivity – colourfully described as taking the pulse of 'what is interesting and important to our students'. The centrality of relationships to successful communication programmes is asserted, surely a legitimate and evidence-based claim. Strategic library partnerships with students are endorsed by Mathews, in part a continuation of his earlier archetypes – 'advocates', 'ambassadors', 'consultants' and 'affiliates'. Various suggestions for tapping into student representative bodies and websites are also well made.

There is also a chapter on developing brand strategies. 'Brand' is depicted as the idea – the 'philosophical concept' of who libraries are and what they offer – and 'branding' as the recognisable image, the 'visual representation' of our library services. Mathews

conceptualises brand strategy as three separate layers – ‘visual’ (logo, slogan), ‘value’ (a rational integration of appealing facts and perceptions) and ‘emotional’ (psychological impression of desirability). He provides several layered examples of branding library ‘products’ such as reference librarians, databases, quiet study space and help.

These are subordinate to all-encompassing library themes, the unifying and ‘big vision’ concepts. He presents big vision examples drawn from student surveys (the scholarly ‘productivity’ facilitated by the library) and from Oldenburg’s book, *The Great Good Place* (academic library as ‘third place’, a public destination between work and home, exemplified by Starbuck’s). Other examples include the importance of student peers, library as ‘refuge’ or venue for ‘self-discovery’ and assimilation of information. I found all of these to be persuasive illustrations that struck chords with personal, anecdotal tertiary library experiences, very likely also to be reinforced by more systematic, evidence-based explorations. This chapter closes with salutary mention of the ubiquitous McDonalds empire as ‘an ideal model for libraries to follow’: an inclusive, fun experience using the power of emotion, as academic libraries too can engage and bring people together for academic success within the greater university experience.

Chapter 8 deals with promotional building blocks. The proximity of an academic library to its ‘well-defined population’ is flagged as an advantage – observing, interacting and reacting to library users is relatively easy. Mathews also alludes to a common advertising maxim – ‘that it often takes five impressions before an advertisement is effective’. Library communication and promotional initiatives should use a variety of formats (‘vertical’ progression – the building blocks of different promotional channels), plus continuous exposure (‘horizontal’ progression – the length of the campaign). Choosing the appropriate marketing mix is important – Mathews lists common communication strategies used by academic libraries: print materials (fliers, bookmarks, posters, floor plans, newsletters), giveaways (pens, magnets, USB drives), events (orientations, workshops, contests, film viewings), campus media, digital media (library website, blogs, podcasts, social networking sites) and word of mouth.

Chapter 9 is about ‘designing messages’. ‘Library promotions should be inspiring’ – far preferable to a condescending ‘we know best’ message (no quibbles there). The desirability of designing emotionally appealing messages is also espoused: hence psychological benefits and motivational triggers rather than a ‘purely factual statement’. Library objectives commonly include any of: ‘attracting new users’, ‘attendance’, ‘use of products’ and ‘perception of the library’. Again, this seems to be a legitimate array. They are our marketing aspirations, our desired impact(s); the reaction of students to library promotional materials is predicated on them actually encountering these – ‘location, location’. While shunning over-exposure, the many surfaces available within the library itself are touted as the most obvious location, with other high-density places like student centres, bus stops, even ‘chalking’ on busy walkways also rating. The library website also enables banner ads, videos, blogs and other means of exposure. Social networking sites like Facebook, Flickr and Twitter offer places for informal contact. Customising the library’s promotional message based on the context is likely to be more effective.

The critical nature of timing is also mentioned, Mathews conceptualising each semester into three parts: ‘orientation’ (when library messages should be casual and simple, perhaps provoking curiosity), ‘productivity’ (when students are dealing with assessment tasks; library as pragmatic and flexible source of resources and technology), ‘closing’(in the final lead-up to exams, library themes of empathy and functional productivity). The author summarises the attributes of an effective campaign: ‘aspects that are surprising, relatable, tangible, experiential, shareable and measurable’.

Chapter 10 is about ‘measuring the impact’, Mathews suggesting several bases on which academic libraries can gauge the impact of their promotions and marketing programmes. A selection of these includes seeking direct customer response to a marketing message (e.g. students accessing a special library statistical webpage), or benchmarking key statistics (e.g. database usage, circulation) against the student population, or using web analytics and longitudinal studies. Chapter 11 is integrative in nature (‘putting it all together’).

This is a very useful compilation of marketing advice specifically designed for academic libraries. It draws on various 'road-tested' professional experiences and conveys a contemporary appeal. Once the exclusive domain of other professionals, library marketing capability is now a significant and mainstream strand of our own working lives and strategies.

**Michael Cullen**

*The University of Notre Dame Australia*

# Library World Records

2ND ED. BY GODFREY OSWALD

Jefferson, NC: McFarland and Company, 2009. 327 pp. US\$39.95 soft cover ISBN 9780786438525

This publication lists the superlatives of the library world – the biggest library, the most overdue book, the oldest book, and so on. Librarians will enjoy dipping in to it, and the general reader will also find it of interest. It has an attractive cover and a very good index.

However, as a work of reference, it has many shortcomings. Most questionably, no sources are given. For example, we are told that the second most translated book after the Bible, is *Don Quixote*. Says who? How many languages has *Don Quixote* been translated into? More than 100? Has this long, complex novel been translated into Hausa, Gaelic, Urdu? Are we just supposed to take Oswald's word for it?

Oswald tells us which were the first books published in Croatian, Serbian and Latvian. Impressive, if he did the research himself. But could it be that the information comes from another source, such as a website? Funnily enough, the same information is available in a web extract from *The Whole Library Handbook*, not listed in the bibliography. An unusually phrased 40-word sentence about Portuguese explorer Diogo Cão can be found verbatim on an exploration website – who originated the sentence? Oswald's list of famous librarians is similar to a list in *The Librarian's Companion*, not listed in the bibliography.

How reliable are Oswald's facts? He asserts that only four books, one of which is the *Guinness Book of Records*, have sold more than 100 million copies. This is not the only one of Oswald's facts to smell of Guinness. *Wikipedia* has a more credible list, complete with references. The largest bookstore in Australia is probably Kinokuniya in Sydney, rather than the four shops Oswald lists. Among the UK's oldest subscription libraries, Wanlockhead Miners' Library (1756) should be listed. Were Penguin Books the 'first mass-produced paperbacks'? By what criteria? Nevertheless, *Library World Records* has made valiant attempts to list the oldest and biggest libraries, always contentious matters.

The book contains numerous misprints and editing slips: Baccaccio, John Hopkins, Archibold Macleish, David Radcliffe, John Caincross, Philo Farnsworth, John Duries, Thomas Caryle; England is not the same as Britain; 'Scottish' is not a language; the Nazi Dongba script is a much more than '300 years old'; St Jerome is not the only patron saint of librarians; William the Conqueror was not a king of Britain; the postage stamp was not invented in 1840. The *Oera Linda Book* deserves to be treated with more scepticism than Oswald gives it. Oddly, he tells us that the London Library's collection 'includes several 19th century books on literature'. The author's style lacks panache – random phrases: 'in a Swedish library in Stockholm'; 'the inside looks very much 21st century'; 'able to provide nearby outdoor café'.

A future edition must provide sources of reference, and with firmer editing it could be more warmly recommended.

**John MacRitchie**  
*Manly Library*



# Unofficial Wisdom: Selected Contributions to *Feliciter*, 1995-2009

BY GUY ROBERTSON

Ottawa: Canadian Library Association, 2009. 206 pp. C\$29.95 soft cover ISBN 9780888023346

The Canadian Library Association's website ([www.cla.ca](http://www.cla.ca)) describes *Feliciter* as

the only national magazine dedicated to serving the Canadian library and information services community. Each issue...contains opinion pieces, columns, and feature articles on professional concerns and developments...published six times a year.

Guy Robertson, librarian, teacher of library history and records management, expert in disaster recovery and library security, is a frequent and current contributor to *Feliciter*. Here are 43 essays, mostly 3-4 pages, written since 1995 and loosely grouped into 11 categories: the unique allure of crime fiction, science fiction and biography; life as a librarian; visitors to the library; service for seniors; workplaces issues such as air quality, eye care and stress; security for patrons, collections and data; reflections on the contributions of library technicians; practical records management; book collecting; disaster planning; and the pleasures of London's book culture. An eclectic mix, to be sure, but the title is apt. What Robertson writes is well worth reading. Here are a few gems:

## On visitors

Build it and they will come: municipal managers, architects, urban planners, interior decorators, academic administrators and miscellaneous panjandrums, all eager to tour your library and look, as they say, at specifics. They travel tens of thousands of kilometres to view your front entrance, reference area, lighting and carpets. They inspect the parking lot and tiptoe through the landscaping, check out the washrooms and reflect deeply on the colourful corner reserved for puppet shows.

## On shelving

Shelving is fundamental to our culture. It is likely that prehistoric cave-dwellers stored their tools on any convenient stone shelf; millennia later, large shelving systems holding everything from clay tablets and papyri to pottery, grain and weapons became common in the temples and warehouses of the early cities. Since shelving is such a basic physical object, so common and apparently uncomplicated, librarians often take it for granted. ...For the sake of safety, we need a stronger awareness of the shelving we work around.

## On teaching records management

During lectures that focus on the main concepts and terminology of records management, students come to understand that dealing with files is not librarianship. ...As one student remarked, librarianship relies on an automatic transmission [e.g. AACR2 and LCSH], while records management comes with a stick shift and clutch [e.g. standards and in-house practices].

Coming to librarianship from anthropology, and now the President of Vancouver-based Emergency Planning Inc., Robertson's longer pieces on occupational health and safety, theft and building security reflect where he now finds himself. But the other essays, reporting conversations with librarians, are amusing, informative and entertaining. He writes with a twinkle in his eye and with an encompassing pen. This would be an excellent book to suggest to those who wonder what librarians think and do. Thoroughly recommended. Pity there's no index.

**Ian McCallum**

*Libraries Alive! Pty Ltd*

# The Readers' Advisory Guide to Genre Fiction. 2nd ed.

BY JOYCE SARICKS

ALA Readers' Advisory Series. Chicago: American Library Association, 2009. 387 pp. US\$65.00 soft cover ISBN 9780838909898

This is the long-awaited new version of the genre guide first published in 2001, and a companion for Sarick's classic text, *Readers' Advisory Service in the Public Library*. The book supports and informs those who help readers identify books that they might enjoy reading. It is intended as an introduction to fiction genres – to help librarians become familiar with genres (especially those they do not chose to read themselves), as a catalyst for further study and as a training tool.

Saricks defines genre as 'any sizeable group of fiction authors and/or specific titles that have similar characteristics and appeal; these are books written to a particular, specific pattern'. Appeal characteristics – elements such as story line, setting, pace, mood, style and language – are discussed briefly in the introduction and in more detail in each chapter.

The book provides a framework which promotes the understanding of genre fiction. Saricks warns us that the book is not a genre classification guide, and cautions us against the tendency to over-classify. She points out that 'not every author fits into a genre, not every book by an author fits into the same genre, and not all readers see an author (or genre) in the same way'. Saricks' framework, with the arrangement of the book into four large genre groups, aims to help librarians 'see beyond genre borders to the way readers really read and writers write'.

The four genre groups comprise 15 chapters: Adrenaline Genres (adventure, romantic suspense, thrillers), Emotions Genres (gentle reads, horror, romance, women's lives and relationships), Intellect Genres (literary fiction, mysteries, psychological suspense, science fiction) and Landscape Genres (fantasy, historical fiction, westerns). The standard layout for each chapter includes definition of the genre, its characteristics and appeal, key authors, what we know about fans of the genre/what fans expect, the readers' advisory interview (including

'sure bets'), expanding readers' horizons, and trends. Recognising that, while fans are familiar with their favourite genres, librarians may not be, Saricks is keen to encourage us to read in unfamiliar genres. She includes as an appendix The Five-book Challenge – five authors and titles in each genre which are good starters for understanding genres and their appeal.

Chapter endnotes provide details of every book mentioned in the discussion. The text (including endnotes) is comprehensively indexed. Authors, titles, subjects and series are given in one handy alphabetical sequence, each type of entry being distinguished by a different typographic style, which makes it easy to navigate the index and quick to find the information sought.

The author suggests that her book can be used for individual training, in staff training programmes and for ongoing genre study – being aware of what clients read, and making connections within a genre and beyond it, keeping up with trends and changes in genres. I endorse these practical suggestions.

This book is also a great read! It is highly recommended for public libraries and anyone helping readers select books for enjoyment and leisure reading.

**Sherrey Quinn**  
*Libraries Alive! Pty Ltd*



# Managing Library Employees: A How-To-Do-It Manual

BY MARY J. STANLEY

How-To-Do-It Manuals, 161. New York: Neal-Schuman Publishers, 2008. 247 pp. price not reported soft cover ISBN 9781555706289

Of all the tasks in any profession, librarianship notwithstanding, managing staff is one of the most difficult. Having to deal with different types of people, with different needs and views is a challenging enough proposition, without having to do it in a workplace situation with all the extra pressures that brings.

This latest book in the How-to-Do-It Manuals aims to 'provide a basic orientation in human resources management for all librarians'. Not all libraries will have human resources staff, but even those that do, will have staff more from a library background than HR.

Stanley begins by laying the background to human resources management (HRM). She incorporates a brief history, management activities, key terms, library trends, and the role of the HR professional in libraries. This is followed by an overview of the legalities involved in HRM, from discrimination to retirement, disabilities, pay equity, harassment, leave, occupational health and safety, workers' compensation and more.

The focus then moves to recruitment and selection of library staff, including job descriptions and functions, advertising, interviews, selection and volunteers. With staff selected, it moves on to training, retention and professional development including orientation, mentors, recognition and rewards, staff development, leadership training, job satisfaction and retention.

The following chapters deal with compensation and benefits and evaluation and performance appraisal, dealing with problem and marginal employees, conflict resolution and discipline, communication, use of technology in HR and managing change.

Although all of this content is covered in greater depth in other titles, here Stanley provides the overview necessary to give the librarian the bigger picture and the beginnings of a framework of effective HRM. The content is presented in the form of questions, enabling the reader to get straight to the core of each issue in a practical manner, and well supported by sample documents and useful references.

As it is published in the US, the legal issues of HRM covered here are not strictly applicable, although many of them have their counterparts in Australian law. However, as a guide to managing library staff, this book is a valuable starting point and gives a solid overview of all aspects of HRM. I recommend it to any librarian who has this responsibility, regardless of the size or type of library involved.

**Michelle McLean**

*Casey-Cardinia Library Corporation*

# Hiring, Training and Supervising Library Shelves

BY PATRICIA TUNSTALL

Chicago: American Library Association, 2010. 109 pp. US\$78.95 soft cover ISBN 9780838910108

Good shelvees are an important asset in any library. Finding them to begin with and then keeping them is an art in itself. Tunstall takes you through the process of finding the right people, training them and managing them so that your library and users can benefit from their good work.

She begins by exploring how to find potential recruits, utilising library resources as well as networking contacts. This only comes, however, after deciding what you are looking for – considerations include age and skills, with more suggestions offered for consideration. The importance of applications and what they can reveal about the applicant are investigated, and hints on what to look for in them are offered. The process of vetting the selected applicants to be interviewed and tested is covered with good practical examples and advice on how to make this a successful process. Practical content here includes samples of interview questions, a skills test and applicant evaluation sheet.

Once appointed, the importance of training cannot be reinforced enough. Tunstall takes the reader through every imaginable topic that shelvees may need to know about, from actual shelving of the library's diverse collections, to closing procedures, other miscellaneous tasks, personal safety and also how to refer library users to library staff when asked a reference question.

Day-to-day supervision is not just about making sure the shelvees complete their work, but also about making them feel part of the library team, keeping them informed and interested. Several practical suggestions are made about how to achieve this.

How to deal with problems that may occur with shelvees are well covered, with practical advice on what to look for and what processes to follow, to ensure that everyone is treated fairly and that all legal requirements are covered. The concluding chapters cover the less-utilised processes of performance appraisals, working with other departments, managing the shelving supervisor and utilising your shelvees for a big library move.

Practical examples and samples are found throughout the different sections of the book, but are outdone by a comprehensive appendix. In it, you will find samples of everything you could ever need for managing library shelvees, including vacancy signs, interview questions, tests, applicant response letters, training tips, a position description, work logs, reports, conduct agreement, performance evaluation and a shelvee manual.

For a short book, it is surprisingly well-packed with very useful and practical information about how to find, interview, hire and manage shelvees in the library. Having had this role in the past, I would have been more than pleased to have such a practical guide to assist me in this process. I highly recommend this title to anyone who finds themselves new to this role or looking to reorganise their library shelvees. It is full of both practical and very useful information which will make your life much easier and will help you to employ and keep good library shelvees.

**Michelle McLean**

*Casey-Cardinia Library Corporation*





# The Teaching Library: Approaches to Assessing Information Literacy Instruction

ED. BY SCOTT WALTER

Binghamton, NY: Haworth Information Press, 2008. 230 pp. price not reported hard cover ISBN 9780789031495 (also published as *Public Services Quarterly* 3, 1/2)

Why is information literacy so central to the academic library function? How can librarians and other educators advocate effectively for that function, while working closely with many levels of the higher education institutions' educational and administrative processes?

This volume, with its focus on 'assessment' (or 'evaluation'), delves into these key issues. Consisting of 10 chapters, including an editorial introduction, it makes a contribution to the evidence-based librarianship agenda, as well as to the strengthening focus on the library's role in learning and educational development.

The chapters take a broad approach to the idea of assessment, incorporating the impact of programmes on student learning, programmatic and institutional goals. Each chapter represents the approach of a particular US institution, and is grounded in careful attention to learning and teaching quality processes, reflecting the contemporary higher education environment.

Some of the organisational contexts include the University of Montana, Cornell University, Oregon State University, the University of Southern California, and the University of Central Florida. Features include the description of a 'cycle of assessment' (Chapter 2), a research-based approach to assessing instructional effectiveness (Chapter 3), a multidimensional assessment strategy (Chapter 4), advocating or 'making the case' for information literacy (Chapters 5-6) and assessment of an institution-wide programme (Chapter 7). These are followed by examples of assessing or evaluating specific instances of instruction.

The collection of papers is clearly designed for the higher education context. It will be valuable to library learning or information literacy coordinators, as well as anyone working with academic skills or literacies in the broader university environment.

Each chapter is well referenced, and the whole volume is supported by an index. Several examples of instruments used in reported projects appear, including pre-tests and feedback tools. There is also interesting and clear descriptive commentary around the integration of information literacy into teaching and learning programmes.

**Christine Bruce**

*Queensland University of Technology*

# Twenty-first-century Kids, Twenty-first-century Librarians

BY VIRGINIA A. WALTER

Chicago: American Library Association, 2010. 104 pp. A\$49.30 soft cover ISBN 9780838910078

In *Twenty-first-century kids, Twenty-first-century librarians*, Virginia Walter, looking towards the world of children of the future, predicts decreased funding for public institutions, shrinking family budgets, deteriorating environmental conditions and continuing social unrest. In the face of these threats she maintains that children must be given a firm foundation if they are to grow up with the skills to deal with the problems.

The goal is good libraries for the children of today and better libraries for the children of tomorrow. ... Excellent library services can give children hope, inspiration, words to think with, information, positive role models, self esteem, answers to questions and questions to answer. What other public agency can offer so much?

Walter begins with an outline of the history of library services for children in the USA, which somewhat parallels our own experience but is not really relevant to Australia and New Zealand. However, the rest of the book makes up for this. In Chapter 2 she reviews the legacy and the foundations of children's librarianship, which has been built on traditional principles including: reading good books contributes to a good life, storytelling and booktalks are key strategies for promoting reading, and children's reading rooms and children's librarians are integral elements of services to children.

Chapter 3 expands on two new principles and two which have waxed and waned over the years. The new principles are that libraries provide children with information as well as pleasure reading and that services can be optimised through partnerships and collaboration. The final themes are that library use is a civic activity and that libraries have a responsibility to look beyond borders and adopt a global perspective. The remainder of the book concentrates on getting it right for the children we serve and on ways in which children's librarians can lay claim to the future.

While some of the material in this book can be found in any basic library management text, the majority is specific to children's services. Themes such as early literacy, children's spaces, the global child and the empowered child combine to inform the reader on the current state of play and of visions for the future. The book is comprehensively indexed and includes a detailed list of references. The writing style becomes a little wordy at times, but overall Walter's book provides a good coverage of the topic and would be valuable reading for library managers, educators and students as well as librarians directly involved with children's services.

**Helen Dunford**

*Tasmanian Polytechnic, Devonport*



# KAY POUSTIE, OAM, BA, FALIA, LAA (registration) – (1944-2009)



It came as no surprise to many when in 2008, we learnt of the award of the Order of Australia medal (OAM) to Kay Evelyn Poustie for services to the library and information industry and to the community through Zonta International, and to aged care. Kay Poustie's stellar career in libraries began in Melbourne in 1963 when she began work as a Library Assistant in the law library at Melbourne University, whilst undertaking her studies for her qualifications at night school. Following her marriage to Trevor, Kay resigned from this position and from 1966 to 1973 worked as Assistant Librarian, Blackburn Public Library, also in Victoria. Although children intervened, Kay continued to work both at home in libraries and in 1974 when the family moved to Shepparton, Victoria, Kay became the librarian at the local TAFE college.

Most of us will remember Kay's contribution to libraries in Western Australia after family moved to Perth in 1978. She began working part time in the City of Stirling library system in 1978, moving to become Branch Librarian of the Karrinyup Public Library, and in 1985 became the Manager of Libraries Arts and Culture at the City, where she remained until 2000. Here she was responsible for the management of the Community Information Service and the Arts and Culture portfolio activities for the City. This included Community Arts, art exhibitions, festivals, major community events, curation of the City's art collection and many other cultural activities undertaken by the City. She was also responsible for the management of the largest public library system in Western Australia at that time. This encompassed seven public libraries with a staff of ninety five, budget of \$4.5 million, and book stock of in excess of 400,000. Circulation was in excess of 2.2 million for the last six years of her leadership, the highest turnover of public library stock in Western Australia at that time. The library service also operated an Administration Library for Councillors and staff.

During her leadership, all branches of the City of Stirling libraries were automated (amongst the first in WA), a number of new libraries were constructed and many renovated. She achieved a number of 'firsts' including the first internet training centre in an Australian public library and the first public library service in WA to offer Sunday opening. Kay was highly respected by her staff and she was a role model and mentor for many members of the WA public library profession.

Kay was a very committed professional and her activity in this realm included: Chairman of the Board of Education of the Library and Information Association 1993 – 1996; Member, General Council of the Australian Library and Information Association 1993 – 1996; Member of the Board of Education of the Australian Library and Information Association 1991 – 1996; President of the Western Australian Branch of the Australian Library and Information Association, 1989, 1990; Chairman, Finance Committee and member Executive Committee of the very successful ALIA 1990 biennial conference held in Perth during the well remembered pilot's strike; Member of the Western Australian Branch Council, Australian Library and Information Association; and President, Member and Treasurer, Western Australian Public Libraries Section Australian Library and Information Association, various terms from 1984 – 1999.

In 1996 the Australian Library and Information Association nominated Kay as the Australian inaugural member of the Bertelsmann International Network of Public Libraries, a position she held until 2000. This International Network was an invited group of 9 outstandingly experienced and motivated international public library directors who undertook research and produced model solutions for issues in the management of public libraries.

Kay played a significant role in the wider community in Western Australia. Most particularly she was Chairman of the Library Board of Western Australia June 2001 – December 2001 and then again from December 2002 – December 2006. She joined this Board as a member representing the Local Government Association 1991 - 1993, and later represented the Australian Library and Information Association from 1998 – 2006. During her leadership an agreement between State and Local governments for the provision of public library services was signed in late 2005 and included significant additional funding for public libraries.

After retiring from the Library Board, Kay worked tirelessly during 2008 and 2009 to see the State Library of Western Australia Foundation become a reality, including serving on the inaugural Board as Company Secretary. Sadly Kay passed away less than a month before the official launch of the Foundation.

She was a Member Western Australian Local Government Best Practice Awards Council, 2002 – 2005, a Member, Course Advisory Committee, Department of Information Studies, Edith Cowan University 1988 – 1999, a Member, Arts Training Australia, WA, Library Industry Training Committee 1993- 1997, a Member, W.A. Standing Committee on Public Records, 1991 – 1993, 2000 – 2001, and a Member, Advisory Committee Media, Information and Cultural Studies School, Curtin University, 1999 – 2003. And she found time to work in the aged care industry.

In 1983 she joined the Perth Northern Suburbs Club of Zonta, a global service organisation of executives and professionals working together to advance the status of women through service and advocacy, where she soon endeared herself to members with her gracious manner, her ability to listen, her compassion and her efficient way of getting things done. Needless to say she rose in the Zontian ranks, culminating in her appointment as a District Governor from 1996-1998, and later as a District 23 Centurion for the period 1998-2000. Centurions are selected for their overall knowledge about Zonta and assist the local District governors in the many facets of Zonta's activities.

That Kay lived to 65 years was a miracle in itself, since she carried a heart condition since birth. That she also found time to devote to her family, her profession and her wider interests is an inspiration to us all. Rest in peace dear Kay.

**Dr Kerry Smith**, FALIA, Curtin University of Technology, and

**Margaret Allen**, Chief Executive Officer and State Librarian, State Library of Western Australia.



# 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](mailto: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](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.