

## President's perspective

### Strong spirits in Dundee

***Moira Methven* starts her year as new CILIPS President in praise of her home city and other things to admire about libraries and reading.**

Hello, I'm Moira Methven and I'm to be, well already am, your next President. It's a post I take up with no small measure of trepidation. Not least because of this regular column which I am "privileged" to write. I was speaking to a colleague about this and he suggested I include lots of quotations, say about 800 words' worth? (Our editor Debby Raven had told me she needs around 900 words).

Who am I and what do I do? I'm Senior Manager in the Communities Department of Dundee City Council. As well as being Head of Library and Information Services, my other responsibilities include adult learning, community centres and youth work. My mother worked in libraries too, so they have always been an important part of my life.

Call me biased, but Dundee is a pretty amazing place these days. It's undergone huge cultural and social changes in recent years and in fact, not so long ago I heard someone from London refer to it as "vibrant". A word you certainly wouldn't have associated with Dundee until recently.

One thing Dundee has always been noted for is strong women. We named one of our libraries after one such woman, Mary Brooksbank, who was a jute worker, rebel, and poet, and the city was at the forefront of the women's suffrage movement in Scotland. In fact, Dundee was the first city in Scotland to imprison suffragettes and these women were the first in Scotland to go on hunger strike for their beliefs. Ethel Moorhead was the first Dundee woman to be imprisoned in Holloway jail – she was sent there for taking a swing at Asquith. An interesting point about the suffrage movement in Dundee is that it was very much working-class based. The popular image of these women is that they came from well-educated, middle-class backgrounds but that wasn't the case here, although some better-off women were also involved. Last year Dundee Central Library held an exhibition on the subject of the suffragettes and it created a huge amount of interest. Clearly the spirit of the movement is still strong here.

The suffrage movement was about communication; connecting with, and informing individuals and communities, and in our profession we are still in the business of doing all of these things as we go about our daily working lives. These days the lads are on board too of course. Well, most of them.

I'll just mention one more strong Dundee woman – Desperate Dan's Aunt Aggie.

I referred to image a moment ago and I am often struck by the way in which image and perception change with time. Once the suffragette women were vilified and condemned – now they are admired. Image is a theme I'll return to in a later column. I don't mean the image of us as librarians and information workers, but the image and perception of the libraries and centres we work in. For the moment though I'll just say how much I enjoy Laura Swaffield's 'Media Watching' column at the back of *Update*. It's usually the first page I turn to.

In this coming year I'm going to be meeting quite a number of you as I travel the country in the course of my presidential duties. I'm looking forward to hearing your news and views, whatever line of library and information work you are in. If the profession is to evolve successfully then the profession's managers have to be aware of the issues and challenges facing the grass roots. That's another theme I'll return to in a later article.

The first event I attended as President was on 14 January at Edinburgh Castle. The occasion was a reception to celebrate 150 Years of Public Libraries in Scotland and was hosted by Frank McAveety, Minister for Tourism, Culture and Sport. The event took place in the Great Hall where the Minister was presented with a copy of *Advocating Libraries: essays presented to Robert Craig*. Robert himself was there as were a number of past presidents who all got together for what will be an interesting group photograph. I wonder how many years of services to libraries is represented in that picture. All in all a very enjoyable occasion.

I can't end without thanking Alistair Campbell, my predecessor, not just for the excellent job he did during his term but also for the help and advice he gave me as my term as President approached. Thanks Alistair, you've been great.

Thanks also to Eileen Moran of our Local Studies Department for her help in gathering information on the suffragettes, and I must also acknowledge Mary Henderson's book *Dundee Women*.

Finally, any recent visitor to a public library can't have failed to notice the emphasis that's now being placed on Reader Development. So for each issue I'm going to recommend one or two books which have the potential to engage a wide readership. First, Alexander McCall Smith's *No. 1 Ladies' Detective Agency* books. These are just wonderful and I'm not surprised that they have sold over three million copies. Second, Ian Banks' *Raw Spirit*. It's always interesting to get an insight into the lives of contemporary

authors and this provides just that. It's hugely entertaining. Of course, it helps if you enjoy the occasional dram and also if you like driving (but not at the same time!), but even if you don't it's still a great read.



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## Profile: Sheila Cannell

### Role definition

***Sheila Cannell, Director of Library Services at Edinburgh University, on responding to changing user needs and redefining what is meant by 'collecting'.***

A lot has changed at Edinburgh University Library since Sheila Cannell was appointed Acting Librarian in September 2002, on the sudden death of Ian Mowat. Sheila, now Director of Library Services, had worked closely with Ian for a long time – at Glasgow University Library in the eighties and at Edinburgh where he appointed her Deputy in 1999. She remembers with sadness the time following his death in a mountaineering accident: “I was influenced in a major way by Ian. We worked very well together. It was a very difficult time – dealing with grief and knowing that he would want the library service to go on. The senior team worked exceptionally well to consolidate what he had been doing.”

Since then, a university-wide restructuring has had a big impact on library services, a major factor in this being the development of a Knowledge Management strategy. This included the creation of the post of Vice Principal for Knowledge Management, filled by Helen Hayes, who also has the title of Librarian to the University. “The restructuring therefore is forcing us to address these issues at Edinburgh,” says Sheila. “For example, the meaning of Knowledge Management: it can mean ‘information strategies’ but we aim to take it further – to cover computing and e-learning. It also impacts on the wider business and academic processes of the university.”

Within the new structure, Sheila Cannell is still very much “running the library”. Sheila has been in the Higher Education sector for all of her career,

including 10 years at Glasgow University and then the move to Edinburgh where she was appointed Medical Librarian. She has a continuing interest in partnership between the NHS and HE sectors, and indeed in partnership working of all sorts. She worked in a variety of posts until being made Deputy Librarian in 1999 and Director of Library Services in August 2003.

Her long-term aim at Edinburgh is ensuring that information provision is considered central to the University and the Library delivers what is needed. The current challenge is to re-engineer the library into becoming a digital library. "Half of library use is now electronic, yet still users have not given up what they have always wanted – so we have to re-engineer delivery to include digital as well as print."

More prosaic day-to-day aims include working out how to rise above the detail that comes across her desk to give time to deal with the wider issues – having 300 staff this takes up a lot of time. And really getting down to the nitty gritty – coping with email. "Email is becoming a big issue – something will have to be done about it soon – perhaps speaking to people instead!" says Sheila.

For the wider HE sector, Sheila believes that a redefinition of 'collecting' is crucial, to mean not only collecting material which is published – print or electronic – but also collecting the intellectual output of universities. "This includes working with those creating e-learning objects – we want to make sure that these materials are reusable." To this end Edinburgh University Library has set up the Edinburgh Research Archive – an attempt to gather material such as PhD theses, e-learning modules and anything else created by the University.

It is also impossible to ignore the issue of core funding for HE services – there is simply not enough. "We need to go out and seek alternative sources of income, whether philanthropic or project funding. We are looking to make an appointment in the library encompassing income generation," she says. However Sheila does not believe in moaning about money. "We have to prove good value, prove we are efficient and effective – and go out and seek funding. At the same time, although we need to develop new skill sets in this area, as librarians we have to keep reminding ourselves that the core competencies of librarians – collecting and giving access to collections – are still there."

Staff development is therefore very important to her, skilling staff to face new challenges and ensuring they are all flexible – and fulfilled. "Quite a challenge with a big staff," says Sheila. Nor is it any good moaning about dealing with the 'Google generation'. Sheila believes the answer is to acknowledge that Google is a very important source whilst at the same

time raising the profile of what services the university library can offer. “We have to find a way of presenting the user with all the information they may want – including information collected via Google. An important role for library staff is to teach users to find information for themselves, to ensure that the signposting to online resources is good enough. Many people within the university may not understand that the digital resources they use are mediated – and paid for – by the library. There is a need for more branding as quite often users feel the information they are using comes free from the Internet.”

Within Edinburgh University, the library service has been proactive in redefining its role. And, Sheila believes, libraries of all types are now more highly regarded. “We do what we always did but in a changing environment. Ten years ago pundits were saying that libraries wouldn’t exist by now. But we do and we are doing well. We must now respond and move forward over the next ten years. I think in general there is more appreciation of the core skills of librarians – now people are even aware of the meaning of metadata!”.



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## News feature

### Losing the secrecy culture

#### ***Molly Magee gives an overview of Freedom of Information legislation.***

The Freedom of Information (Scotland) Act 2002 “...provides a right of access to information held by Scottish public authorities.”<sup>[1]</sup> The Act states that the legislation must be fully implemented by the end of 2005; however, the Scottish Executive announced in May 2003 that full implementation will be from 1 January 2005. The role of regulator for FOI in Scotland is held by the Scottish Information Commissioner (SIC), who was appointed in February 2003.

For the purposes of FOI, information is defined as being held in a “recordable” format e.g. hard copy, electronically held information (including

email), video and audio formats (including CCTV). Most importantly, it refers to pieces of information, not specifically whole documents and particularly to non-personal information.<sup>[2]</sup> The distinction between FOI and the Data Protection Act (DPA) however, is not this clear. Requests to see information that an organisation holds about you for example, would come under the DPA and not FOI. Requests for information about third parties would be covered by FOI. The Act includes all information already held by public authorities not just that created after 1 Jan 2005.

Freedom of Information offers the opportunity for open, accountable and transparent government in Scotland. It will also bring about improved trust between public authorities and their customers, by allowing members of the public to participate in decision-making processes.

One of the most significant implications of FOI for public authorities is staff training. Members of the public will have a general entitlement to request access to information held by public authorities. The organisation is not permitted to ask why the information is required and requests for information could come to any part of an organisation therefore all staff (especially front-line staff) will require appropriate training before 1 January 2005.<sup>[3]</sup> Some practitioners also recommend the creation of an FOI “section” or “expert” to handle requests and cascade training. FOI will also place a greater demand on public authority resources, not least of which will be greater workloads for staff involved in dealing with FOI requests. Many public authorities will have to improve their records management systems if they are to be able to satisfy their obligations under the legislation and the codes of practice.

Requests must be in a recordable format, including audio or video cassette, or Braille. although provisions can be made where appropriate. The information should be provided free or at a capped rate within 20 working days and applicants have the right of appeal to the Scottish Information Commissioner if they are dissatisfied.

An information audit should be conducted to identify the nature of information held by the public authority, and locate its whereabouts. In addition, public authorities should also identify the person (or persons) designated to make decisions with regard to disclosure of information and the recording of these decisions. Consideration should also be given to identifying what people may want to know about your organisation and how they will access your services. Consistency is another important factor; organisations should strive to ensure that all requests receive the same standard of response.

Public authorities have a number of obligations under FOI:

- The production of a publication scheme
- Provision of advice and assistance for applicants
- Adherence to timescales – there are several groupings of public authorities and each has its own submission and approval dates for the production of publication schemes.[4]
- Establishing evaluation and monitoring procedures.

Publication schemes must specify the classes of information which the authority publishes or intends to publish; the manner in which information of each class is, or is intended to be, published; and whether the published information is, or is intended to be, available to the public free of charge or on payment.[5] Publication schemes can prove beneficial to public authorities. Proactive publishing can reduce requests for information and serve as a means of publicising the work of the organisation. There are, however, a number of points to note:

- Organisations must identify classes of information that they hold, not the documents themselves[6]
- The scheme must be produced in text format, not just a web version (Disability Discrimination Act guidelines would require alternative formats to be made available if requested). It should be submitted to SIC for approval.[7]
- Schemes may be refused if a public authority refuses to make changes as recommended by SIC.

The culture-shift towards openness within public authorities must be led from the top and needs complete backing from senior management. In addition, the organisation should ensure that staff and customers are aware that the organisation is open. Public authorities can take a number of steps to ensure that they are prepared for FOI. Firstly, they can pre-empt some requests by publishing more information via publication schemes. Secondly, by utilising risk assessment and scenario planning techniques, they can identify information that is likely to cause problems if requested.

Organisations should also consider the Code of Practice on Records Management, which states that “...any FOI legislation is only as good as the quality of records to which it provides a right of access.” Good records management needs to be designated as a specific corporate function requiring appropriately trained staff, taking a coordinated approach (both FOI and DPA rely on properly managed records). It requires full backing from senior management and a strong records management policy.

A records management policy will address a number of issues, such as:

- Information Audit



- Retention policy – how long do you need to keep information?
- Destruction policy – who authorises the destruction of information and when, why and how should it be destroyed?
- Archival Policy – which records should be transferred to the archive and which require permanent preservation?

FOI legislation is coming to Scotland, and it's coming soon! Public authorities need to be aware of their obligations to their customers and how the legislation will affect them.

## Notes

1. Freedom of Information (Scotland) Act 2002 (Explanatory Note).
2. Access to personal information is covered under the Data Protection Act.
3. The Scottish Executive commissioned a firm called Mason's Solicitors to produce a staff training pack.
4. See <http://www.itspublicknowledge.info/timetable.htm>
5. Scottish Information Commissioner. Guide to publication schemes. ([www.itspublicknowledge.info/psg.pdf](http://www.itspublicknowledge.info/psg.pdf))
6. The act is vague as to the definition of the term "classes".
7. OSIC has produced guidance on the preparation of publication schemes including timetable, suggestions for content and submission advice. The website also gives advice on the use of Model publication schemes.

## Information

The Stationery Office [www.tso.co.uk/foiscotland/](http://www.tso.co.uk/foiscotland/)

Scottish Executive FoI

Introduction [www.scotland.gov.uk/Topics/?pageID=198](http://www.scotland.gov.uk/Topics/?pageID=198)

Scottish Information Commissioner [www.itspublicknowledge.info/index.htm](http://www.itspublicknowledge.info/index.htm)

Freedom of Information (Scotland) Act 2002 [www.scotland-legislation.hmsso.gov.uk/legislation/scotland/acts2002/20020013.htm](http://www.scotland-legislation.hmsso.gov.uk/legislation/scotland/acts2002/20020013.htm)

Code of Practice on Records

Management [www.scotland.gov.uk/about/FCSD/MCG-NW/00018022/s61code.pdf](http://www.scotland.gov.uk/about/FCSD/MCG-NW/00018022/s61code.pdf)

Publication Schemes [www.itspublicknowledge.info/pscheme.htm](http://www.itspublicknowledge.info/pscheme.htm)

Campaign for Freedom of Information [www.cfoi.org.uk/](http://www.cfoi.org.uk/)



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## Conference report

### Getting ready for Freedom of Information

**January 14 saw delegates from public authorities across Scotland descend on Murrayfield for the second of two conferences.**

The two conferences, jointly hosted by the Scottish Information Commissioner and The Stationery Office (TSO), were attended by over 600 delegates, mainly from Scotland's public authorities. Speakers offered advice on preparation for FOI, and delegates were given the opportunity to share issues and concerns, through both question and answer sessions and electronic polling on key issues.

Although polling revealed that the majority of delegates felt that FOI would bring benefits to their organisation, two main obstacles were identified in preparation for FOI – inadequate records management and lack of awareness about the Act within their institutions.

Delegates concerns were acknowledged by all speakers, but Kevin Dunion (Scottish Information Commissioner) stressed that they could not be accepted as a justification should public authorities fail to comply with the Act when it comes into force in 2005. He added that authorities need to address these issues now.

Tavish Scott MSP (Deputy Minister for Finance and Public Services) mirrored these remarks, stating that the timetable for implementation in Scotland was "challenging, but deliverable".

Polling revealed that over half of those who attended felt that their organisations current records management systems would not allow information to be retrieved in response to an FOI request.

More than 80% of delegates said their organisations plan to make changes to their current records management systems in preparation for FOI, with over 60% describing the changes required as 'significant'.

The task facing records managers is considerable given that the Act applies not only to current paper and electronic records, but also retrospectively to information recorded in any format, including email, CCTV, microfiche and parchment.

George Mackenzie (Keeper of the Records of Scotland) offered practical advice on the Section 61 Code of Practice on Records Management. He advised that records managers should be looking to conduct an audit of the information they already hold, and should ensure that their retention and disposal policies are robust. He also said that, ideally, records managers should integrate records held in all formats into one system, in order to allow easy access.

Helena Jaderblom (Director, Swedish Ministry of Justice) spoke to delegates about the Swedish experience, where FOI has been in place for over 200 years. She emphasised the crucial importance of records management for its success, saying "the legislation is only as good as the records it covers". She also suggested that training should be about attitudes as well as the letter of the Act, saying that staff should take pride in being of service to the public.

The Commissioner closed the conference by addressing the culture change that he believes the Act should bring within public authorities. "(Within authorities) it should not be remarked upon that someone is requesting information. Frontline staff should be confident about the information they are entitled to give out."

The Commissioner went on to outline the situation in Australia, where the number of refusals of requests in individual states is very low, often less than 10%.

"That is what we should be aiming for in Scotland", he concluded, "a new normality where there is real freedom of information."

Website of the Scottish Information  
Commissioner: [www.itspublicknowledge.info](http://www.itspublicknowledge.info)



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## National Library of Scotland

### Breaking through the walls

**The National Library of Scotland is about to break through the grey stone walls of its building in Edinburgh in a bid to become a library for all of Scotland and beyond, writes *Fiona Morrison*.**

The National Library of Scotland – one of the oldest cultural and learning organisations in Scotland and amongst the oldest in the UK – is developing a new strategy to make its collections accessible to all.

One of Europe's leading research libraries, with world-class collections, services and expertise, the National Library will encourage many more people into its buildings for personal, informal research and promote the heritage to be found there through its remarkable collections which have been built up over more than 300 years.

As Martyn Wade, National Librarian, explains: "From our origins in the Library of the Faculty of Advocates (founded in 1689) the National Library has come to play a unique role at the cultural heart of Scotland.

"Academics and scholarly researchers worldwide have always made good use of the collections and we shall continue to provide them with the service they need. Now, however, in the rapidly evolving environment of modern Scotland, we need to meet new challenges and to increase our role and also extend our services in a variety of ways to make it possible for the National Library to touch the lives of everyone in Scotland."

Specifically this means extending access to a new and much wider audience through interpretation of the collections and through provision of 'drop-in' centres for the non-professional researcher to explore aspects of personal interest, be it family history or local history research, or simply a personal project or hobby.

A crucial element of extended access and interpretation will be the development of a 'virtual' National Library of Scotland. Aspects of the collections have already been digitised and have been made accessible online and there is an active programme in place to further this work. Such

a massive task will, of course, take years and considerable resources but the early experiments in this area have proved very positive.

Last summer a campaign was initiated to promote a number of historic maps online. Every local newspaper in Scotland with a relevant map of the area available online was approached to do a feature and people were encouraged to go to their local libraries if they did not have a computer at home. The results have been extraordinary.

Another important element of the new strategy is the development of partnerships and collaboration with information and cultural organisations, especially in Scotland but also further afield. An experimental partnership project is being carried out with Aberdeenshire Libraries as a pilot for the future. Maximising the Library's contribution to key Scottish Executive priorities is another important initiative with particular focus on lifelong learning.

Physical, as well as remote, access is being improved. There are plans to develop the Library's buildings in Edinburgh to provide better visitor facilities and to introduce new informal research facilities.

"This is an immensely important time for us," says Martyn Wade. "At the heart of this strategy lies the core of our work: collections and access. And the focus is on working in partnership with people outside the Library, consulting users and would-be users, and responding to their views."

At a time when libraries are playing an increasing role in lifelong learning and research, the National Library is in a unique position to foster relationships and work with other libraries to ensure that many more people can access its resources.

Other opportunities have arisen as a result of the new Legal Deposit Libraries Act 2003. The National Library of Scotland, one of the six Legal Deposit Libraries in the UK and Ireland, has the right to claim one copy of every book published in the UK and Ireland. The new Act will now give the Library the right to claim electronic publications as well as print, thus making them available to a wider audience and saving this important part of the early 21st century archive for future generations.

Martyn Wade says: "The National Library has been known as one of 'last resort' but now I prefer to describe the process for users as one of natural progression - from local library to national library – according to their needs."

The National Library of Scotland aims to look to the future by building on its key strengths and its worldwide reputation; these are exciting times with a new strategy for a new century.

**In June 2003 the National Library of Scotland set out a new vision and mission statement:**

*“The National Library of Scotland will enrich our lives and communities, encouraging and promoting lifelong learning, research and scholarship, and universal access to information by comprehensively collecting and making available the recorded knowledge of Scotland, and promoting access to the ideas and cultures of the world.”*

**The NLS’s Draft Strategy document can be obtained (print or accessed online) at:** <http://www.nls.uk/professional/policy/strategy.html>

*Fiona Morrison is Cultural Programme Development and Media & Public Relations Consultant to NLS.*

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## Further Education resources

### Selecting the right tools

**Catherine Kearney tracks the development of the new Toolkit for quality resource provision in the FE sector, and explains what it means in practice.**

Last November *Resources and Services Supporting Learning: A service development quality toolkit* was launched to the Further Education sector. As the largest provider of lifelong learning in Scotland, further education colleges are key players in the delivery of the Scottish Executive’s strategy in this area. Forty six colleges share half a million enrolments each year and offer a wide range of education opportunities including National Qualifications, Higher National Courses and Diplomas (HNC and HND)

SVQs and specialist courses. College libraries/learning resource centres are central to the student experience.

The toolkit was the outcome of a six-month project, funded by the Scottish Further Education Funding Council (SFEFC), supported by SLIC, and led by the Glasgow Colleges Consortium. Its aim was to develop self-evaluative indicators for college library services. It came about as a result of attempts to update the 1997 SLIC guidance document *Libraries in Scottish Further Education Colleges: Standards for Performance and Resourcing*. Those standards, while still relevant in some areas, had become very outdated in relation to rapid technological change in colleges. Since 1997, ICT had become a strategic issue in further education and the inspection framework had evolved into a self-evaluative quality assurance model.

Between 1999 and 2002 the SFEFC highlighted the strategic importance of ICT by investing £29m in colleges to make major improvements to the ICT infrastructure. This included JISC membership for all colleges, high bandwidth connections (34-100Mbs), help with content development and the introduction of ICT service standards (Bootstrap). Colleges were encouraged to invest in virtual learning environments (VLEs) and required to submit ICT strategies to the Funding Council.

In late 2002 the SFEFC put out a call for bids to extend self-evaluation. Following the successful Bootstrap Project the Council offered funding for collaborative bids from other college support services to:

- Create service standards derived from practitioner discussion and best practice
- Create grade indicators for each standard
- Produce support materials and make them freely available to the sector.

A bid from the ten Glasgow colleges supported by SLIC and JISC RSC-SW was accepted in early 2003 with Glasgow College of Building and Printing as the lead college. As their contribution to the project, SLIC funded my secondment from the post of Director of Library and Learning Services at Glasgow College of Building and Printing to project manage the work and provide assistance and guidance to the consortium.

Two groups were established to assist with the project: Firstly, an Advisory Group was set up with cross sectoral membership. It was chaired by the Convener of the SFEU Quality Improvement Forum and attended by key personnel from colleges and other agencies. These were myself as Project Manager and Chair of the Glasgow Colleges Library Group, Eric Simpson

from Anniesland College who had been a member of the 1997 Standards working party, Tom McMaster from Lauder College and Carole Gray from Dundee College both FE representatives on SLIC Management Committee. David Beards, from SFEFC represented the Funding Council until his promotion moved him to other duties and he was replaced by the equally capable Caroline Hastings. JISC was represented by Fionnuala Cassidy, Training and Outreach Officer at JISC RSC-SW, Alan Watt HMle attended on behalf of the Inspectorate, Ian Manderson, Policy Executive, from the Education and Lifelong Learning Department kept a watching brief on developments for his department, Catherine Nicholson, Development Director of SCURL ensured cross sectoral representation, Jean Henderson from SFEU represented the Librarians Network and Craig Green, former Network Manager for the Glasgow Telecolleges Network acted as Technical Advisor to the Group.

This Group met once every six weeks during the life of the project. The second group to be established was a practitioners group from colleges across Scotland who offered their assistance and expertise in three practitioner workshops which took place over a total of five days during the project.

Twelve colleges were involved in this important work and some crossover existed between the Advisory Group and practitioners to ensure consistency. Practitioners included Karen McNeill from Barony College, Kathy Christie from Borders College, Anette Guthrie from Dumfries and Galloway, Caroline Cochrane from GCBP, Laura Thompson from John Wheatley College, Angie McKenzie from Moray College, Jennifer Loudon from Perth College, Stephen Grant from Reid Kerr College and Linda Hartley from West Lothian. Through the further education Jiscmail service assistance and advice was received from all areas of Scotland. In total, by the end of the project around half of the colleges in Scotland had contributed in some way to the outcomes of the project.

During the life of the project practitioners had been tasked to produce:

- A set of quality indicators
- A set of grade illustrations
- Support materials

However, this was a group who consistently punched above their weight in terms of outcomes and as a result by the end of the project the practitioners had:

- Created a web archive hosted on SLAINTE, for project material



- Drafted a high level grade indicator for consideration by HMle in their review of the current framework
- Produced a considered and thoughtful response to the Funding Council's consultation Quality the way forward on redesigning the HMle review framework
- Delivered a commentary on the joint funding councils E-learning Report highlighting the role of library and information services in supporting students online.
- Published three journal articles on progress
- Organised a 'first' for the sector when we held an 'Ask a HMle' event. An audience of librarians and quality managers had a unique opportunity to question a panel of HMle and associate assessors on the review framework.

At the end of the six-month project plan, the Group published a 36-page guidance document – The Toolkit – which included seven quality indicators and associated grade illustrations. The Toolkit is freely available from SLAINTE ([www.slainte.org.uk](http://www.slainte.org.uk)) and the indicators have generated UK-wide interest.

So what do the seven indicators cover?

1. Learning Resource Organisation. This looks at how to effect shared services – not simply technical interoperability but also involvement in resource sharing initiatives which better meet learner needs for information access
2. Staffing. In common with other college support service frameworks there is a section on staffing which restates the value of professional qualifications and links staff development priorities to college ICT strategies and development plans.
3. ICT Integration. ICT has become a strategic issue in colleges and this section is about making sure that libraries and information services are fully integrated with other college systems. It encourages the use of robust metadata standards to enable the interface between the library and VLE.
4. User support. Managers are asked to consider how the service combines staff provision, ICT availability and a mix of learning resources to make the whole service appropriate to learners needs.
5. Accessibility. The theme of access is continued in a section which invites colleges to consider how to extend services beyond the college campus to encourage flexibility of use.
6. Inclusiveness. Recent legislation is addressed in this section which looks at the library service obligations with regard to special needs and diversity issues.

7. Quality Assurance and Improvement. The final section draws all of the indicators together in a whole college context.

Advice on use of the Toolkit is available from SLIC and we hope service managers will use the Toolkit to:

- Judge quality of performance against a set of criteria
- Identify development needs and priorities
- Highlight best practice
- Identify patterns of service strength and weakness
- Develop service improvement action plans

SLIC is working with practitioners to implement the Toolkit and design training opportunities to support its use by colleges. SLIC has undertaken to review the indicators periodically to ensure they remain relevant.

## Information

Further information on the contents of the Toolkit: Catherine Kearney  
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## People's Network

### Developing e-content

**What comes next after the NOF-funded services in all Scottish public libraries? Hazel Lauder explains.**

For nearly a year now, users of public libraries in Scotland have been accessing freely KnowUK, KompassUK, Newsbank, and the Statistical Accounts of Scotland. These are financed through the NOF Residue Fund, money left over from the People's Network in Scotland and managed by the Scottish Library and Information Council (SLIC).

A group of representatives from a number of local authorities decided that the residue funding should be used to provide quality information services on an equitable basis across Scotland. No matter where a public library is, how small the library is, how urban or rural, the same range of information services should be available to everyone.

It was recommended that the services provided should contain four elements; general information service; business service; newspaper provision; and Scottish content. Training for library staff in using the services has been provided as part of the subscription.

### **Monitoring and evaluation**

Each service provider makes statistics on use available to the Heads of Public Libraries and SLIC, including number of sessions, the number of searches carried out, the number of full records accessed and the number of searches with no results. The services are available until December 2004 – SLIC aims to establish if there is evidence for sustainability beyond this. Future funding may come from local authorities, on a consortia or national basis. The statistics demonstrate the considerable cultural change which library staff have experienced.

### **Lessons**

Some important lessons have been learned for future e-content development. Some basic steps have been taken to encourage use including:

- providing access from the Library homepage
- placing icons on desktop
- allowing remote access authenticated by the library management system
- Removing the barrier of passwords by accessing via IP address

Staff awareness about the services and good customer care practice is essential.

There have been some excellent examples of marketing – articles in the local press and Council newspapers, special taster sessions. Some authorities produced their own publicity material. SLIC has played an important role in encouraging this best practice.

### **E-content Group**

Senior library managers are now examining collaboration on information services and e-learning. Following a mapping exercise to establish the services available and how they are accessed, the group is looking at developing a consortia approach to e-services. Delegates from 25 authorities attended a demonstration day involving 10 service providers in September at Edinburgh University. This indicates the amount of interest from authorities in developing e-services.

## **E-learning**

A national approach has been used to provide e-learning on an equitable basis to public libraries across Scotland. Funding from the NOF Residue Fund and local authorities now provides access to basic ICT course work and a customer care module. The system will provide tracking of user progress and a platform for other learning.

## **Future issues**

A number of issues need to be tackled to allow e-services to develop. It is essential that public libraries aim to provide remote access and IP access to information services. For many public libraries sustainability for both the People's Network and the services operating across it are major issues. Evidence of the use made of both the equipment and services has to be gathered to give strength to the case for sustainability.

There are many areas where cross-sectoral collaboration in e-services will bring mutual benefit. In the public sector considerable resources are deployed in identifying quality resources on the web, especially for children. Future projects will take steps to bring together the similar work that takes place within education. The possibilities of cross-sectoral consortia purchasing of online information services needs to be explored.

By working together, within and across sectors, we will be able to maximise the benefits that ICT, the Internet and e-services bring to the communities we serve across Scotland.

*Hazel Lauder is Community Librarian, North Lanarkshire Council.*



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## Information literacy

### Acquiring knowledge

#### ***Dorothy McLelland and John Crawford describe the Drumchapel Project, an important study of the ICT skills of school pupils.***

In its mission statement, Glasgow Caledonian University identifies a duty to attract students from deprived backgrounds. Forging links with communities with low rates of progression to higher education helps in this aim. Contact between University library staff and school librarians in the Glasgow area led to a project which aimed to find out what school pupils know about computers and what their ICT skills level would be when they come to university.

The partners in the project were:

- Drumchapel High School, with approximately 660 pupils, many coming from unemployed or low-income families, and with few going on to higher education. Over 10% of the school population are children of asylum seekers. In 2002, the school moved to a new building with five ICT suites, an intranet connection in every classroom and a Library Resource Centre housing an ICT Learning Centre with 20 computers.
- Hyndland Secondary School, situated in a more affluent part of Glasgow, with 950 pupils. The recently refurbished school's Library Resource Centre contains 24 PCs.
- Drumchapel Learning Centre/Community Library, which is included in the REAL Partnership, a Glasgow City Council initiative which aims to improve access to ICT, creating an integrated learning environment focused on individual needs. Young people are encouraged to use the facilities.

### Methodology

In Drumchapel School, three focus groups were organised. A questionnaire on ICT use was issued to one class in each of the six year-groups. In Hyndland School, it was issued to one class in each of the S1, S2 and S5/6 age-groups. ICT self-evaluation forms were issued to pupils in both schools on a voluntary basis. Questionnaires for teachers were voluntary.

Of particular interest to the project was a recent study carried out by the Research, Economic and Corporate Strategy Unit of the Scottish Executive Education Department which attempted to determine the levels of performance of pupils at Primary 7, Secondary 2 and Secondary 4 on a range of ICT skills and abilities, their experience of and attitudes to ICT and the views of their teachers. Useful data was also found in Digital Glasgow a research report issued by Scottish Enterprise Glasgow (2002). Its purpose was to measure awareness of, access to, skills in and desired support for ICT by individuals in a representative sample of households in Glasgow, including some interviewees in Social Inclusion Partnership (SIP) areas, such as Drumchapel.

## **Results**

Many pupils were very knowledgeable about computers and about the Internet, with the majority using computers between one and four times a week for both recreational and academic purposes. S1 pupils suggested that computers were very important for homework, for searching for information and for future careers or for university-level work. Older pupils considered these skills more from the viewpoint of their present schoolwork and were less sure about their general importance. In general, pupils thought that computers helped with spelling, neater work, correcting mistakes, easy access to information via the internet, yielded up-to-date information, could be faster than books and could add graphics and colour. However, some pupils complained of restricted access to sites, problems in logging on, viruses, forgotten passwords, and the dangers of chat lines. Difficulties included mastery of the keyboard and misuse of log-ins and passwords.

Focus group discussions showed that there were misconceptions amongst the younger pupils about 'ownership' of the Internet and the Web but that older pupils were more aware of this issue and consequently more selective in their use of electronically generated information. Older pupils were also better able to judge when books would not only be more accessible but also more authoritative.

Pupils use the internet as a learning tool, although this is a secondary activity, with word-processing being the most prevalent use of computers. They are sometimes frustrated by the lack of sites which present material at an appropriate level. On the other hand, the librarians found that some useful sites, usually on contentious issues, were barred by the network's filtering system. It would seem that more research needs to be done on the availability and appropriateness of curriculum-related material. As with the selection of printed material, this may be a fruitful joint enterprise between teachers and librarians.

In fact, the expertise of the librarians is generally under-utilised, as evidenced by the low number of teachers and pupils who consult them on ICT matters. In both schools, the librarians have completed a programme which qualifies them to advise on the use of internet sites which support curricular subjects, to promote reading through ICT applications and to assist in the development of pupils' skills. The school's management would have to be clear, however, on the extent to which librarians can contribute in this way, given their existing library management and class-contact workload. Appropriate clerical support may be needed in the library, to allow for this use of the librarian's time. In addition, the library may not be a suitable environment for teaching ICT skills, particularly with regard to noise levels.

Many of the points made by Todd (2001) in an address to school librarians were supported by the research results. For example, pupils tend to examine only the first screen of most sites and they sometimes have difficulty in evaluating sites, especially when a large number is presented as a result of a keyword search. This is a difficulty which can be tackled by librarians as well as teachers, and in Hyndland School some guidance is offered in a leaflet for pupils on the use of the internet, including the evaluation of websites.

The key role of the school in teaching ICT skills, especially in deprived areas, is highlighted by the research, with 64% of Drumchapel pupils learning most about computers at school. Use of ICT in general and of internet sources in particular was often dictated by the teacher's awareness and expertise, with the majority of teachers stating that they only occasionally referred pupils to internet use in the classroom and never referred them to the library. This finding was supported by a study undertaken at Loughborough University (Merchant and Hepworth, 2002) which showed that although teachers interviewed were information literate, their skills and attitudes were not being transferred to their pupils. In the Glasgow schools, the lack of guidance by teachers on evaluation of websites and on copyright issues was also striking. Since the teachers' questionnaires were completed on a voluntary basis by about half of the possible respondents, the evidence for this statement must be treated with caution, especially since a wide range of software (not necessarily internet based) was cited and pupils were required to use ICT in a variety of ways.

As the questionnaire showed, at least half of the pupils had access to computers at home, a higher percentage than the assessment made in the Digital Glasgow survey of 37% home ownership and 30% access to the internet. Overall, the majority of pupils used home computers for school work but it is reasonable to suppose that the internet was also used for recreational purposes.



Ownership of home computers is forecast to increase, thus making the use of other access points less likely. The Digital Glasgow Report states that only 3% of their respondents used the internet in the public library, and so it is not surprising to discover that in Drumchapel, only 29% of pupils used the ICT facilities in the local library/REAL Centre. However, it may be that this is considered a less important facility since pupils have easier access through the school's provision during the day in term-time and, as time goes by, more have computers at home. Additionally, as the focus groups showed, not all pupils were aware that the public library's computers were available for them. There is still scope for the public library to increase the take-up of their ICT facilities and to promote the use of ICT as a social and more personally-oriented activity. There is encouragement for this in the Digital Glasgow Report, which notes that respondents from SIP areas have comparable awareness, access and attitudes to ICT as those in non-SIP areas.

Within Drumchapel High School, in general, the opinions expressed in the focus groups were borne out by the results of the questionnaire. There is, however, one case where the evidence is contradictory. Members of the S4 focus group appeared to be less interested and less confident and felt that they had missed out on the tuition given to younger pupils. On the other hand, the questionnaires revealed that, at 76%, the largest percentage of home computers was available to S4 pupils. Only 24% of S4 hardly ever used computers in school, with 56% using them three to four times a week. According to their own assessment, 33% knew enough about computers to get by, and 46% claimed to know a lot. This corresponded closely with the school's overall response of 36% and 44% respectively. In the ICT self-evaluation questionnaire high levels of competence were scored, with at least 52% of S4 pupils able to carry out all the processes.

The pupils' self-assessment of ICT skills showed that they had a high level of expertise, even at S1 stage. Glasgow Caledonian University's self-evaluation form for new students was used as a basis for the schools' questionnaire and it is evident that S5 and S6 pupils from Drumchapel High School would have little difficulty in satisfying the University's requirements. Since these two year-groups were not included in Hyndland Secondary School's survey, it is not possible to make the same forecast for them, but the comparison of skills in S3 and S4 in both schools suggests that a similar level of expertise would eventually result.

Considering that large-scale ICT provision in both Drumchapel High School and Hyndland Secondary School is so recent, it is evident that, in the short space of a year or two, the acquisition of knowledge and expertise has been impressive.

## **Recommendations:**

- The school library should be designated as one of the school's centres for ICT advice and training so that the ICT training and expertise of the school librarian can be utilised more by teachers and pupils.
- Teachers should be encouraged to enhance their ICT expertise for the benefit of pupils' learning.
- Teachers and librarians together should offer training to pupils on the choice and evaluation of websites and on copyright issues.
- The usage of REAL Centres by school pupils should be reviewed for effectiveness.
- More research should be done on the access to contentious websites which are currently filtered.
- A joint school/university research project on ICT skills training should take place.

## **Acknowledgements:**

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## **Information:**

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## Archive service

### Moving images online

***Ann Beaton* describes the project to put the Scottish Screen Archive online, which was launched recently.**

Moving images offer a unique glimpse into the past, recording people, places and ways of life very different to those of today. It is the responsibility of the Scottish Screen Archive to locate, preserve and, ultimately, to provide access to this diverse record of Scottish life. The Archive recently launched its access catalogue online, opening up information about titles in the collection to everyone.

### Background

The collection spans a wide range of mostly non-fiction content, ranging across topical, documentary, educational, promotional, industrial and amateur material, including significant broadcast and Gaelic language production. There is an archive of written materials concerning the history of Scottish film production and a collection of related photographs, oral history, ephemera and publicity material.

Since its inception in 1976, the Archive needed to view and appraise the huge volume of donated material. The appointment of the first professional librarian in 1990 facilitated the replacement of old card catalogues with detailed computerised records. This led to speedier, improved access to information. In 1999, funding from the Heritage Lottery enabled three full-time cataloguers, working alongside technical and administrative staff to identify, catalogue and process a backlog of c.13,000 cans of film. The culmination of this two and half year project meant that, with most of the collection documented, it was possible to plan for greater access.

Archive staff, particularly those working in access and enquiry provision, were consulted on what information would be useful and appropriate to

prepare. The decision was taken to concentrate on those titles that were preserved and copied onto a viewing format, be that film and/or broadcast standard video. A clear idea of what fields we would include in the web catalogue came out of these internal meetings, informed by issues such as data protection, copyright and whether the information would actually be relevant.

Moving from an in-house customised database to a catalogue that was going to be published for all to see obviously had implications for interoperability. The Archive catalogue conforms to the cataloguing rules set out by FIAF (International Federation of Film Archives) and the new personality and organisation indexes were created according to the National Council on Archives Rules for the construction of personal, place and corporate names. There was some concern over presenting the subject index online as this had been developed in-house to satisfy the unique needs of the researcher and to capture the content of the films. Consultation over indexing practice among members of the Film Archive Forum was carried out (it represents all of the public sector film and television archives that care for the UK's moving image heritage). Due to the timescale, staff resources available and the lack of a common standard amongst the archives involved it was impractical to move to a new standard such as Unesco Thesaurus or Library of Congress subject headings.

## **Web development**

The Archive benefited from having a clear idea of what we wanted from an online catalogue prior to consulting web designers. The functional working database of the Archive with administrative and technical detail would be stripped down into a user-friendly, enhanced access catalogue with supporting contextual and image content.

The website was developed using Scottish Screen's current provider, Screenbase Media Ltd. An online business plan, site architecture, content specification, design specification and technical specification were agreed upon. Colleagues from New Media and Marketing were invaluable in helping with areas outwith the immediate concerns of catalogue data, such as setting up the e-commerce facility, the practicalities of hosting selected moving image clips on a separate server and branding ideas.

The online business plan addressed the objectives for the site and agreed on success measures. User groups were assessed, broadly falling into non-commercial or commercial. They ranged across the television industry, commercial/independent production companies, the general public, education / community and reminiscence use, museum / exhibition (non-theatrical) customers and those requiring material for a film festival /

screening. There was also a need to reach out to those people who were not aware of the work of the Archive. Success would be measured in terms of visitor numbers on the site, increased enquiries generated as a direct result of the website, increased sale of pre-packaged and made-to-order videotapes and expansion of the catalogue itself. Further marketing initiatives would be developed soon after the launch event and when statistics had been analysed.

The site architecture was drawn up, offering a graphic representation of pages on the site. A detailed content specification outlining where information would be located and the reasoning behind it was produced. The creative brief dictated the 'look and feel' of the site. This had to complement the current Scottish Screen design, yet offer search functionality and a fresh identity centred around a catalogue. Two main user communities were addressed on the home page: the interested browser coming to the archive for personal and recreational use, and the experienced researcher working in the media industries. There was some discussion over the branding and domain name for the site, with 'Archive Live' and 'Scottish Screen Archive Access Catalogue' being identified as appropriate. An important concept for the site was that it had to be visually exciting, capturing the diversity of moving images in the Archive and not simply a textual reference tool.

The functional specification proved the biggest challenge as it detailed exactly how the site would work. A listing of fields to be published was agreed, and certain modifications and additions were made to the existing catalogue. The data for the web catalogue would be uploaded from the Archive directly to the web developer's server and imported into their version of the database. This resulted in a customised solution delivering an online catalogue with easy to navigate contextual links to biographies of Scottish exhibitors and film makers, production companies and institutions as well as an online ordering and payment facility for certain video titles. The detailed search form was designed to service the demands of researchers and those with an idea of what they were looking for, with the option to perform searches across single or combined fields. The browse option guided a less experienced user to various ways into the catalogue with a 'topics', 'places', 'subjects', 'videos for sale' and 'all titles' listing offered. In addition, still image files and Quicktime moving image clips were built into the functionality of the site so that potentially every title could have a picture and a clip featured on its catalogue record.

## **Launch**

The launch was held at the National Library of Scotland with Minister for Culture, Frank McAveety as the principal speaker. Scottish Screen's Chief

Executive and Archive Curator outlined the possibilities this new resource offered to the widest range of people in Scotland and beyond. Cameron Stout, winner of Big Brother 4 and his brother, BAFTA Award winning television presenter, Julyan Sinclair gave their personal illustration of how film in the archive evoked memories of their childhood on Orkney and offered a unique and immediate form of historical record. Press coverage of the event was comprehensive, on television and in newspapers.

## **The future**

The experience of putting the Archive's accessible collection online has been incredibly satisfying. Many of the detailed records can now be explored all over the world at any time. People can read detailed shotlists describing the content of a title, explore lists of related films by selected Scottish film makers and production companies and arrange to view or purchase footage. The website has enabled people to do their own research. Films of Clyde steamships and shipyards, flickering images from the late 19th century featuring Queen Victoria at Balmoral, early experiments in X-Ray photography, footage of 'Nessie' or the evacuation of St. Kilda in 1930.

A positive effect of the catalogue has been the increase in requests for specific titles for personal use, rather than lots of orders for pre-packaged video titles available to buy online. Whether it is the Riding of the Marches in the Borders, a family Christmas celebration, a whisky advert from 1897 or amateur footage of the Beatles playing the Caird Hall in Dundee, people are finding something that relates to their life and experience. The commercial user is also using the site as an effective research tool and finding easy to access footage to edit into a TV programme without have to wait for Archive staff to query the catalogue on their behalf.

User statistics underline the popularity of the site and plans for the future include mailing registered users with news and information, increasing the number of moving image clips and improving the detailed search functionality. Better links will also be made to information gateways and websites concerned with reflecting the richness and diversity of Scotland's Culture.

## **Scottish Screen Archive:**

Telephone enquiries: Monday to Friday 10.00-12.00 and 14.00-16.00.  
Outwith these hours researchers are welcome to fax or email their requests. (0141 337 7400; fax 0141 337 7413; [archive@scottishscreen.com](mailto:archive@scottishscreen.com))

Catalogue website:

[www.scottishscreen.com/archivelive](http://www.scottishscreen.com/archivelive)

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## Endpiece

### Patterns in poetry

**Japanese forms of poetry seem to appeal to young Scottish writers, says *Colin Will*, explaining all.**

Inspired by a recent trip to Japan, and noting [Ken Cockburn's mention of haiku](#) in the last issue of *Information Scotland*, I thought I'd say something about Japanese literature this time.

In the late 8th century the first anthology of tanka poetry appeared. Tanka are written in five lines containing a total of 31 syllables arranged in a 5 7 5 7 7 pattern. (Actually, the Japanese *onji* is a sound symbol rather than a syllable, but let's not quibble.)

The world's first novel was written around the end of the 10th century. It's *The Tale of Genji*, and it was written by a lady of the Japanese court, Murasaki Shikibu (surname first). It was closely followed by another novel, *The Pillow Book*, written by a rival lady-in-waiting, Sei Shonagon.

In the 12th century a new form of poetry called renga – linked verse – emerged. A group of poets would get together to compose the poem, each writing a verse from which one would be selected to form the next link in the chain, until 20, 36 or 100 verses had been written. The verses alternate between three- and two-line forms, taking their shape from the tanka so that the syllable pattern is 5 7 5 followed by 7 7. The subjects of verses were varied – nature, the seasons, the moon, flowers and love. The first



verse of the renga, the *hokku*, gave rise in the 15th century to the *haiku*, an independent poem, and to the *haikai*, a humorous poem.

Haiku has a long and distinguished pedigree, and in the hands of the great masters of the form – Bashō, Buson, Issa and Shiki – it produces some very beautiful poetry. The classical Japanese haiku always contains a season word and a ‘cutting word’, or caesura, which changes the direction of the verse. It’s amazing that so much can be conveyed in three lines and 17 syllables.

Bashō was also a master of the *haibun*, a narrative written in very poetic prose, liberally sprinkled with haiku. His *Narrow Roads of the Deep North* is a record of his journey through the relatively underdeveloped north-eastern region of Honshu.

In the West, enthusiasm for some of these forms is a later phenomenon, owing much to the efforts of R.H. Blyth in the 1950s, which in turn inspired some of the ‘Beat’ writers of America and Europe. Western haiku often ignore the strict syllable count, but generally preserve the use of season words. Norman McCaig used to say that such poems “are not haiku – they’re just wee poems”, and there’s a fine tradition of Scottish poets writing “wee poems”. Taking haiku writing into Scottish schools is always a rewarding and surprising experience. I’m often staggered by the quality of imagination shown by the pupils. The form seems to appeal in a very direct way to them, and their responses are sometimes truly inspirational. Many Scottish poets have written haiku, or the related *senryu* (which are usually about human subjects rather than nature), and there are even haiku written in Scots and Gaelic. Few Western poets have attempted haibun writing – it’s a difficult form, and it’s even more difficult to find a publisher (if you want to publish mine please get in touch!).

Renga too is something which goes on today in Scotland. Alec Finlay, Gerry Loose, Ken Cockburn, Valerie Gillies and myself are among the modern Scottish renga revivalists. Its collective approach to literary composition is something unique, in my experience, and the renga sessions are usually open to all, so if there’s one in your area feel free to drop in. There’s a website devoted to these renga events ([www.renga-platform.co.uk](http://www.renga-platform.co.uk)). And if you want to read modern Scottish haiku by a master of the art, check out the work of Alan Spence.

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I’ve recently decided to retire from indexing (due to pressure of leisure), and that has prompted me to look again at indexing. Too many books disappoint and let down readers through not having an index. It’s

astonishing how many 'reputable' publishers cut costs in this way. Too many other books are harmed by having indexes prepared by amateurs – authors and their families often make spectacularly bad indexers. Membership of the Society of Indexers guarantees that indexes will be prepared by professionals who have reached a high standard in their work. Passing the Society's coursework leads to Accreditation, ensuring that members have a thorough knowledge of indexing theory and practice. After this, members may submit an index they have prepared for rigorous examination by a panel of senior professionals, leading to Registration. Thus Registered Indexers prove that they can apply their theoretical studies in the real world of book publishing, and this gives publishers confidence in their work. The Society maintains a database of 'Indexers Available', and can help publishers make contact with indexers. Many Society members are also librarians or ex-librarians, and there is obviously an overlap of interest here. To find out more, please visit the website at [www.indexers.org.uk](http://www.indexers.org.uk).

*Colin Will*

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## President's perspective

### Our big advantage

***Moira Methven* says we can overtake bookshops in the popularity stakes, and we should promote Scottish writing just like another of our traditional industries.**

Hands up all those who have at least heard of Reader Development. Okay, a pretty good showing. There can be no doubt that Reader Development provides us with a great opportunity in our efforts to reverse the trend of falling issues. And it is, after all, in its simplest sense, merely the introduction of readers and potential readers to resources they will want to read/view/listen to. Hindsight is a marvellous thing and it's pretty obvious that despite much agonising and well meaning locally introduced initiatives,

libraries have done little over the past couple of decades to push, advertise, promote or otherwise bring to the public's attention the wealth of resources on our shelves which we just know would bring a great deal of pleasure, enjoyment and information to a lot of people. We need to change the way we think. We have been too complacent, too traditional. Even that most traditional of Scottish industries, whisky, has learned that it needs to promote itself in order to survive in the marketplace. In his book *Raw Spirit*, Iain Banks highlights the fact that Ardbeg, which languished in the 1980s is now a best selling brand since new owners started to promote it. These owners now spend 35% of budget on promotion and obviously think the money well spent.

Let's move from the distillery to the bookshop. Bookshops have beaten us hands down in attracting readers and it's only recently that we have woken up to that fact. We are all going to have to work harder, not just at what we have been doing but at what we should have been doing. When did you last enter a dull bookshop? They are bright and attractive with good signage. If the bookshop looked dull to begin with would you have bothered entering it at all? Has that not been our problem? What is happening now in libraries is a well overdue attempt at catch-up. But if we can make our libraries as attractive, welcoming and, frankly, in your face as bookshops, then we can overtake them in the popularity stakes because our big idea, our big advantage, is back copies. Oh yes we have the new stuff too, but just think of the stock we hold in reserve.

So, libraries must change and are changing. More resources are displayed face out and strategically placed. Readers are invited to write brief reviews. There are book clubs in children's libraries and school libraries. Signage is improving. Readers are encouraged to talk to each other. Books are being actively promoted. Psychology is being applied. There is lots going on, and there are several websites offering help and ideas (for example the Scottish Publishers' Association website [www.scottishbooks.org](http://www.scottishbooks.org)). It's not just happening in public libraries either. The National Library of Scotland's 'Breaking Through the Walls' is, if it can be carried forward, a bold and ambitious Reader Development exercise.

Now it may be that all this belated activity is coming just at the right time. In an article in *Scotland on Sunday* (1 February) Poet W.N. Herbert draws attention to the fact that Scottish literary prizes and the categories of writing they are awarded for are little known this side of the border never mind south of it. Perhaps, he suggests, it is time to re-think them and re-launch them nationally and in so doing promote the, as he puts it, "sheer quantity of stars in the Scottish firmament". At no time in the past has there been so much good Scottish writing being published, and libraries are in a very strong position to bring this wonderful writing to the attention of the public.

And we don't just have to promote the current books, we can promote the recent, and the not so recent as well. That, as I have said, is our big advantage over bookshops.

There is a lot happening in the book world right now. Look at the Harry Potter phenomenon. Philip Pullman winning the Whitbread outright with a children's book. This year's winner *The Curious Incident of the Dog in the Night-time* also started life as a book for older children. Philip Pullman did well in the BBC's. Big Read too. Last year's Booker winner *The Life of Pi* has been a runaway success. Children's books are now simultaneously published with different covers for adults. These are all important developments, and there will be more to come, and we need to exploit them. We need to be part of the promotion and part of the buzz that is now being associated with books and reading. We need to be seen as the obvious place to go to get hold of these books that everyone is talking about.

Re-reading Brian Osborne and Michael C Taylor's document *A National Strategy for Scottish Material*, they flag up the prominence Scottish interest material is given by the large chain booksellers in Scotland and note the fact that booksellers would not be doing this if the material was not in high demand. Another case of the bookseller leading the book lender? Incredibly this report came out in 1999. Go back and re-read it and then let's start to take forward its recommendations. It needs commitment, and there are huge problems to overcome, not least catalogue inter-operability, but let's get on and do something. Coincidentally, just after re-reading the *National Strategy*, the National Library of Scotland's Corporate Plan 2004 – 2006 landed on my desk. Part of the plan (Action Point 1.2) is to "Develop a national strategy for Scottish material". The National Library wants to work with SLIC and membership on this. All sectors need to follow through.

I'll stick with the Scottish theme for my reading recommendations. First, check out anything published by Itchy Co. They are all highly amusing and are clearly filling a gap in the Scots language market. *The Hoose O Haivers* had me laughing out loud. Second is Don Paterson's *Landing Light* this year's Whitbread winner in the poetry category. You'll want to read these poems again and again. Try also his *Nil Nil* which won him the Faber award in 1993.

That's it for now. Look forward to seeing you in Peebles.

## Profile: Martyn Wade

### Breakout strategy

#### ***Martyn Wade discusses the future of the National Library of Scotland.***

When Martyn Wade became the new National Librarian in 2002 two requirements were asked of him by the Board of Trustees: “One was widening access and working with other libraries. The other was to review the responsibilities of senior managers. I was asked to do this in nine months. To ensure we did this effectively I proposed the development of a strategy – for the next five years.”

It is this strategy, built upon an earlier review, which has just had its final ‘i’s dotted and ‘t’s crossed following wide consultation. It offers clear direction about the library’s core values and principal functions, and has developed policies based on these. Coming from a public library background, it is no surprise that Martyn sees a key emphasis of the strategy as widening access – making sure that anyone who could benefit from the library’s services can do so, and that the NLS is part of a network of overall library provision in Scotland.

Martyn started his career just south of the border in Northumberland libraries, where he worked from 1973-76. He then moved further south, becoming a Branch Librarian in Sunderland, taking in Sutton and Leicestershire libraries before landing at Cambridgeshire for five years. In 1999 he was appointed Head of Libraries and Archives in Glasgow, staying in the Head post throughout its name changes to finally incorporate Adult and Community Learning, until moving to NLS in September 2002.

Although a change of sectors was “very interesting”, Martyn insists that it hasn’t changed his commitment to the capability of libraries to empower individuals through knowledge, information and learning. “The empowering role is the most important role that public libraries have and this is still behind all my work, in the sense that the NLS is not a public library but one that nevertheless serves the public. I do not see libraries as having a passive, responsive role, but a proactive one. If people are kept informed

about what we offer then they can choose to use us when and where they find our services useful.”

As part of the strategy consultation a stakeholders’ survey revealed a certain sense of exclusion from the NLS and its services. A crucial part of the new strategy is a change in emphasis from defining the NLS as a library ‘of last resort’ to one which is arrived at by ‘natural progression.’ Martyn emphasises this point: “People must be aware of when they can use the library, beyond what their local service can offer. Encouraging people to use our services and making it as easy as possible for them, removing barriers, is essential.” This is one reason why the draft strategy was entitled ‘Breaking through the walls.’

As the new strategy is published, Martyn says “It shouldn’t contain any surprises. We can and will make progress in all the outlined areas.” By this he means that there has been lots of good work done in the review, and feedback has been very helpful, but now it is time to get on with implementation. The following five years will see key strategic action outlined in annual corporate plans. Parts of the review have already been put into practice such as the restructuring of senior management, which was implemented last autumn. Other key areas are completing organisational changes, electronic resources, a strategy for the Virtual National Library of Scotland, and widening accessibility.

Along with access, the other overall theme of the strategy is Collections policy. Martyn defines this as “Comprehensively collecting contemporary Scottish material, and helping ensure that the people of Scotland have access to the knowledge of the world – and how to preserve it for future generations.”

It is here that electronic resources will have a key role. Legislation extending legal deposit to electronic materials is now in place, although Martyn believes that it will take up to five years to enact the detail of the new Act and develop new standards for preservation. However, a pilot project with the British Library and National Library of Wales to create a website repository is underway, and work with publishers is ongoing. At the same time, the development of the NLS website into a Virtual National Library of Scotland aims to improve remote access to as much of the collections as possible.

Partnerships and collaboration inevitably feature strongly in the new strategy. “We are not aiming to compete or duplicate what others do,” says Martyn. “But will ensure that our strategy is complementary to the work of others, and that we form a vital part of the country-wide network of services.”

A pilot project with Aberdeen libraries will be examining how working closely with a public library can make the NLS more accessible, and how to make shared resources more readily available. “We are looking at how to make referral a smooth transition, how it works best. We are investigating shared exhibitions, and bringing collections together, for example, digital town plans and how people in Aberdeen can access the expertise of NLS staff. If we are serving the same customers, then how is it best to do this?” says Martyn.

Plans for the buildings include a new Visitor’s Centre. This, in turn, will improve overall accessibility to NLS by displaying high quality exhibitions as a way of leading people into the collections. “Our users cover a spectrum from the curious to the purposive, and our buildings’ infrastructure has to reflect this as well,” says Martyn.

“Every one of our 8 million items is of interest to someone in the country – and we want everyone to be able to use them.”

*Martyn Wade is the National Librarian. The NLS Strategy may be downloaded from [www.nls.uk](http://www.nls.uk)*



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## HE libraries

### A de-mystifying tour

**A new audio tour at Glasgow University Library has been a hit with students, writes *Moira Sinclair*.**

Glasgow University Library now offers an audio tour developed with leading audio tour company, Acoustiguide. Traditionally working with museums and art galleries, Acoustiguide has diversified into providing audio tours in new areas such as hospitals, motor manufacturers and now academic libraries. Glasgow is following the lead of the LSE Library in offering such a tour designed for students, academics and visitors.



Glasgow University recruits around 6,000 new undergraduates and postgraduates each year and, for many years, the Library has found it impossible to offer tours at the beginning of the first semester. Apart from full-time students, we have a wide range of other users such as summer school students; part-time students; researchers, new academic staff and visiting academics and librarians. We decided that audio tours would significantly improve our service by offering more flexibility and efficiency to library users and visitors. Everyone could benefit from an introductory audio tour at a time to suit them - while existing users might decide to refresh their knowledge of the Library too.

For new students, the Library can be a little overwhelming as it is built on 12 levels with over 2 million books and periodicals. So, an audio tour seemed the ideal solution to the demand for tours. The Library can now provide free-of-charge tours any day of the week, without requiring significant involvement of Library staff.

After seeing the LSE Library's audio tour in action, having presentations from audio tour providers and submitting a successful proposal to the Library's senior management team, Acoustiguide was appointed. The audio tour was up and running less than five months later, in time for the new academic year in September 2003.

The production process started with the Acoustiguide scriptwriter recording two members of Library staff conducting a guided tour. This formed the basis of the 'core' tour. Additional layers were added, focusing on more specialised areas of interest, which users could choose to listen to during the tour. Library staff and Acoustiguide worked closely together on scripting the tour to ensure it met all the Library's needs. Many draft scripts were emailed backwards and forwards between the Library and the Acoustiguide offices. Just when we thought each section was perfect, an error would be spotted and discussion about certain aspects of the script would begin again. Eventually we were ready to have the tour recorded – Acoustiguide sent us a CD with a variety of actor narrators with Scottish voices – sadly Sean Connery was not one of them! We decided to choose both a male and female voice. Once the script was recorded, produced and edited, it was digitised and loaded onto the handsets on-site. Acoustiguide carry out all set-up, installation, staff training and maintenance of the audio equipment.

The tour is essentially a general introduction to the Library's layout and facilities. Because we actively promote use of the Library by schools, a separate, much shorter audio tour was added especially for Advanced Higher pupils who use the Library for reference purposes.



In addition to this core tour, users can select to hear various additional sections or 'layers', allowing the tour to be personalised depending on their interests or the time available. By listening to the core tour and the layers, the total tour amounts to almost 60 minutes. The optional layers cover topics such as Special Collections, Short Loan and our map collection.

We decided to ask Acoustiguide to digitally cap the maximum sound levels, as recommended by the LSE Library. This ensures that other Library users cannot be disturbed by someone using an audio tour nearby. The handsets, or Wands, were linked to the existing 3M security system by inserting the same magnetic strips used in our books into the individual wands.

The Acoustiguide 2000 Series Wand (a type of MP3 player) is the most up-to-date of digital audio guides. It's easy to use, with raised dots on the keypad to indicate the number 5, as well as coloured, differently shaped control buttons. The Wands are also compatible with hearing-aid T switches. When not in use, the Wands sit neatly in a rack holding 25 Wands each. This small rack also incorporates the charging mechanism and sits in a space at the Lending Services Desk.

Last September, Library staff promoted the tour at all Faculty inductions sessions. This is really our only chance to talk to students about the Library at the beginning of the new academic year and we were pleased to be able to offer something different at a time when students are being bombarded with information. This year we plan to increase our promotion by advertising in the Freshers' Orientation Programme booklet and website, bookmarks, and new posters. All school groups use the tours for their introductory sessions and we promote the tour during all University applicants' visits and Open Day.

Generally, response to the tour has been excellent – we encourage users to fill in a comments card at the end of their tour. This summer we will respond to some comments and amend a few details as well as updating information. Inevitably, information changes, but to get maximum long-term benefit from the tour, the Library set out to include information (in English only) which mostly doesn't date easily.

This is a new venture for the Library and one which we hope will become an invaluable tool for all our users.

*Moira Sinclair is Head of Enquiry Service/Marketing Officer, Glasgow University Library.*

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## School libraries

### Join the band

***Catherine Kearney* outlines the benefits of the Scottish Schools Digital Network which is connecting up all schools in Scotland.**

The Scottish Schools Digital Network (SSDN) ([www.ltscotland.org.uk/ssdn/](http://www.ltscotland.org.uk/ssdn/)) is the latest key development for the National Grid For Learning, ([www.ngfl.gov.uk/](http://www.ngfl.gov.uk/)) the initiative launched in 1998 to take forward the educational benefits of ICT to schools and the wider community.

The SSDN is being led by Learning and Teaching Scotland ([www.ltscotland.org.uk/](http://www.ltscotland.org.uk/)), the body sponsored to advise the Executive and to support development in learning and education. SLIC is working with LT Scotland within their ICT Development Reference Group, to explore the challenges and opportunities for the library community as SSDN is rolled out.

The SSDN encompasses pre-school, primary, special and secondary education with links to both FE and HE. The first stage – 'Interconnect' – has already been implemented linking all 32 education authorities via a broadband network, to each other, to SQA ([www.sqa.org.uk/](http://www.sqa.org.uk/)) and LTS. As in FE and HE sectors UKERNA ([www.ukerna.ac.uk/](http://www.ukerna.ac.uk/)) will deliver the service.

Broadband is the term used to describe a wide range of technologies that enable high speed always-on connections between computers and provide enhanced access to the Internet. The Scottish Executive in Connecting Scotland – our broadband future ([www.scotland.gov.uk/library5/life-long/csbf-00.asp](http://www.scotland.gov.uk/library5/life-long/csbf-00.asp)) outlined the vision of ICT and broadband in particular as the strategic imperative for business and education. Its commitment to exploiting the full potential of broadband in education is demonstrated in funding the SSDN.

Within education broadband technology is the key to a wealth of new opportunities which have the potential to change the way students learn, to widen access and to transform the learning experience as well as make more efficient the management of schools. High bandwidth opens up a range of possibilities for using the Internet as a key educational and communication tool. For example, it allows sharing of large datasets very quickly, promotes collaborative work, encourages sophisticated online content, supports videoconferencing, and improves efficiency.

The challenge for SLIC and the library community as the SSDN procurement exercise progresses is to anticipate how service development can be taken forward in this online environment. School broadband strategies will articulate how it will be incorporated into teaching and learning and librarians will want to be involved in 'on' and 'off' campus service development and curriculum support issues.

The SSDN is planned to be a secure online environment which will be used to deliver services, applications and content to schools across the country. Its core elements will include:

1. An authentication system to permit secure access
2. A virtual learning environment
3. A range of collaborative communications tools

**1. An authentication system** to permit service access offers potential for libraries to offer a range of resources and services to learners irrespective of location. Choosing e-resources to be delivered in this way could become a matter for discussion with other e-content providers like the public library sector to maximise access to resources and minimise unnecessary duplication. The potential exists for differentiating content offered remotely and on-site with decisions on sophisticated content delivered via broadband perhaps best kept for 'on' campus delivery while other reference resources may be ideal for delivery to the desktop for those with narrowband connectivity in the home.

**2. A virtual learning environment (VLE)** is a piece of software which delivers controlled access to learning materials, tools to create online content, tracking of learner activity and achievement, communication tools (chat, email, bulletin boards) and collaboration tools (online forums, e-diaries) The development of VLE's in HE and FE gives school libraries experience to draw upon when considering how services can be extended. The recent publication of the SLIC FE Quality Toolkit ([www.slainte.org.uk/Files/pdf/FEnet/toolkit03.pdf](http://www.slainte.org.uk/Files/pdf/FEnet/toolkit03.pdf)) also provides a wealth of useful examples for online service development and integration with VLE's.

As in other education sectors schools will want to ensure that the library service is working towards integration with whole school ICT.

**3. Collaborative communication tools.** For the first time in schools the potential opened up by sharing resources or working together on initiatives in real time can be realised. Using net meetings in an online environment means that single person services are more able to participate and contribute because it doesn't require closing the library. Cross sectoral communication and cooperation also becomes possible using the technology included within SSDN. For librarians, it offers new possibilities such as an online community of practice where good ideas and collaborative tasks can be shared. New possibilities will develop through chat and conference facilities, and using instant messaging and videoconferencing.

Librarians and teachers need to have a clear understanding of how broadband can help them do their job more efficiently and effectively. Establishing a shared vision of the potential of broadband to deliver SSDN content is very important to SLIC because it facilitates links from schools to the wider community – public libraries and museums, for example – to widen access to educational material and provide scope for joint initiatives and partnership working. SLIC will continue to offer support for the change management process that will accompany the introduction of broadband ICT into schools and seek to assist in articulating how broadband can best be embedded in the learning services of schools.

*Cathy Kearney is Assistant Director, SLIC.*



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## Strategic partnerships

### Co-operation in action

**The Edinburgh Libraries Strategy is now being implemented. *Chris Pinder* outlines the work ahead.**

'...plans are useless, but planning is indispensable.'

**Dwight D. Eisenhower.**

The context of Eisenhower's thoughts, the battlefield, is a far cry from the world of library co-operation yet the quotation is perfectly appropriate. The Edinburgh Libraries Strategy was officially launched on 4 December last year and represents the culmination of considerable time, effort and intellectual input expended by a lot of people. However, the Strategy means nothing without the planning that now needs to take place to implement it.

The Edinburgh Libraries Strategy grew out of the City of Edinburgh Council's Cultural Policy (1999) which, in turn, fostered the creation of individual strategies for music, play, libraries etc. For libraries it was noted that "while informal co-operation does take place, there is currently no overarching strategy or planned approach to collaboration". As a response, the Edinburgh Libraries Strategy Working Group (ELSWG), a cross-sectoral grouping of representatives of the city's major library providers was established. By late 2000 a 'Libraries Strategy Brief' had been compiled and consultants appointed to "determine the scope, shape, deliverables and associated timescales of an overarching libraries strategy". The consultants, working with the ELSWG, surveyed library users, ran focus groups, fed back to the main group and finally produced the Strategy and related Action Plan which was approved by the City Council in 2003.

A significant milestone along the way was the publication of the *Edinburgh Libraries Guide*, which lists well over 120 libraries in the city.

The *Guide* attracted some media attention from the city's press and radio. Originally published in print, and enthusiastically devoured by members of the public, the *Guide* is now kept up to date on the Web.

Other initiatives included the formation of several sub-groups: staff development – to promote visits, exchange of experience and seminars; digitisation – initially to explore potential for a joint NOF bid; web page development – to create the Group's own presence on the web (see [www.elisa.lib.ed.ac.uk](http://www.elisa.lib.ed.ac.uk)) and a 'passport' group – to improve access to libraries for Edinburgh's citizens.

Prior to the launch of the Strategy it was agreed to move away from the ELSWG acronym to ELISA, the Edinburgh Libraries and Information Services Agency. The change also conveys the sense of moving forward to an active organisation with strategic intent and it is this challenge that is now our over-arching concern. Having received official Council approval and had the formal launch we know we now have to put real substance into

the venture. We set out to establish something that would make a difference to the City and that will impact upon the lives of all its citizens.

Our aspiration is that, in ten years time, Edinburgh residents will have equity of access to the wealth of library and information services and resources across the City, whether through physical or electronic means. We recognise the extremely positive position from which we start. The City is rich in libraries with collections and resources of local, national and international importance.

There is already some joint and collaborative working between many city libraries. Library staff are skilled and experienced professionals and services generally receive high satisfaction ratings. The public libraries deliver a wide and inclusive modern service including learning support, internet support and housing community projects.

On the other hand, resources are restricted and customers consistently demand more and better services. Specialist libraries, of which there are many in the city, are insufficiently involved in collaborative ventures (and may also be insufficiently involved in the development of the Strategy overall). Importantly, there is a lack of advocacy for libraries within the City. This, together with the lack of a single contact point for the Edinburgh library community, makes it difficult for partners and individuals to navigate and connect with library services. Given time, it is probable that a strong movement towards cross-sectoral approaches and simplified structures will mean that greater potential for library development will come through regional partnerships or ventures with museums and archives. We in ELISA (and probably Scotland generally) look with some longing at the regional agencies established through the MLA (Museums, Libraries and Archives Council providing strategic leadership, advocacy and advice to enable museums, archives and libraries to better work together for the public good.

Libraries operate in a social and political environment and there are many opportunities for the Edinburgh library community to contribute to the government agendas of lifelong learning, social inclusion, digital inclusion and cultural tourism through partnerships with, for example, tourist agencies, community learning partnerships, Social Inclusion Partnerships, writers and publishers. The Edinburgh Libraries Strategy is for the benefit of the public and library and information staff working within the city. It has five aims:

- To implement a Strategy for libraries in Edinburgh which is appropriate to the City's pre-eminence as a major world capital

- To foster, develop and support lifelong learning in the City of Edinburgh
- To identify, advocate and maximise the contribution of libraries to the educational, cultural, economic and democratic life of the city
- To extend and improve co-operation amongst libraries in Edinburgh
- To contribute to the preservation and promotion of the cultural heritage of the City of Edinburgh and to maximise access to that heritage for citizens and the national and international community

Each of these aims is supported by a number of objectives and for each objective there are a number of actions to be undertaken. Actions are set to a short, medium or long timescale covering the period up to 2007. The Strategy has 68 individual actions set against some sixteen objectives.

So, to pick up on Eisenhower again, we've got the Strategy (or plan), how do we set about the planning? ELISA is currently a group of professional librarians who are willing, able, motivated and enthused enough by the potential of great things within the city to give up some time now and again to focus on developing the Strategy. However, this is no realistic basis for long-term, sustained delivery against the strategic objectives. In thinking about the issue of advocacy for Edinburgh libraries our consultants had come up with the idea of a staffed, professional directorate, similar to the agencies established under the MLA. Indeed it was felt that many of the actions we set ourselves are not fully achievable without the establishment of such an agency. Unless there is a significant change of policy, however, no central Exchequer funding is going to be made available to realise this dream and we will have to rely on our own devices.

We intend to do this in two ways. Those libraries currently responsible for ELISA recognise that progress will be patchy and slow without someone at the centre to co-ordinate implementation, priorities and progress. We are therefore seeking to raise funding from member institutions to enable us to appoint a Development Officer. The postholder would act as a focus, or a catalyst, and work with staff from member institutions in tackling the action plan that we have already set ourselves. Another, complementary, route is to look at the distinctive competencies or capabilities of member institutions. In this way, the specialised expertise, processes and techniques that an organisation has accumulated over time, its collective learning, can be used to identify lead institutions or at least individuals with relevant expertise and experience for each of the action points.

In this way, it should be possible for the Action Plan to be taken forward and managed by what might be described as an Adhocracy, a fluid structure which is agile and can adapt and evolve easily and is built around

distinctive competencies and commitment to major actions rather than the rigidity which might be implied by a centralised authority.

The constituency of the ELSWG has been more or less static over the period leading up to the launch of the Strategy with around a dozen libraries represented. One purpose of the launch was to use it as an opportunity to raise the profile of the Strategy and to get library and information professionals from organisations in the city with no current involvement interested in participating. We have had some success in doing this. To those of us involved to date it is extremely important that the Strategy does have the “Heineken effect” and provides a platform for all libraries and information centres within the city to engage in its development and implementation. This has led us to consider the structure of the group required to steer and oversee developments.

The group of people we currently have around the table is far from representative of the vast range of library and information services throughout the city. The larger organisations, the public, university and college libraries, are well represented but there is a plethora of specialised, commercial, research and other libraries who are not so. A major challenge is to find a mechanism for engaging these organisations without ending up with a counter-productive 40 or 50 people squeezed around a table. What we would like to do is involve representatives of these libraries in the several working sub-groups which we plan to progress the work of the Strategy and which, in effect, encapsulate the distinctive competency approach suggested earlier.

Our Action Plan suggests we look to at least six such groups to take our agenda forward:

- **Business Committee** – to oversee the development, organisation and funding of ELISA
- **Staff Development** – which is already in place and working well
- **Access** – to work on a scheme for collaborative access arrangements
- **Digitisation/Conservation** – to explore digitisation programmes as well as conservation policies, disaster recovery training etc
- **Web development** – to develop virtual access to information and collections, online catalogues, a staff intranet etc.
- **Promotions/Marketing** – to raise awareness of the Strategy for public and practitioners alike through events such as Library Open Doors Day and publicity materials etc.

I believe that we can rely on active and widespread participation from the LIS sector in Edinburgh and that there is considerable support for what we



are doing. We rely on collaboration and goodwill. In achieving our aims it would be wrong to strive for perfection – better to go ahead with 80% right than wait forever for 100%! Throughout we must accentuate the positive and if a particular library feels unable to subscribe to a particular action then, as far as possible, we proceed without it. And finally... we must publicise what we're doing so that our customers, the people we are doing it for in the first place, get to know what we're up to.

*Chris Pinder is Director of Learning Information Services, Napier University.*



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## Patients' Library

### A library that changes lives

**Gerry Maclean describes how her work in a secure hospital is really making a difference to patients.**

For many, the image of the State Hospital at Carstairs is the high perimeter fence and the ring of lights usually seen from the windows of passing trains. As a Special Health Board within NHS Scotland the hospital provides care and treatment in conditions of special security for individuals with mental disorder who, because of their dangerous, violent or criminal propensities, cannot be cared for in any other setting. It is a national service for Scotland and Northern Ireland. There are usually about 240 patients, mainly men.

I moved from Librarian at Anniesland College to the hospital in 1998, attracted by the challenge of a job split between a well-established service for staff and a newly established service for patients. For staff, the library had historically been a medical library, specifically psychiatry. For patients, the library then consisted of a small collection of books and audio-tapes, situated in the Community Centre, a building in the centre of the campus, housing space for community events such as film shows, the shop for patients and a tea-bar. Now the staff library is the core of a newly-created Learning Centre with LearnDirect Scotland branding. The patients' library is

also part of a LearnDirect Scotland branded learning centre (though this is distributed among a range of locations) and was a runner-up in the 2002 Libraries Change Lives award. Naturally enough, when I took up post here, I looked to others in the library/information world to give me a steer into the role. There was considerable support from the health information side, but no direct parallel for the patients' service. I assumed that there would be most similarities between a library service in prisons and here, by the nature of the closed environment and I did find individuals here and in the Prison Libraries Group of CILIP who were generous with their time and experience. As so often happens, the initial apparent uniqueness "weakness/threat" of the service became a "strength/opportunity" to open up new ways forward. In fact, I found ideas for the various user needs from a much wider range of library/information sectors, such as public and school/ education libraries.

The library serves both men and women from aged 18 upwards with a wide range of literacy levels, social and educational backgrounds and life experiences. A group of patients have learning disabilities. There are many indicators of social exclusion among patients and a range of diversity issues, but also the whole gamut of recreational, leisure and lifelong learning interests you would expect to find in the general population. Patients come to the hospital from other NHS hospitals, from the prison service and direct from courts. The library contributes to patients' rehabilitation by becoming involved with them in the admission ward, in the continuing care wards, and at the stage where they are assessed to be nearing the point where they no longer need the conditions of special security provided here.

The range of users meant that an obvious first step was expanding the stock. This now includes books, audio-tapes, videos, PlayStation games, DVDs and music CDs, to meet personal preferences, literacies and concentration levels. Flexible shelving allows rearrangement so that the Centre can be used for a wide range of activities. Most patients have access to the Centre at least once a week, and can combine using the library with visiting the bank and the shop, having a cup of tea and perhaps going to the hairdresser. Three patients have jobs as library assistants, working on a rota which can usually provide a service seven days a week, in morning and afternoon sessions. We advertise the jobs as they arise, and interview for them, as part of the rehabilitation process. Being a library assistant allows patients the opportunity to demonstrate their progress, for example, in taking on more responsibility and in using their social, communication and organisational skills. One library assistant completed three NC Library and Information Studies modules before moving out of the hospital and another library assistant is working through his first module.

Inspired by public library book groups led me to try it here. It quickly became apparent that because of concentration levels, the usual approach of reading a book beforehand and discussing it in the group was impractical. Instead, we had self-contained meetings, when we read a short story or some poetry and discussed it, or group members, staff and visitors talked about favourite books as a way to encourage reader development. To be more inclusive, we also welcomed non-readers and less confident readers, and we read everything aloud. In the supportive environment, more group members began to take a turn at the reading with obvious self-esteem and literacy benefits. This activity can contribute to the overall picture of a patient's progress. There are currently two book groups, each meeting weekly. One group is self-directing and able to undertake longer-term projects. In the past they have read short novels (eg *Animal Farm*, *Kes*), looked at various short stories and poetry, read a few plays (eg *Death of a Salesman*, *Twelfth Night*, because, as one group member put it, he'd never been allowed to do Shakespeare at school ) and tried their hands at writing poetry, doing story-boards and creating characters. My role is to facilitate the group. Most recently, this group decided they wanted to read something by Des Dillon (who another visitor had recommended). I have organised a visit from Des Dillon to take place in April, under the Live Literature Scotland scheme.

Meanwhile, the other group have opted to keep each session self-contained. Sometimes patients move from one group to the other, reflecting how well things are going for them at that point.

The library offers opportunities to help break the cycle of deprivation which low expectation and low self-esteem contribute to. For example, the library assistant who despite his learning disabilities had worked his way through three NC modules in Library and Information Studies and had a real flair and interest in the routines which underpin library operations. We devised ways to make the knowledge in the open learning packs more accessible for him. I would have no hesitation in providing a reference for him, since he would show real interest and commitment (not to mention good time-keeping and attendance) in a supported, supervised position.

Another way in which patients can become involved in the library is through the Library Users Group to which each ward may appoint a representative. As well as providing a voice for the library on the ward, these reps are also a communication channel, to let us know unmet need. They are also instrumental in writing the newsletter which usually goes out after each meeting. The reps are part of the decision-making process about stock selection, and can help with routines, such as processing.

Apart from these ongoing activities, we have been able to tap into other support, to widen more horizons through enjoyable activities. We have had support from the Writers in Scotland/Live Literature Scotland scheme, in particular, a well-established and fruitful relationship with storytellers David Campbell and Claire Mulholland. In one-off or a series of visits they have worked with patients. SLIC provided funding for a series of workshops on creative writing, and at the moment we have support from the Scottish Arts Council to fund a visiting creative writer/dramatist who is working with patients on a performance. This (by their choice) reflects the experience of patients on their journey through the hospital, and links work done by the creative writing group with the skills developed during the drama workshop group.

While the hub of the service is the physical collection in the Community Centre, we have tried other ways to reach out to patients or to provide a more focused service. I put a collection into the Education Department, to underpin the support that the library can give to learning in the hospital. The library, with the Education Department and other areas of learning in the hospital constitute a distributed 'learning centre' with LearnDirect Scotland branding. We have bought learning software and laptops. These, for example, can be taken onto the admission ward, whose patients do not have access to the general activities around the hospital. We can also offer BBC Webwise course, and short courses focused on introducing IT to those with severe and enduring mental illness. We are trying to bring IT awareness and skills within the reach of more patients, who may then take up more formal training and education.

Of course, there are many frustrations in trying to develop a service within the constraints of special security. Maintaining a safe environment for patients, staff and visitors must be everyone's responsibility. But along with the frustrations are very real positives. The CommuniC8 team – myself and two PARS staff, one nurse and one rehabilitation worker – have a close working relationship. There are opportunities for partnership working with other professions, towards the common goal of patient benefit. And I have had the opportunity to rethink my own attitudes towards mental ill health – one in four of us will suffer from mental health issues – and about the devastating impact of severe and enduring mental illness. Finally, it has reaffirmed that while there are no magic wands, libraries can, and do, make a difference.

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## Resources

### The Statistical Accounts of Scotland

The bound volumes of the first and second Statistical Accounts are among the most widely consulted sources for the study of Scottish history in public and academic collections, but not everyone can access them easily. In order to protect these relatively rare and fragile volumes and to make the information in them more accessible, the Accounts have been developed into an online service.

The Joint Board for the Statistical Accounts of Scotland was set up several years ago to manage and fund the development of the new service. The members of the Joint Board are SCURL, the National Library of Scotland, the National Archives of Scotland, the Scottish Library and Information Council, the University of Glasgow, the University of Edinburgh, and EDINA, a JISC funded National Datacentre based at Edinburgh University.

The Accounts were first digitised as scanned page images and subsequently converted into computer-searchable text. A free service to all internet users was launched in January 2001. In October 2001, a subscription service with enhanced functionality was made available (free at the point of use) to staff, students and members of Scottish universities, colleges, public libraries, county archives and schools.

This article presents a short introduction to the Statistical Accounts themselves, an overview of the functions available within the service and how to gain access.

### Scotland, Statistics and Happiness - a short introduction

Many people today think of statistics as just figures and tables. In Scotland in the 1790s, 'statistics' was a fairly new word. Sir John Sinclair, Member of Parliament for Caithness at Westminster, had heard it from the Germans who used it to refer to a collection of facts about the political strength of a country. The new word was very close to the word 'state'. Sir John took the

notion much further. He wanted a collection of information about the economic and social activities and the natural resources of Scotland. Known as 'Agricultural Sir John' for his interests in estate improvement and work for the Board of Agriculture, Sinclair had two aims in mind. In 'Enlightenment' Scotland, the increase in well-ordered knowledge was quite simply a good thing in itself. This was also the age of the encyclopaedia. He was sure that his collection of well-ordered facts based on responses by ministers in each of the 938 parishes of Scotland to 166 queries would form an account of 'the quantum of happiness' of the communities of Scotland and also be a 'means of future improvement'. Sinclair did not aim to provide information to the government so that Scotland's resources could be exploited in time of war. A transcript of Sir John's Sinclair's Questions to Ministers is available within the subscription service.

Everything from changing fashions in dress to the different attitudes to smallpox inoculation and resulting high infant mortality between the north and south of Scotland can be studied in the Statistical Account. The ministers' responses covered topics such as agriculture, antiquities, industrial production, population and natural history, and some were long in coming back. Sir John, however, was patient and, eventually, after sending 'Statistical Missionaries' to hurry up late entries and a 'final demand' written in red ink, the 21 volumes were complete by 1799.

These books were part of a world of turnips and steam engines, of growing cities and expanding trade, of cotton mills and newly drained fields. It was no accident that 'statistics' was added to other new words and new meanings like 'science' and 'political economy'. The Statistical Account joined Adam Smith's *Wealth of Nations* (published in 1776) and the *Encyclopaedia Britannica* (first published in Edinburgh between 1768 and 1771) on the bookshelf. Many other nations, from Ireland to Switzerland followed, but few could match the disciplined and engaging clarity of Sir John and his army of ministers. These detailed parish reports provided quite extraordinary, even revolutionary, ways of looking at the world, hence their reputation as an exciting resource for historians.

In 1832, the clergy were once again asked to describe their parishes, this time by the Committee of the Society for the Sons and Daughters of the Clergy, who had benefited from sales of the first Statistical Account. It felt that the time was ripe for a new edition because of the great changes which had taken place in Scotland since the 1790s. The *New Statistical Account* was written mostly in the 1830s and published in parts from 1834, finally being issued as 15 volumes in 1845. So great were the changes that the Committee advertised 'in a great measure, the Statistical Account of a new country'. Used together, the two accounts make 'the close investigation of its actual state, industrial, social and moral' very rewarding.

The original volumes can be consulted in the National Library of Scotland and in public and academic libraries and archives. The first two statistical accounts have been made available in digital form to make it easier for everyone to use them and allow in-depth searching and comparison. Publication of a Third Statistical Account began in 1951 and was completed in 1992.

**Acknowledgements:** Professor R J Morris, Professor C W J Withers (University of Edinburgh) and Professor T C Smout (University of St Andrews)

### **The Statistical Accounts of Scotland Online Service**

The detailed reports by ministers of the Kirk make up the bulk of the Statistical Accounts. The 938 parish reports are presented alphabetically by County and Parish. Information can be accessed by selecting the relevant County and Parish. Alternatively, the complete text of both Accounts can be searched by keyword or groups of words. The Search facility allows the user to look in four areas: the General Index, Counties, Parishes and the Page text.

The page view that displays the scanned pages of the Statistical Accounts opens a new browser window.

A 'Show Text' feature allows users to see the transcribed text behind the digitised text; the transcribed text can be copied into other software packages. Users can download entire parishes as a .pdf file and may bookmark a citation so that the page is accessible from the user's browser without the need to log on to the Statistical Accounts and re-run a search.

The subscription service also has access to the following additional resources:

- A transcript of Sir John's Sinclair's Questions to Ministers
- The digitised image and transcript of the original return for the parish of Dumfries written for the first Statistical Account.

### **Access**

The Statistical Accounts of Scotland service is hosted at EDINA. ([edina.ac.uk/stat-acc-scot/](http://edina.ac.uk/stat-acc-scot/)). Higher and Further Education institutions within Scotland have access through Athens authentication; public libraries have access either by IP address or username. Access for Scottish state schools is via the school's SCRAN login ([www.scran.ac.uk](http://www.scran.ac.uk)). Subscriptions may also be taken out by individuals, institutions of Higher and Further

education and other institutions (e.g. learned societies and museums) elsewhere in the UK and overseas.

If you require further information about the Statistical Accounts service please contact the EDINA helpdesk at [edina@ed.ac.uk](mailto:edina@ed.ac.uk) or 0131 650 3302.

*Dr Helen Chisholm is User Support Manager, EDINA.*



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## Endpiece

### All will be revealed

#### **Brian Osborne ponders the increased 'pester power' endowed by Web-enabled Opacs...**

Reading Gordon Dunsire & George Macgregor's [article on SPEIR](#) in [Information Scotland December 2003](#) made me think about some of the potential problems that librarians may face in this brave new world of Z39.50 compliant catalogues and Web-enabled Opacs. Of course the idea of users being able to search catalogues remotely and transparently must be a good thing from almost every point of view. Efficient, customer friendly and contributing to the integration of a networked information service, such developments are surely to be welcomed by all.

And so they are, but have you thought of the insight that such online catalogues gives to the public into the arcane mysteries (or even, whisper it, the short-comings) of your book selection policies and procedures? For the first time the public can see that you have managed to buy Volumes 1 and 4 of a multi-part work but somehow missed Volumes 2 and 3. Perhaps more embarrassingly they can see that you are trying to cover the whole service with two copies of the Booker prize-winning novel that everyone has requested three months ago and is desperately wanting to read.

Now if this Web-enabled insight into your service's inner workings is available to the general public it is also available to authors! Authors, it



cannot be emphasised too often, are not the same thing as the general public – they are much, much worse and bring with them a vast amount of peculiar hang-ups and insecurities. In a way they are a bit like librarians.

Librarians, for example, have long been convinced, with good cause, that nobody appreciates and loves them. I was one for thirty odd years and certainly nobody appreciated and loved me. I now, with hardly a blush describe myself as an author. Authors are even more insecure.

They already have a whole long list of people and organisations that are horrid to them. This includes, but is not limited to: publishers, designers, editors, agents, booksellers, reviewers, other authors (especially those who are more successful or get better reviews or better positions in bookshops). When authors get together they exchange horror stories of what this designer did to the jacket of their new book, or the errors that editor introduced into their perfect text, or the lack of imagination displayed by the publisher's marketing department, or the ignorance of the bookseller who put their book in the wrong section.

Now, to this list, can, with modern scientific precision and computer-assistance, be added librarians who fail to stock their books in the range and quantity that the author thinks is his or her due. It cannot be emphasised too strongly that the Average Author lacks a certain something in the area of clinical detachment and objectivity. The Average Author can see no good reason why his books are not stocked in quantity in every branch library in the country. If spoken to at length by a remarkably persuasive advocate for libraries the Average Author might be prepared to accept that one copy of each title per branch was as much as they could expect in these tough times, but to find that their latest and greatest book appears nowhere in the entire stock of Drumthwacket Library & Information Services may be more than the Average Author's pride and self-image can survive.

Authors have been told about the power of Z39.50 and the web but probably have not yet fully realised the pester power that now lies within their grasp. But this will come, just as authors have learned that online bookshops such as [Amazon.co.uk](http://Amazon.co.uk) offer great opportunities for self-promotion (yes, you can write your own review and rate your own book!).

It is only a matter of time before the poor, and doubtless long-suffering, Library Services Manager for Drumthwacket Council gets a letter from Drumthwacket's favourite novelist enclosing a list of her titles and the miserable showing that they have in Drumthwacket's On-line Catalogue and demanding an explanation. No longer will the author be able to be palmed off with the excuse that, of course, all her books are on loan, or that

they are in stock at Meikle Drumthwacket whereas she uses Lesser Drumthwacket – no, the abysmal poverty of Drumthwacket Council's stock will stand revealed for all to see. The lack of a coherent book selection policy, and the manifest incompetence of the Library Services Manager will become a matter for debate in the columns of the *Drumthwacket Weekly Advertiser*. Questions will be asked in the council chamber and the Director of Something Impressive Sounding will demand reports. You have been warned!

Brian Osborne ([brian@bdosborne.fsnet.co.uk](mailto:brian@bdosborne.fsnet.co.uk))

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## CILIPS conference: Presidential Address

### The power of partnerships

***Moira Methven* urges everyone to realise the power of their potential by forming partnerships of all sizes.**

We hear a lot about partnership working these days but partnerships don't have to be on a large scale to be effective. It may even be perhaps that the smaller ones work better, but the thing is that as soon as a partnership is entered into, your profile is raised. And we do still need to raise our profile. Notwithstanding the success of The People's Network, and other programmes which have recognised the ability and potential libraries have for reaching people, our profile, our corporate image, is not particularly high and not particularly clear in the public eye. We know what we do and we know what we can do, but in other people's minds what we do is shuffle books around. What we need to become is the obvious partner for any organisation wishing to connect with communities or groups, because that is where we operate. We should not be sitting behind desks waiting for people, either potential customers or potential partners, to come to us. We have to be out there making the connections, forming the alliances, raising the profile. We are good at it after all. We co-operate all the time within our own profession, for example through TAFLIN, CAIRNS, SCONE,

shadowing the Carnegie and Greenaway Awards, and we co-operate with other Departments within our own Authorities. I could go on. But, according to a recent study, only 15% of people feel their local Council listens to, consults, or learns from local people, either well or very well. Surely there is a role for libraries here. Public libraries are the service with the most contact with people of all age groups, and a reputation for being trustworthy and non-partisan (possibly because a significant number of our users don't know we are run by local authorities). We are in an unrivalled position to engage with the public. Alan Milburn MP, a leading influence on government policy, said at a recent conference

*"... accountability needs to move downwards and outwards to consumers and communities. The principal drivers of public service improvement over the remainder of this decade are likely to be consumer choice and community involvement".*

We may be the department most closely involved with that community but we have to remind ourselves that not all of our colleagues running Council departments are aware of this. We have to tell them that if they want to connect with communities then they will be most successful if they do it through the Libraries network. I know this from my own experience. A few years before the People's Network came about, our Corporate Planning Department, when wishing to make City Council Information available to the public, were not convinced that libraries were the obvious place to house the computers, until I produced the figures which showed that the number of visitors to our libraries were far, far higher than any other public buildings in the city.

And incidentally, contrary to what Tim Coates says in his *Who's in Charge?* report where he claims that libraries will be out of business in 20 years due to lack of visitors, Dundee Libraries visitor figures for last year stood at over 1.3 million, 120,000 up on the previous year, and I'm sure other authorities have had the same experience.

But of course to succeed in anything we need a motivated workforce. How many of you, if interviewing two people for the same post, would appoint the candidate who in reply to the question "Why do you want to work in a library?" answered "because I like people" and not "because I like books"? I know which candidate I would choose. We hear a lot about the shifting role of the librarian, but in many cases I don't think we pay it much heed. The kind of people we want, the kind of people we need in our organisations are the ones who are prepared for change, the ones who can adapt. We need the staff who like people and who want to work with people. We need the ones who can talk, communicate, co-operate, the ones who are happy to try new things and who are open to ideas, and we need a lot more of these

people if, in even the medium term, the image we want, the profile we want, and to be honest, the importance we want, is to be achieved.

But what about those staff who currently lack these skills? Well for the library authority involved the choice is simple. In the words of Jim Rohn, Business Guru, "You must modify your dreams or magnify your skills." We are not going to compromise our dream for the future role of libraries, therefore we need to up-skill the workforce. We need library and information professionals who can not only demonstrate their effectiveness in accessing, mediating and delivering quality services, but who can also develop an ability to articulate their worth and also persuade others of the value of quality information. We certainly have the skills to extract the nuggets of gold from the buckets of dross available on the Internet, but what else do we need?

Much has been achieved through the NOF funded training, but we now need the continuing professional development framework and the library schools to provide librarians with the opportunity to equip themselves with skills for partnership working which may not come naturally to at least some of us – effective communication, marketing and strategic planning. We also need to acquire an aptitude for creating and seizing opportunities to demonstrate the library and information profession's worth to the corporate agendas. With the necessary skills will come a self-confident, can-do attitude and an enthusiasm which will lead to success.

One way we can improve our services is by replacing the Scottish Public Library Standards, which were last revised in 1995 and are therefore not so relevant as they once were. The Scottish Library and Information Council are actively looking at ways of developing a quality improvement framework along the lines of "How Good is your School?" and based on self-evaluation, and possibly including peer review. Without the evidence base to lobby elected members, Directors of Finance, Chief Executives, and the rest, for adequate, never mind additional, resources, the blame for under-performing library services may be placed at the door of its managers and their staffs. Then, the spectre looms of a less benign partnership. That is what happened in Haringey. Something to make us all sit up and take notice – a private company recruited to manage the Libraries, Archives and Museums Service.

One partnership which affected us all in public libraries was the introduction of The People's Network. This was a partnership on a huge scale. We have had to adapt very quickly to the new circumstances that The People's Network brought about and frankly, that was no bad thing. Nothing concentrates the mind so much as a looming deadline, and the fact that we were all in it together meant we were all talking to each other about the

same things. We were exchanging thoughts and ideas, offering help. We learned from each others' experience. We were co-operating. We were in partnership.

So what do we think of it all now? I think it has changed our own views of our libraries, and it has certainly changed the public perception of our libraries. Suddenly, for that's how it seemed, we were offering something to a lot of people who previously thought we had nothing to offer. Some of our staff weren't happy, and some of our users weren't happy either, but training for staff, and understanding and acceptance from our more traditionally minded users, has resulted in us successfully introducing what is probably the biggest change in public libraries in the shortest time. I have even heard it said that we are living in the "Early Digital Age".

Now I don't want to talk so much about The People's Network as about a challenge it has thrown up, and the opportunity to form a new partnership which that challenge presents. A large proportion of network users are people who, up until the introduction of banks of computers, would rarely have visited a library, if at all. Our challenge is to form a partnership with these users, and to show them that we offer much more than the use of a computer. Our challenge is to have them borrowing books, CDs, DVDs or whatever. We want them to use the periodicals, to visit us for information, leaflets, booklets, advice. If we don't attempt to do this we miss a huge opportunity. For years now, we have expended a lot of time and effort, not to mention funds, in trying to get traditional non-library users to walk through our doors, and now they are coming of their own free will. Five years ago we would have given our eye-teeth to have our visitor figures increased like this, so don't let us miss out on the opportunity it represents. Yes, it is demanding. Yes, we have had to rethink our policies and rearrange our staffing and our physical layouts. Yes, some misuse the facility, and yes, the behaviour of some is challenging, but that's why, as I mentioned earlier, we need the right kind of staff. The staff who are up for a challenge.

The idea of Best Value came from the 1998 Government White Paper *Modern Local Government: in touch with the people*. It defined Best Value as "the continuous search by a local authority to improve the quality, efficiency and effectiveness of all its services and activities for its community and other service users". It made us look closely at the way we did things, and think about doing things differently. It was from then, I believe, that the concept of partnership working really began to take hold, because we saw that in many cases of service delivery improvement could be made, indeed new services provided, if we hooked up with others. And speaking of hooking up, there was a fascinating article in the April edition of *Update* entitled "Don't Keep It Quiet!" This was a report on a Marketing

Society event which took place in Yorkshire and in which two advertising teams from the private sector were set the challenge of marketing the public library service. One team was from Nestlé and the other from First Direct, and what they came up with makes very interesting reading.

Significantly, both teams included the word “Library” in their campaigns. What’s significant about that is that, as we ourselves discuss how we change the image of our libraries in the public’s mind, the suggestion is occasionally made that we drop the name “Library” and come up with something else. Well, as far as these marketing people were concerned, the word “Library” is a very strong selling point. It was, they believed, a valuable and well-known concept. Incidentally, the Nestlé team came up with the slogan “It’s Your Library” which is a slogan we ourselves have been using for some time. What’s the point in my telling you all this? Well, both teams were given a theoretical budget of £400,000 to work with Ian Stringer, the author of the article and who attended the event, was quick to point out to them the reality of local authority budgets.

Now, that sum of money would be impossible for us but surely it is possible for us, as individual authorities, to form partnerships or consortia with each other which would enable us to take on an agency to come up with a good advertising campaign. Surely there is some way we could bring this about. Just think of the impact a good advertising campaign would have. I believe it would be money well spent and I believe it is something we need to think about seriously. And when we have done the serious thinking, let’s get together and do some serious talking. “Where there’s a will there’s a way.” Are you willing? This really is something our profession needs to take forward in partnership!

Now, just out of curiosity, I went into Google and keyed in “Library Partnerships.” On offer were more than one and a quarter million websites. Does that surprise you? It did me. School Libraries, Academic Libraries and Public Libraries all featured highly. I scrolled through a few pages and went into a few sites just to see what was going on. I even found one website called “The Power of Partnership”. There were some large partnerships and some small partnerships, some interesting partnerships and some not so interesting. However, in just a few minutes in front of the screen, I saw ideas that we could adopt ourselves. Give it a go. See what you can find.

I mentioned Best Value earlier, and this is something referred to on numerous occasions in the Scottish Executive’s Cultural Strategy. It clearly identifies partnership working as the key to its success. Indeed, it states that libraries will “have” to form partnerships in order for it to succeed. We will have to form partnerships with other departments within our councils, with other councils, and with other agencies, including The Scottish Arts

Council, The National Lottery Fund and The European Union, amongst others. Partnerships, the Strategy states, are “seen as crucial to the future progress and development of public libraries.” The implications for us in the document are, I think, quite profound and defining, and it’s quite fitting therefore that they should be contained in a document concerning itself with something as profound and defining as our own culture.

The Cultural Strategy is hugely important, involving school libraries, public libraries and other departments as well as academic libraries. In any talk on the theme of partnership it would have been impossible to ignore. The strategy has been followed by the Cultural Policy Statement, which sets out the Executive’s vision for access to culture and the arts in Scotland. Part of that vision involves having an infrastructure in place which is capable of delivering Cultural Strategy, and I would reiterate my challenge to the Executive regarding the funding of buildings fit for the delivery of twenty-first century services.

It is impossible to deliver a talk on the Power of Partnership without mentioning a few examples, and if the Cultural Strategy is significant for local authorities, amongst other organisations, then the National Electronic Licensing Strategy has no small measure of significance for Academic Libraries, and it will also have an impact on public and industrial and medical libraries, as well as the National Library of Scotland. The outcome of this strategy is still a bit away, but a Scottish Science Information Working Group has been established and is taking the initiative forward. What is envisaged is the on-line availability of accurate and up-to-date scientific information and data which will allow academics, researchers, teachers, inventors and others in Scotland to become more competitive, better informed, more successful. The Working Group is also looking into the possibility of the research findings from various science projects in Scotland being made freely available on the internet. Again, information like this is of potentially enormous importance to researchers and academics in this country. These ideas are big ones and will involve partnership working on a grand scale. Similar initiatives are underway in other countries, notably Finland and Canada, so why not here? As I said earlier, “where there’s a will, there’s a way,” and I’m sure we all wish the working group every success in their endeavour.

Incidentally, if we need any evidence that it’s the way to go these statistics provide it, 30% of the National Library of Denmark’s requests were satisfied from electronic sources in 2002 and 60% were satisfied from electronic sources in 2003.

So what does the future hold for us as a profession? Well I’ve already mentioned my thoughts on the advertising of our services and the impact

that could have. I've talked about the National Electronic Licensing Strategy and our involvement in that in the future, and of one other of the ongoing projects being undertaken by the Scottish Science Information Working Group. There are also the plans the National Library of Scotland has for the accessibility of its resources – that too will involve partnership working with many other libraries and institutions.

What about the accessibility of all our resources? The seeker after knowledge who happens to live on Coll or Tiree should be able to access the book or the article or the document he needs with the same ease as the person who lives just across the road from a large city library – this is more and more possible – virtually.

Sales of books are increasing. Will Hutton of the *Observer* suggests that this is because “Buying a book on the Internet is easier and more time-efficient than traipsing to the library, even if there were a better chance of finding what you want.” To counter this, I contend that we should respond positively to this change in behaviour, not be threatened by it. We should be developing the on-line reservation service already available in a number of libraries, and considering the introduction of a home delivery service. We should also be looking closely at the opportunities being offered by e-Books.

People could have access to information tailored to their needs twenty four hours a day, seven days a week, brokered by information workers in countries all over the world. Given the time zones that exist, this is something which should be achievable. Again this would require partnership working on a very large scale, but why shouldn't it work? If you scale this idea down to start with you will see it is not pie in the sky. Scotland is well placed to get such a scheme up and running. It's already underway in Denmark and in some states in America. You could see how it would not be difficult for these states to link up and for individual countries to link up. In England, the Museums, Libraries and Archives Council has been awarded NOF funding for the implementation of such a scheme. There is no reason why funding could not be found to enable a 24-7 enquiry service to be set up in Scotland. It's bold moves, forward-looking moves like these which impress Governments and funding bodies, which emphasise the value of library services of all disciplines, and which ultimately raise our profile and our worth in the collective mind of the population.

That is partnership working on a large scale certainly. For successes on a smaller scale we have our Readers' Groups, a form of partnership working which is growing more and more popular. Why just Readers' Groups though? Why not Listeners' Groups and Viewers' Groups?



If you have any doubts about the amount of partnership working going on in Scotland today have a look through the *SLIC Annual Review* and *CILIPS Annual Report*. Almost everything mentioned from Digitisation to Prison Libraries involves a partnership of some kind.

Finally, just let me say this. Large scale or small scale, the partnership possibilities are enormous, and the opportunities are there for you. Partnership working is the way forward. Don't be afraid of it. It works.

*Moira Methven is Senior Manager, Communities, at Dundee City Council. This is a shortened version of her Presidential Address given at the CILIPS Annual Conference 2004 on 9 June.*



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## CILIPS conference: Smart cards

### The smart city

**Sid Bulloch explains how the Dundee Discovery Card became a leader in the field of public sector multi application smart cards - in Europe as well as the UK.**

Dundee City Council's commitment to improving public access to services by harnessing new technology is evident in a number of areas - it's multi award-winning website, an innovative online transaction/workflow programme, initiatives combining CRM, a call centre and a multi-discipline customer service centre - but nowhere is it more evident than in the Dundee Discovery Card.

The Dundee Discovery Card has emerged as one of the forerunners in public sector multi application smart card development not just in Scotland but also in the UK and European arenas.

### The challenges

Although there had been widespread interest for some time in the potential of smart cards it was considered that a Council-led citywide scheme was not feasible especially given the financial outlay as indicated at the time. So it wasn't until 2001 that the Discovery Card project evolved from a proposal for the introduction of two transport related, card-based schemes and a realisation that there was a roll-out model which would contain costs through partnership, migrating existing card based system, offsetting future costs for proposed magnetic strip based systems, and seeking external funding.

Dundee had as its main objectives:

- Establishing a smartcard, which would compliment the objectives and targets contained in the Council's Plan. Specifically, the smart card project was intended to go some way toward addressing the performance indicators relating to customer focused objectives and efficiency savings.
- Introduce core applications on the card especially those covering services to the young, elderly and disabled. These applications were identified as:
  - School services such as cashless catering / vending, registration, controlled access to areas / facilities and school transport.
  - Dual branding with the Young Scot /Euro < 26 dialogue youth and youth discount scheme.
  - Elderly and disabled free local bus travel.
  - Migration of the bar code based library membership card to the smart card.
  - A disabled taxi travel scheme.
  - Leisure membership.
- Facilitate the formation of a local smart card partnership aimed at developing public and private sector services that would be available from a single card scheme.
- Attract Scottish Executive funding.
- Establish Dundee City Council and the smartcard project in a position where it could participate in and influence developments in Scotland, the UK and beyond.
- Ensure the sustainability of the card scheme both in terms of Council commitment and as part of the regional partnership and Scottish programme.

The project is underpinned by a commitment to the citizens' account concept and recognises the potential of the card to join up legacy systems and facilitate authentication for citizen access to information. As an integral part of the single citizen view, the project has now submitted a proposal to

the Scottish Executive which would see the card application and authentication process being used as a vehicle for determining entitlement to services including a “once only” approach to concession/benefit applications.

### **The Council’s results**

In October 2002 - after a learning curve that no amount of investigation or networking had prepared the team for - the first Discovery Cards appeared in Dundee. The cards are encoded to include all the relevant core Council applications and the first issue was targeted at school services such as cashless catering, vending machines and school library use. The cards are co-branded with the successful Young Scot scheme thus giving the pupil card holders access to the full range of services and high street discounts associated with the Dialogue Youth and Euro<26 schemes.

The introduction of the Dundee Discovery Card has been extremely successful. The schoolchildren in particular are open to using new technologies and it makes interaction with some of the services the school offers fun and much more straightforward. The child’s details and any benefit entitlement only has to be recorded and logged once and then as new applications, such as a leisure pass or library membership are required they can be downloaded onto the card. Offering joined up services is a huge consideration for Councils as we strive towards the e-Government targets - this is one proven way of doing it.

The core applications are now being rolled out and the card-carrying population is currently over 30,000. The introduction of public library and leisure management systems last year and the rollout to all of the city’s secondary schools has meant a steady increase in card numbers and plans are in place to release new applications and increase the cardholder population over the coming 18 months to two years. Dundee has an initial target of 70,000 cards (just under half the city’s population) by early 2005.

Focus groups and surveys have shown that citizen support for the scheme and its development is high. 66% of those surveyed were either interested (36%) or very interested (30%) in having a card. When asked to what extent they supported the Council’s activities in leading such activities only a small core of respondents noted their objection (7%).

There is clearly a fit between citizens’ perception of the City as relatively ‘go ahead’ and technologically advanced, and a local smartcard scheme. There is also clear evidence that the citizens’ perceived benefits can be directly linked to those policy benefits and objectives sought by the Council. But it is crucial to the development of this project that we continue to take

heed of these surveys and also listen to the Council's own internal reference group in order to get the user requirements right. There is no doubt that success depends on the service being user-centric and simple to use, but at the same time, it is also important that we consider the wider needs of the other stakeholders in the scheme.

## **Local partnership**

Realising that the model for a sustainable scheme would require applications and services outside the Council's domain, the project team sought the support of a number of organisations throughout the region and in 2002 the local partnership was formed. The original partnership consisted of two local authorities, two universities and the local FE College, the Chamber of Commerce, Travel Dundee and the local Health Board. There have been many expressions of interest and a number of other organisations are expected to join shortly.

The partnership has as its objective the creation of a sustainable, citizen centric, multi-application, multi-issuer scheme that will benefit everyone in the local area whether a resident or visitor for reasons of employment, education, business or tourism.

As a first step to delivering this multi-issuer model the Council and Abertay University have embarked on a project aimed at introducing a compatible smartcard for use within the university and through the introduction of various processes and infrastructure, allow a card issued to a secondary school pupil to gain them access to some university facilities. The project will seek to rationalize existing university card schemes with a final objective of introducing a smart multi-application matriculation card which will include automatic membership of the public libraries.

Within the Council itself, partnership agreements between departments are proving crucial to the success of the scheme - not just in terms of providing applications for the card scheme but also in providing the infrastructure required to underpin the scheme. So, for example, the ongoing cardholder registration, card issuance and re-issuance relies on the Council's Customer Services team, just as the schools perform the same tasks for their own pupils. Prime amongst these agreements is that between the card scheme and the Communities Department. The co-operation of library staff has been absolutely crucial to the success of the scheme. When we needed to do a bulk take-on to provide cards for senior citizens, it was the libraries that supplied the front-line service giving out information about the scheme, processing the applications, checking that the right proof of entitlement was produced and generally providing the convenient location and right atmosphere for the senior citizens. Now, plans are well under way

to actually use the libraries as 'one stop shops' where people can bring in the right documents, have their photograph taken and walk out with a smart card. In return, the smartcard scheme will promote library membership through the schools and include facilities and procedures to process library memberships at the Discovery Card office. In terms of achieving critical mass for the card and its brand, there is a very strong case for a one off exercise to transfer the existing bar code cards over to the smart card.

However, because of the multi-application nature of the card, a judgement call is required. In Dundee our initial target audience was the young (school services) and elderly (concessionary travel). As a result library memberships have so far been added to cards already issued under these programmes. In the near future however, applications for library services will generate a new card albeit that we also hope it will include other services in line with the 'one stop shop' approach.

### **The Scottish dimension**

Dundee's objectives of influencing national developments and attracting funding have proved well founded as they were central figures in putting together a consortium which has to date attracted almost £6 million of Scottish Executive funding. The consortium (S-CASC: Scottish Citizen Account Smartcard Consortium) is being chaired by Dundee and consists of 11 local authorities with an agenda that will deliver a multi application smart card scheme, integrated with the Citizen Account, for a range of services that join up government in a transparent way. The current round of Modernising Government Funding will see this consortium expand and the plan is for the three smartcard models within SCASC to converge around national applications over the next few years. This process has already begun with Dundee leading a smartcard transport project aimed at delivering interoperable smart bus ticketing throughout Scotland.

Within SCASC the majority of the authorities are following the Dundee model and as they begin to roll out their schemes they will no doubt be looking closely at the Dundee experience of harnessing the library network with a view to introducing similar processes themselves.

### **SmartCities Interest Group**

As if all of this hasn't kept us busy enough, Dundee has taken a leading role in establishing the SmartCities Interest Group (SIG) as a major European smart card forum. The SIG which is currently chaired by Dundee grew from the EU funded SmartCities project in Southampton and it currently has over 70 local authority members from 11 countries that are committed to the SmartCities model. The SIG provides a forum for

evaluation and validation of smartcard projects and it will play a vital role in the development of European standards and principles through its EU sponsored workshop aimed at enabling interoperability between schemes from the local to trans-national levels.

## **Good value for all**

Developing the scheme with its various partners is bringing about real service improvements. This is an excellent project to be involved in - not only is it bringing real benefit to the citizens who are using it but together we are helping to develop international standards that will ensure when other cities adopt this technology there will be openness and consistency. As a Dundonian myself, I'm particularly pleased that Dundee is taking this lead and that the citizens are supportive of it. Joined-up Government services are going to make the system more efficient and more accessible to the citizen and this project opens up the possibility of adding other local government services via one point of contact.

*Sid Bulloch is Project Manager, the Dundee Discovery Card. This article is based on his presentation at the CILIPS Annual Conference, June 2004.*



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## **CILIPS conference: Health partnerships**

### **Working for a healthy city**

***Norma Greenwood and Pamela Tulloch explain the Access Glasgow health partnership initiative.***

Scotland is often referred to as the sick man of Europe and within Scotland, Glasgow and the West of Scotland is viewed as having some of the worst health statistics in Europe. Since the 1980s national initiatives have been devised to target these statistics and improve Scotland's health. The White Paper *Towards a Healthier Scotland* (1999) and subsequent plan *Our National Health: a plan for action, a plan for change* (2000) reinforced the need to tackle poverty and deprivation as the root causes of ill

health. *Partnership for Care* the recent health white paper has Health Improvement as a key driver for the NHS and Local Authorities

Glasgow is described as a city of two parts. A wealthy, vibrant city centre contrasts with some of the most deprived areas in Europe which lie just outside the city centre. Poverty, poor health, poor housing, high unemployment all contribute to the profile. In many ways poverty of aspiration is the most difficult factor to overcome.

### **Glasgow's health profile**

NHS Glasgow's annual report in 2002 reflected that the health profile had improved but that Glaswegian men are still twice as likely to die before the age of 65 as the men of England and Wales. Greater Glasgow's problems are rooted in more than its fair share of deprivation. Some other key health facts in the report included:

- Of the people in Greater Glasgow aged under 75 who died in 2001, 18.8% died from Coronary Heart Disease compared with 20% in 2000.
- Of the people in Greater Glasgow aged under 75 who died in 2001, 32% died from Cancer compared with 30.25 in 2000.

Social Inclusion Partnerships (SIPs) have been instrumental in government policies to tackle inequalities. *Social Justice: a Scotland where everyone matters* (1999) put in place a framework for tackling poverty and injustice and established milestones against which the SIP partnerships could measure their progress.

A study commissioned by Greater Glasgow NHS Board in 1999 provided baseline data from the SIPs on a set of core indicators. A follow up study in 2002 showed few statistically significant changes but there was some indication of improvement in quality of life and healthy living. Within the SIP areas people's perceptions were that they felt more in control of decisions that affect their lives. Some key areas of difference to note were: increased participation in the decisions about their treatment; more say in how services were delivered; increased access to information; and increased understanding of residents views and circumstances. There was also a decrease in the proportion of residents with no educational qualifications and an overall decrease in the proportion of households without any adult employed. This may well reflect the 18% growth in employment in Glasgow from 1995-2001. This has to be balanced against the statistic that 9 out of every 10 new jobs in Glasgow is taken by commuters.

However, the effects of partnership working do seem to be influencing the broader determinants of health and the strategies that are in place are beginning to make a positive impact on the work and lives of the people of Glasgow.

Within Glasgow a number of strategies are in place to support partnership working. In 2001 the Glasgow City Health Development Plan was published and closely aligned to the Glasgow Alliance. Partnership between agencies and Glaswegian communities is at the heart of sustainable health improvement. This plan aims to improve Glasgow's health profile over a five-year period by ensuring that the key agencies work in partnership. Both Glasgow City Council and NHS Glasgow are committed to the plan. In addition the Glasgow Healthy City partnership has the lead role for taking forward the Joint Health Improvement Plan for the City.

It was from this strong base that the information work which NHS Glasgow and Libraries, Information and Learning were starting. The fact that both organisations did not have to establish the principle of working in partnership (as at a senior level by the City Council elected members and the NHS Glasgow Board were committed to partnership working) was a benefit and one which went some way to ensuring a good working rapport from the start. A predictor of success for health partnerships is a shared model from which to work. The Evans and Stoddard model of health offers a a whole system approach to health improvement. Their concept is of a health field that embraces the wider social determinants that impact on health within four principal domains: lifestyle, environment, human biology and healthcare organisation.

### **The role of libraries, information and learning**

Glasgow's model for better health recognizes that health is not just about the absence of illness. It is about a state of well being for individuals within their communities. It is especially about people being able to follow their own potential to lead productive and fulfilling lives. There is a shared acknowledgement in Glasgow of the health links between people's social and economic circumstances, their lifestyles, and their state of well-being.

One of Glasgow City Council's five key priorities is to "promote social inclusion and tackle poverty and improve health and well-being". As such the aims and objectives for Libraries, Information and Learning are quite clear. Engaging citizens who live in areas that are socially excluded is essential. Libraries, Information and Learning's role is key in facilitating access. It might seem easy with 22 of the 34 community libraries situated in areas which are designated as social inclusion priorities; nevertheless, there are many barriers to participation:



- Adult literacy and numeracy
- High unemployment
- Lack of access to transport
- Poor housing
- Poor health
- Poverty of aspiration.

Consequently, Glasgow's Libraries are not as well used as they might be. It takes an extra effort to engage with this section of the community and passively providing services is not enough to reach the intended audience. Together with NHS Glasgow, Libraries, Information and Learning is involved in a number of imaginative projects through Access Glasgow, the REAL partnership, the Community Learning Partnership, working locally with health professionals and the traditional role as gatekeeper of public health.

**Access Glasgow:** Access Glasgow is a partnership between key agencies in the city which aims to deliver the Modernising Government agenda. Glasgow City Council is the lead partner with Greater Glasgow Health Board being one of the principle partners. Health and inclusion is one of the main priorities for Access Glasgow. Two projects which highlight joint work on the ground are the Sandyford Initiative and the Access Glasgow Health Information website. Under the auspices of Access Glasgow, Libraries, Information and Learning has linked with the Sandyford Clinic to provide access to book stock and health information. This project has involved making Sandyford's library holdings available through Libraries, Information and Learning's Opac and also making the library's stock available to Sandyford users. Reciprocal borrowing rights were established. From modest beginnings over 1,000 items a month, from Libraries, Information and Learning stock, are now issued by Sandyford.

A health information website has been developed to provide support primarily to the citizens of Glasgow under the partnership opportunities which Access Glasgow has brought ([www.accessglasgowhealth.org.uk](http://www.accessglasgowhealth.org.uk)). This website provides information which is tailored to local issues and also provides a gateway to the national support groups which hold information not easily found on the web. It is this added value that makes a difference to individuals who can be swamped by a "google" return or question the authenticity of the health information which is supplied.

**REAL Learning Cafés:** Libraries, Information and Learning works in partnership in a number of ways to support the Joint Health Improvement Plan for the City. Through the REAL partnership and the city's library-based REAL learning centres a number of initiatives have been implemented to engage this excluded section of the community. An example of this is the

Learning Café which enables people to learn something new in an informal, relaxed, welcoming environment. It focuses on developing “soft” skills rather than formal training and is about helping individuals to realise their potential and build confidence. The workshops have taken place in community libraries in Drumchapel, Hillhead and Ibrox. Courses include: Speak Up – self-expression, speaking in public, putting your point across confidently; Look Good, Feel Good – First impressions, personal grooming, colour analysis; Writing with Surprise – Fresh perspectives on creative writing; and Tall Order – Building confidence and self-esteem, communicating assertively, dealing effectively with difficult situations and people. A total of 142 learners participated in the free workshops. (Further information: [www.intoreal.com](http://www.intoreal.com))

Adult literacy and numeracy is a major issue for Glasgow and a barrier to participation. Individuals who experience literacy and numeracy difficulties frequently have these brought to light when they experience a life changing event. Projects which are looking to support this community included the big + plus Helpline based within Information Services in the Mitchell which financed the Glasgow Community Learning Strategy Partnership. The Helpline, by using the trained expertise of information specialists, has referred over 600 individuals to a service which will assist them.

The Community Learning Strategy Partnership continues to see tackling literacy and numeracy as a key way to improving people’s health and well-being. To this end the partnership is directing £2.2 million to action initiatives supporting adult literacy and numeracy within the city.

**The “Self Help” Project:** Anxiety and depression are by far the most common problems GPs deal with (more common than high blood pressure, infections and back problems). There is recognition that there is a strong link between mental health and poorer areas of the country. It has been identified that the Greater Glasgow area has over 80% of the poorest parts of Scotland. Statistics show that within Glasgow, 1 in 6 people have a mental health problem. It is estimated that around 50% of people with mental health problems do not attend their GP and of those who do it is recognised that at least half do not follow the medical advice offered. Within the medical profession it is accepted that too many people will not seek help and that their condition is likely to worsen with time.

The “Self Help” project, due to launch this month, is designed to improve knowledge about mental health, help individuals recognize the signs earlier, act as a sign post for help, prevent more serious problems from developing, boost confidence and self-esteem, help prevent future mental health problems.

A leading Clinical Psychologist in the city has secured £14,000 from the Greater Glasgow Primary Care NHS Trust to provide stock in seven libraries in the south area of the city. This enlightened approach by the medical profession reinforces the role which public libraries play in their local community. Viewed as accessible, non-threatening environments which are non-institutional and free from stigma, public libraries can provide a space where individuals can take responsibility for their own health.

The above projects are a sample of the proactive approach which Libraries, Information and Learning and NHS Glasgow are taking. To a certain extent partnership working is nothing new. Librarians and information professionals have always been keen to assist each other and work towards the greater good which has tended to be mutually beneficial. The public library continues to be that depository for public health. The Mitchell holds many of the NHS archives, a living archive which the public can consult. The Mitchell also holds a rich record of the changing face of public health through the Poor Law records, Glasgow Collection and photographic collections relating to the city.

Partnership working is not finite. More can be achieved building on experience, and projects progress. Formally adopting this model and continuing to promote and invest in initiatives which help improve the general state of well-being will continue to contribute to a healthy city.

*Norma Greenwood is Programme Manager, Public Health Information and Education, Greater Glasgow NHS Board and Pamela Tulloch is Information Services Manager, Glasgow City Council, Libraries, Information and Learning.*



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## **Bibliography**

### **One source for all**

**The Scottish Bibliography for Libraries is now available for trial use at the Scottish Cultural Portal. *Mary Nettlefold* brings readers up to date on this admirable project.**

If you are involved in selection and acquisition of books for a Scottish library, what information do you use to inform your choices? In a public library environment, the chances are you are heavily reliant on information provided by your supplier, and in the academic or education fields, you will be more led by lecturers and/or teachers and the definitive courses, modules or curriculum.

Librarians in Scotland may, or may not, have identified Scottish publishing as an important source for selection. Those who have immediately meet the problem of finding relevant information – very few of Scotland's 70-odd publishers are covered by the new title information provided by our main UK suppliers. Larger bookshops in Scotland, such as Waterstones, Borders and Ottakars, have substantial and attractive displays of Scottish titles, but they don't provide the discounts and library servicing that finance and staffing levels in libraries now demand. And who has (or makes) time to go there to make selection notes?

But it's no good blaming the suppliers. The sheer cost to them of chasing information from a large number of smaller publishers, from whom their discounts would also be limited, would far exceed any likely profit from potential sales. They are, after all, in business to be profitable, not to subsidize a cash strapped public sector.

We hear a lot from the Scottish Executive about the cultural strategy, and what can be more important to any nation, and the libraries within it, than the publications which represent the thoughts and inspirations of the people? It was from this belief, and the recognition of the selection problems, that the idea of a Scottish Bibliography for Libraries was formed.

What if, from a single accessible source, librarians, suppliers and members of the public could find either a single title, or a whole range of titles, either by subject, author, title or date of publication? And then, with two clicks, download the information for the library catalogue and e-mail the order to their preferred supplier?

The information should be full trade bibliographic, including images and continuously updated for price and availability, and also providing high quality MARC records to meet library requirements.

With this vision, the Scottish Publishers Association applied for funding from the Scottish Arts Council Lottery Funded Audience Development Project, and, last October, the project got under way.

The key players are equally important in the building of the facility:

- **Scottish Publishers** – without timely, comprehensive and efficient supply of their new title information, the bibliography will not exist. The Scottish Publishers Association has given priority to encouraging and educating this process through its members.
- **Data aggregators** – companies such as Bibliographic Data Services Ltd and Nielsen BookData take the publishers raw data and transform it to a consistent trade and library standard, with price, availability and distribution information. Supporting elements include imaging, Library of Congress Subject Headings, Dewey, and subject references.
- **Librarians** – the support and advice of SLIC, and all the individual librarians who have given time to discuss the project and give their input, has been invaluable. No bibliographic tool, however sophisticated, will be any good whatsoever if it does not take account of professional practice in materials selection and acquisition.
- **Library suppliers** – either by providing links from their own sites, hosting the bibliography themselves, or simply by accepting electronic orders, the library booksellers and suppliers will help to make this work by getting the books to libraries efficiently. Included here are not only the larger UK suppliers, but also smaller local bookshops who have consistently maintained stock and supply of Scottish publishing for their local library service.
- **The National Library of Scotland** – already hosts to the Bibliography of Scotland, which is both a current and retrospective research tool. The ultimate vision is that the current trade bibliography will link effectively with the retrospective information held by NLS to provide a major international research facility.

To date, all the key players have worked enormously hard and we have arrived at a crucial stage. Bibliographic Data Services hold a database of approximately 6,000 records dating back to 1996, and this is continuously updated from new publishers information on an ongoing basis. BDS links to Nielsen BookData mean that all of this information is supplemented with the rich record, including images, price and international availability. This database, in its present form, has been uploaded to the Scottish Cultural Portal, [www.scotlandsculture.org](http://www.scotlandsculture.org) to facilitate interim trial use of the material for research and selection purposes.

The database will also provide the information for the Scottish Publishers Association e-commerce site, which will launch as a trading site in early 2005. The search facilities and navigation of the site will be built with both librarians and individuals in mind, and it is envisaged that the trading links with main library suppliers will be established in preparation for the full e-commerce service.

The vision will have been achieved when librarians can source, select and acquire Scottish publications easily from their desktop, and the library user can do the same through the People's Network in the library, or in the comfort of their own home whether that is in Aberdeen or Australia!

*Mary Nettlefold is Project Consultant, the Scottish Bibliography for Libraries.*



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## Accessibility

### Universal medium

**Jake Wallis discusses accessibility issues in his work with electronic publishing.**

*"The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect."*

Tim Berners-Lee, World Wide Web Consortium (W3C) Director and inventor of the World Wide Web (W3C Web Accessibility Initiative, 2004)

This quote from Berners-Lee demonstrates how concerns about disability and the accessibility of online information resources ties in with his original conceptualisation of the Web as a universal medium of communication. One of the goals of the W3C, the organisation of which he is now the director, is:

*"To make the Web accessible to all by promoting technologies that take into account the vast differences in culture, languages, education, ability, material resources, access devices, and physical limitations of users on all continents"* (W3C, 2004).

In working with the SAPIENS (Scottish Academic Periodicals Implementing an Effective Networked Service) electronic publishing service (<http://sapiens.strath.ac.uk/>) to produce an online version of *Information Scotland*, one of the primary aims of CILIPS is to enhance access to the publication by creating a version which can interoperate with the various assistive technologies that may be used by people with disabilities. SAPIENS is based at the University of Strathclyde's Centre for Digital Library Research where an emphasis is placed on interoperability in the development of online information resources.

### **Defining web accessibility**

The W3C describes web accessibility as relating to:

*"Websites and applications that people with disabilities can perceive, understand, navigate, and interact with"* (W3C Web Accessibility Initiative, 2003)

The terminology can vary from country to country but in the context of its remit the W3C states that some people with disabilities may have:

*"limitations of sensory, physical or cognitive functioning which can affect access to the Web. These may include injury-related and aging-related conditions, and can be temporary or chronic."* (W3C Web Accessibility Initiative, 2001)

The relevant UK legislation (the Disability Discrimination Act 1995) defines a "disabled person" as having:

*"a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities"*. (Her Majesty's Stationery Office, 1995)

In most countries at least 10% of the population is disabled and the average age of the population is increasing. Aging can result in accessibility issues such as changes in levels of hearing, vision, dexterity and memory (W3C Web Accessibility Initiative, 2003). These factors, combined with the current emphasis on lifelong learning and the use of information and communications technologies in the delivery of services such as education, increase the importance of an awareness of web accessibility.

### **Universal design**



In the context of the web, accessibility has broader implications. Not only does it mean access to online resources for those with disabilities but also for those using older technology, low bandwidth connections or mobile devices. The most effective means of creating accessible websites is to put an emphasis on the content and its structure. In this way the content will be accessible to various devices, browsers and assistive technologies, and will remain so as technology changes. This is the “universality” that Berners-Lee refers to above.

## **Good practice**

The W3C Web Accessibility Initiative Web Accessibility Guidelines 1.0 ([www.w3.org/TR/WCAG10/](http://www.w3.org/TR/WCAG10/)) are the current international standard for web accessibility. The W3C provides a set of checkpoints for its guidelines ([www.w3.org/TR/WCAG10/full-checklist.html](http://www.w3.org/TR/WCAG10/full-checklist.html)) which are easier to refer to. The guidelines have three levels of priority and logos are available to allow content providers to indicate their level of conformance. The W3C have further distilled their guidance into a number of quick tips ([www.w3.org/WAI/References/QuickTips/](http://www.w3.org/WAI/References/QuickTips/)).

The articles that appear in the online edition of *Information Scotland* meet the W3C Web Accessibility Initiative’s Conformance Level A. The Royal National Institute for the Blind and the National Library for the Blind both also provide useful resources to guide online content providers in the creation of inclusive web services.

The article structure in *Information Scotland* is defined by XHTML and presentation is applied using Cascading Style Sheets (CSS). In this way the article structure is kept separate from its presentation. The article will appear in a meaningful way if the client’s browser does not fully implement CSS (which some older browsers do not). The presentation can be overridden by user style sheets which might be defined in the client’s browser to suit any personal preferences the user might have (for example a particular colour contrast to assist readability).

Content providers are ethically and, in many cases, legally obliged to create accessible resources which will allow the Web to be accessible to all. In order to stay within the bounds of the Disability Discrimination Act SAPIENS and *Information Scotland* adhere to international standards on the creation of accessible web content.

*Jake Wallis is Researcher at the Centre for Digital Library Research ([jake.wallis@strath.ac.uk](mailto:jake.wallis@strath.ac.uk)).*

## **Relevant online resources**



Information Scotland

[www.slainte.org.uk/publications/serials/infoscot/contents.html](http://www.slainte.org.uk/publications/serials/infoscot/contents.html)

World Wide Web Consortium (W3C)

[www.w3.org/](http://www.w3.org/)

W3C – Web Accessibility Initiative

[www.w3.org/WAI/](http://www.w3.org/WAI/)

Disability Discrimination Act 1995

[www.legislation.hmso.gov.uk/acts/acts1995/1995050.htm](http://www.legislation.hmso.gov.uk/acts/acts1995/1995050.htm)

Royal National Institute for the Blind – Web Access Centre

[www.rnib.org.uk/xpedio/groups/public/documents/PublicWebsite/public\\_webaccesscentre.hcsp](http://www.rnib.org.uk/xpedio/groups/public/documents/PublicWebsite/public_webaccesscentre.hcsp)

National Library for the Blind – Accessibility

[www.nlb-online.org/mod.php?mod=userpage&menu=1702&page\\_id=29](http://www.nlb-online.org/mod.php?mod=userpage&menu=1702&page_id=29)



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## Endpiece

### Don't play safe with talent

**Colin Will** hopes the Cultural Policy will address the plight of our literature.

First, my thanks to Gerry MacLean, Librarian at the State Hospital in Carstairs, for inviting me to visit. This arose partly as a result of a previous column in *Information Scotland*, so it was very gratifying to be in a position to follow up my original interest. Part of the visit involved seeing the library service and discussing it with Gerry, and the rest was a poetry reading and discussion with some of the patients. Both elements were impressive, successful and memorable, and I look forward to going back soon.

The trip was made possible in part by the Scottish Book Trust's Live Literature Scotland programme, through which writers are helped to take their work into their communities and elsewhere, through part funding at a standard rate. The scheme also helps the organisations and institutions visited, by contributing towards their costs, so it helps both partners. It's an excellent and very practical way of improving access to literature – one of the key elements of the Scottish Executive's cultural strategy. The website ([www.scottishbooktrust.com](http://www.scottishbooktrust.com)) lists writers available under the scheme and tells organisations how they can book a visit, so if your library or book group wants to meet an author, this should be a first step.

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Speaking of cultural strategy, I read with interest the Executive's April Cultural Policy Statement, (available online and as a downloadable PDF at [www.scotland.gov.uk/library5/education/ncs04-00.asp](http://www.scotland.gov.uk/library5/education/ncs04-00.asp)). It's a very wide-ranging document which aims to build an effective infrastructure for our arts, heritage, screen and creative industries. The first stage in the process has been to set up a review of the cultural sector through establishing an independent Commission with a clear remit and a strict timescale. The Commission is to take the long view, and to come up with proposals which will endure for at least a generation. It will encourage innovative solutions and confront stereotypical notions of culture. It therefore has the potential to make a considerable difference to the way in which culture is delivered on the doorsteps of Scotland. The notion of cultural rights and entitlements are set out – a radically welcome start.

The scope of the Commission's work will embrace, not only the arts and creative industries, but also museums and heritage, galleries, libraries and archives, events, festivals and sports. Colleagues in SLIC and CILIPS will doubtless already be preparing positions, but I will confine my thoughts to the literature sector.

The Scottish Arts Council Departmental Spending budget for 2004/2005 totals approximately £67.6M, of which just over £2M goes on literature ([www.scottisharts.org.uk](http://www.scottisharts.org.uk)). That may sound a lot, but it's just under 3% of the total. Now I'm certainly not arguing for cuts in support for the other arts in Scotland, but it may explain why some elements of the Scottish literary scene feel that literature is in danger of being marginalised, or at least being threatened by pressures on the SAC's overall budget.

Literature, past and present, is a vibrant and powerful element in our culture; our authors are influential, and the contributions of Scottish literature to our national life and prosperity are very significant. In the furthest flung outposts of civilisation, the names of Burns, Scott, Byron and

Rowling resonate. Our publishers, small in number though they may be these days, are respected for their quality and professionalism, as are our excellent literary agents. Our literary organisations and institutions are innovative and very access-conscious, spanning the whole of our geographical and topical ranges and providing services for the whole population.

I look forward to the Commission recommending policies, strategies, and an infrastructure for support which better reflects the importance of our literature and the creative industries which depend on it. I also hope that the new infrastructure will be able to develop a long-term partnership between our literary organisations and their principal funders. I further hope that the new structures will be more accountable to the people of Scotland and to those who originate, promote and deliver our literary fruits.

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I turn now to the Scottish poetry publishing scene. The number of independent (non-subsidised) specialist publishers dedicated to publishing poetry can now be numbered on the fingers of one finger, and there aren't too many general publishers who have a substantial poetry list. The decline has maybe been so gradual and undramatic that many will not have noticed it, but for working writers the effects have become increasingly serious. As the number of outlets for our work within Scotland has dropped, the pressures on the remaining editors and publishers has increased, and I worry that too many will be obliged to 'play safe' and print only established writers, to the detriment of new talent. And those publishers receiving subsidy from the Scottish Arts Council seem to me to be trying to jump through hoops while riding on a roller-coaster, as those who hold the hoops look backwards over their shoulders trying to guess what their political masters want from them.

Self-publishing is increasing, but that doesn't always get new books into bookshops. One new approach is that of 'collective' publishing, as exemplified by Makar Press of Ayrshire ([www.makarpress.co.uk](http://www.makarpress.co.uk)). Four excellent poets found they couldn't find a publisher for their work, so they got together and did it themselves, sharing the editorial, promotional and marketing side of the business. This is a model which I suspect others will follow.

*Colin Will* ([colin.will@zen.co.uk](mailto:colin.will@zen.co.uk))

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## President's perspective

### Concerns worth sharing

#### ***Moira Methven* wants to revive the letters' page in *Information Scotland*. So its over to you...**

I wonder if a few years from now people will regret that they sent emails or fax messages rather than wrote letters. Such messages are generally discarded shortly after they are received and that is the end of it. It seems generally accepted that what comes by email or is sent by fax is of less value than something which comes through the post. Text, fax and email are all very convenient and fast, and much of it is justifiably binned, but it strikes me that some of it might have been worth keeping and may well have been had it been sent by post.

Would Pepys's diary have survived if it had been *The blog of Samuel Pepys*? Is it not just possible that the delightful *84 Charing Cross Road* would never have existed if Helene Hanff and Marks and Co., Booksellers, had fired off text messages to each other instead of letters. And, taking things into the realm of fantasy, could we still be stirred by the words of *The Declaration of Arbroath* if it had originally been sent to Pope John 22nd as a fax message? *The Fax of Arbroath* somehow doesn't carry the same weight or power. I'm sure you can see what I'm getting at here.

We are unwittingly doing future generations a disservice for the sake of speed and convenience and risk eventually eradicating the craft of letter writing altogether. It would have been a profound loss if we had been unable to read the letters of Jane Austen to her brothers, Neil Gunn to Professor Nakamura, or the correspondence of Hugh MacDairmid or Oscar Wilde, because it's in these letters, anyone's letters, that the real person is revealed. I don't think biographies however good, and certainly not autobiographies, paint the full picture. We may not want to read the full warts and all account of a life but the natural inclination of anyone writing about themselves is inevitably less than objective.

Even factual accounts of the seemingly mundane can make fascinating reading with the passage of time. Our Local History Departments are

regularly receiving donations of old bills, cash books and receipts which provide a valuable insight, not only into individual enterprises, but also the day-to-day lives of earlier generations. In the electronic age, will today's equivalent be preserved?

This seems an appropriate time to resurrect the letters to the editor page in *Information Scotland*. Our editor Debby Raven is all for it so please get writing. Over the past few months I have met and talked with quite a number of you and have become increasingly aware of your concerns on a number of issues facing our profession, including the 'CILIP Framework of Qualifications', subscription rates, and the very future of the profession itself.

A letters page is a reflection of the issues of current debate and could help library managers keep in touch with grassroots thinking.

Few people read a magazine or newspaper cover to cover. It would take me a week to get through my Sunday paper if I tried, but most take a look at the letters page to see what people are thinking and talking about out there. So our own letters page in *Information Scotland* could develop into an interesting forum for discussion. Ironically of course, many letters will be sent in by email.

To set the ball rolling this month's issue has its first letter to the editor. It's from one of my colleagues, Shona Donaldson, and it's on a subject I think we will hear more about in the coming months as a growing number of publishers target the adult market with books originally intended for children. If you have a view on Shona's letter or on any other issue you would like to raise then please write to Debby by either putting pen to paper or finger to keyboard.

And so to some book recommendations. I've just read Andrew Greig's new one, *In Another Light*, and thoroughly enjoyed it. I think it's his best yet, although I did find the continuous switch of location with each chapter slightly annoying. It's a clever device, mind you, as it makes you want to keep reading to get back to the other part of the story. I've also recently finished Lian Hearn's *Across the Nightingale Floor* and thought it was an excellent read, and it is of course, just the kind of book Shona Donaldson is referring to. It's a good book. But is it a good children's book?

Keen to distract the audience during my Presidential address at Peebles, I enlisted the help of a local Dundee rapper, Mark Thomson, and commissioned a poem in Dundonese on the subject dearest to our collective hearts. It seemed to go down well, in spite of the potential language barrier, and so I thought I'd give *Information Scotland* readers the

opportunity to enjoy Mark's work, although it does lose something when not being delivered by the man himself.

If you want to enjoy a video clip of Mark's performance, go to [www.dundee.gov.uk](http://www.dundee.gov.uk)

## **Stuck on Words**

Wi met in the library as eh took shelter  
eftir eh got caught in ah that ren,  
its a mystery how wi met there  
its a place that eh widna  
normaly frequent.

So em standin there like a droond rat  
an feelin like a rite prat  
eh huvna been in here fir years  
an em a wee but wet between the ears.  
Yi see, em no great reader "O" books  
but eh did hae a partial fancy  
fir hur good looks.

Can i help you sir, shi says ti me,  
would you like to book on,  
one of our pc's.

Well as a matter "O" fact,  
em no a member,  
em still due fines fae 1979  
in late november.

This is ah new fir me  
eh jist come in fae aff the street  
ti save misel fae gittin  
drewkit an soaken weet.

Well why not kill an hour  
al show you round  
an you can weather  
the shower.

So awah eh went,well eh wiz about  
ti discover a world  
that eh never kent.

Its no ah about readin books any mare,  
thir wiz mithers an fathers,  
bairns an boffins, an eh swear  
ti god thir wiz some dodging  
thir coffins.

But this lassie thats showen me roond she  
wiz dodgin nothin, shi wiz

strollin an strutin  
an far fae a lamb  
dressed up as mutton.  
So eftir shi showed me ah the  
videos cds an dvds,  
eh asked ir oot,  
"O" shiz a stunner  
is meh Louise.

By Mark Thomson ([markthomson@hotmail.com](mailto:markthomson@hotmail.com)).

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## Project work

### An enchanting experience

**Gerry Torley describes how Glasgow's Mitchell Library Reading Room was transformed into an 'Enchanted Land' and the teamwork that made it happen.**

For two months earlier this year Glasgow's Mitchell Library hosted the exhibition 'The Enchanted Land: Puccini's landscapes, lights and colours'. This article describes the planning involved in transforming a reading room into a space good enough to house an exhibition considered as being of international significance – and how the specially created Project Team was integral to its success.

As part of an ongoing cultural collaboration with the Italian Province of Lucca, Glasgow City Council agreed to host the exhibition of Italian art from 16 April - 19 June 2004. The exhibition took its theme from the landscapes of the Lucchesia as seen through the eyes of British and Italian painters from the middle of the nineteenth century to present day. The Serchio valley in the region has been described as the 'Enchanted Land'. The event would highlight the many links, both cultural and commercial that exist

between Scotland and Tuscany in general and between Glasgow and Barga in particular.

A suitable venue in which to locate the exhibition was crucial, as the main City Council exhibition venue, the Kelvingrove Art Gallery, was closed for a multi-million pound refurbishment. The Mitchell Library's Main Hall Reading Room was identified as a possibility. Glasgow City Councillor Alex Mosson, who originally proposed the exhibition, the Mayor of the Italian City of Barga and officials from the Province of Lucca inspected this in November 2003. One look at the Reading Room captured their collective imaginations.

Although functioning as the Library's Information and Business Services section, the size of the room, the high vaulted glass ceilings, the intricate coving, the marble and wood panelled walls, and magnificent detailed pillars presented the perfect location for the exhibition. In addition, the Mitchell Regeneration programme had identified the Main Hall as having potential as a future focal point of a visitor attraction. Housing this prestigious event would be the ideal opportunity to test the theory and put in place the right conditions to suit an exhibition environment.

## **The paintings**

The Italian Curators estimated that around 100 paintings would be involved, sourced from a variety of public and private lenders. These paintings would be representative of the artists working in the Province of Lucca in the nineteenth and twentieth centuries. The artists include Eugenio Cecconi (1842-1903), Lorenzo Viani (1882-1936), Plinio Nomellini (1885-1943), Moses Levy (1885-1968) and Alfredo Meschi (1905-1981). Scotland's own John Bellany, who has lived near Barga for some years, takes inspiration for his work from the local countryside. He contributed several canvases to the exhibition, including 'The Enchanted Land', a large two-panelled work. For insurance purposes, the value of the exhibition was noted as being in the region of £4 million.

The scale of this exhibition, and the interest it had generated in both cultural and political circles ensured full concentration of effort and commitment of resources from staff in the Mitchell Library. Under the guidance of the Information Services Manager, Pamela Tulloch, who took on the role of Lead Officer, a Project Team was assembled. This team comprised four members of staff from diverse backgrounds – Conservation, Graphic Arts, Librarian and Acquisitions. Each was charged with a specific remit, such as conservation, layout and display and research. While team members, individually, had limited knowledge of involvement in such a



project, collectively members had previous professional experience which they contributed.

### **Project teamwork**

The Project Team, which first met in October 03, was made aware of the timescale and the extent of what had to be achieved. A public section of the Library had to be closed, all staff, furniture and book stock relocated to another identified area, and the Reading Room to be prepared for the exhibition. Just a small part of the duties included replacing, repairing, sanding and varnishing the entire floor; installing necessary electrical and communications points; and identifying security issues.

The timescale was particularly tight. A Critical Dates schedule identified each specific target and the date by which it had to be achieved. The timetable was circulated to Team members, and could be updated regularly to ensure everyone was kept aware of progress. A programme of weekly meetings was established with each team member allocated specific duties to perform before the next meeting. While members had their own particular function, as a team we discussed each member's work, helping to identify solutions to particular concerns and keeping up to date with progress. We all had to continue with our regular work duties too, therefore maintaining regular contact provided a sense of bonding, team spirit and loyalty towards the common goal.

Due to the timescale, the Project Team requested specialist support from Glasgow Museums staff, who provided invaluable guidance on display equipment and efficient exhibition layout. The Reading Room was vacated on 10 December, removing all books, shelving and moveable furniture. This allowed the carpet to be lifted in January 2004. The gallery panels were erected following a layout plan discussed between the Graphic Designer and the Italian curators.

In early April, communication from the Italian curators prepared us for the arrival of the paintings. The vision of 97 paintings being removed from their individual protective crates and packaging, and placed on to the gallery panels, was wonderful. The sense of achievement that we now had an exhibition in place demonstrated that the planning, communication and research had prepared the Team for all eventualities. The conservator assisted in ensuring Condition Reports were performed on the paintings and that they were in an appropriate condition to be viewed.

In mid March, we invited a security official from Glasgow Museums and a Community Police Officer who specialises in this field. Both were satisfied that our precautions were acceptable, that we had thought out potential

problems and that we had taken the trouble to alert the Police that something different was taking place in the library. The Italian curators suggested that a line on the floor approximately one metre from the panels would be sufficient to advise visitors not to go near the paintings.

## **The launch**

Running parallel with the work of the Project Team another group was planning the Civic Reception for the exhibition launch on 16 April. First Minister Jack McConnell would be performing the launch, in the presence of the President of the Province of Lucca, the Lord Provost of Glasgow Elizabeth Cameron, the Leader of the City Council Charles Gordon and the Mayor of Barga. Launch day morning commenced with a flurry of activity. Finally, 400 invited guests enjoyed a Civic Reception consisting of an evening of speeches, viewing the fabulous paintings, food, wine and music and song from the Puccini Festival Orchestra.

With favourable reviews appearing in the press including *The Herald* and *The Scotsman*, and with marketing evidenced by flyers, leaflets, bus and rail advertising and the Council website, the Enchanted Land exhibition proved a popular attraction. Activities to enhance the visitor experience were put in place. While viewing the paintings, visitors listened to background music from various works by Puccini; library staff acted as guides in the exhibition area; and information packs consisting of research notes and images were available. Educational workshops were created, including tours and descriptions of the exhibition, specific tours for school pupils, and guest lectures from various academic and commercial bodies. Visitor numbers reached 10,000 during the 10 weeks of the exhibition, and comments in the visitor's book were overwhelmingly positive.

## **Looking back**

After the event an evaluation meeting offered an opportunity for those involved to comment on the process. The conclusions were clear. The success of the exhibition was based on the establishment of a Project Team, a detailed Critical Dates schedule to cover all expected and unexpected events, clear communication between all agencies and planning to include as much notice as possible, trust in team members to perform, and an overall sense of wanting to make the project a success. Ability to be flexible and to look beyond the limited job outline is essential for Project Team players.

## **"...an excellent example of cooperation"**

As Jack McConnell wrote in the catalogue to accompany the exhibition:

*"It is an excellent example of cooperation between the regional government of Tuscany and the Glasgow City Council, and I warmly congratulate all those involved in arranging this exhibition. It is also fitting that these beautiful works of art, inspired by Tuscany's magical landscape, should be in the magnificent Mitchell Library, alongside other world class collections".*

The creation of the exhibition space has demonstrated how a group of individuals was assembled into a team with a common goal, and which reached a very satisfactory conclusion. Through leadership, teamwork, communication and planning, the sense of achievement experienced through such a successful project has established confidence and a sense of pride in all the team members.

*Gerry Torley is Supply and Acquisition Officer, Glasgow City Council. The Project Team consisted of: Lead Officer Pamela Tulloch; Archie Fisher; David Freckleton; Joan Stewart and Gerry Torley.*



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## Software

### Shared endeavour

#### **Clare Whittaker explains the collaborative working within the Scottish Endeavor Consortium.**

The latest marketplace review [1] of integrated library software highlighted the following trend: *"Libraries are increasingly entering into a shared ILS rather than operating their own independent system... This move toward collaborative implementations is driven by interests in providing greater opportunities for sharing collections and by needs to reduce operating costs."* (p9)

Scotland has a strong tradition of working collaboratively and consortially across all sectors of the profession, so it is no surprise that the Scottish Endeavor Consortium has grown to meet the needs of academic and

special libraries since its inception. The Consortium was founded (as the Scottish Voyager Consortium) in 1999, when the National Library of Scotland and Edinburgh University Library jointly bought Endeavor's Voyager software to replace their existing VTLS and Geac library management systems. Since then, the Consortium has expanded to include more members and other Endeavor software. To reflect this, the Scottish Voyager Consortium changed its name to the Scottish Endeavor Consortium in early 2004.

It should be noted that the SEC does not include all sites in Scotland using Endeavor products: Strathclyde University Library Services and the Advocates Library are both Endeavor customers who are not members of the Consortium. Nor is it the only such grouping of libraries working together to share elements of their library automation – recently the nine libraries of the Glasgow Colleges Group have opted to share a single Horizon database.

In addition to the founder members, the National Library of Scotland and Edinburgh University Library, the The Scottish Endeavor Consortium currently consists of the Signet Library, Edinburgh College of Art, Royal Observatory of Edinburgh, Heriot-Watt University, and the University of Abertay, Dundee (which is implementing Voyager this summer). With this gradual expansion imposing increasing demands on staff time, the Consortium required a professional member of staff to provide coordination and liaison between the Consortium Board, Endeavor and all partners. I was appointed as its first Consortium Support Officer in 2003.

Member libraries of the Consortium maintain their own separate Voyager databases (in some cases, more than one database) and web catalogues. Facilities management and technical coordination is provided by the Consortium on dedicated hardware based at the University of Edinburgh. The infrastructure has proved very reliable, with the Voyager systems available for 99.8% of their advertised time. Member libraries and their users access the service using Scotland's metropolitan area networks. The National Library of Scotland and Edinburgh University Library operate as hubs for special and academic members respectively, providing first level technical and functional support.

When the Consortium was formed, the two founding libraries were clear about the benefits, including economic savings, a strategic alliance, and resource sharing [2]. Newer members echo these advantages. At the launch of Heriot Watt University's Voyager system earlier this year, Michael Breaks noted that: "...for a relatively small library like ourselves, the management overheads of installing and running our own library system can be disproportionately high. By joining the Consortium, we were only

required to purchase some additional space on an established server environment for our data, and to purchase additional software licences at the reduced Consortium rate."

For some libraries, it can be a way to buy a more sophisticated library management system at a lower cost than might be otherwise possible. Karen Moran of the Royal Observatory Library feels that buying a library system via a consortium has provided good value for her limited budget: "...if this small, specialised library had not joined it would have perhaps been too burdensome (financially and in terms of effort) to keep abreast with state-of-the-art developments."

Audrey Walker of the Signet Library observes that membership of such a consortium is valuable to a special library as "...the librarian does not need to be IT specialist, cataloguer, systems manager and librarian but can use the experts that the Consortium already employs." Furthermore, the consortium's resources brings greater resilience and reliability than an individual library could.

For larger organisations, a decision to join this type of consortium may feel like a loss of autonomy, as central systems tasks and responsibilities are contracted out to the Consortium. However, at library level, the seven libraries use Voyager independently on their own databases; they choose their own system parameters to suit their own library workflow and practices; they set up their own web catalogues to suit their own requirements. (For examples of how different the catalogues can be, see the Consortium website.) Library and ICT staff meet regularly across the Consortium to exchange experience and to discuss use and development of the system. In recent months, the NLS demonstrated their work on Voyager cataloguing utilities to other members; statistical reports required by external agencies have been shared, and Edinburgh College of Art and the University of Edinburgh are pooling expertise as they work on the dynamic integration of borrower information with their respective institutional portals. More widely in the Scottish library community, the CASS database is one of those hosted and supported by the Consortium.

For many Consortium members, the Voyager software running their core library operations is the main focus. Others are working within the Consortium on innovative systems for managing electronic resources, such as Endeavor's Encompass, which are in the implementation stage at the National Library of Scotland and Edinburgh University Library.

Until now the Scottish Endeavor Consortium has concentrated on the successful deployment of library technologies and on sharing costs for software, support, hosting and infrastructure. This is only one model of

running a consortium for integrated library software, and one which has been developed to meet the specific needs of a cross-sectoral group with a distinct purpose. Similar consortia elsewhere in the world often undertake a wider remit, and this may be something that the Consortium considers in the future.

*Clare Whittaker is Scottish Endeavor Consortium Support Librarian.*  
Website: [www.nls.uk/sec](http://www.nls.uk/sec)

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2. Sheila Cannell, Fred Guy. 'Cross-sectoral collaboration in the choice and implementation of a library management system: the experience of the University of Edinburgh and the National Library of Scotland.' *Program*, vol 35, no. 2, April 2001, pp135-156.



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## Conference report

### "Jammin' and Jazzin' with Technology"

***Rhona Arthur and Anne Noble* found it hard to choose between excellent sessions at the Educational Computing Conference in New Orleans.**

Jammin' and Jazzin' with Technology was the strapline for the International Society of Technology in Education's National Educational Computing Conference which was held in New Orleans in June 2004. Anne Noble from Marr College in South Ayrshire and I attended the conference as part of our association with the Scottish Executive's Masterclass programme. This programme is delivering a series of ICT training for around 670 ICT 'champions' nominated by local authorities, and includes 22 librarians.

The conference attracts a vast number of delegates, estimates varied between 11,000 and 16,000 and once we got beyond the International delegates reception which included representation 28 countries, numbers ceased to matter. There were 25 Scots, probably the biggest representation except US and Canada, and kilts and tartan were well-received. The conference centre was incredibly large, with three concurrent conferences – it felt a mile long when you had to trek from one end to the other.

The Conference consisted of a wide variety of different sessions, including online discussions, keynote papers, seminars, workshops, birds of a feather discussions, round table discussions and an exhibition hall which would have safely held six football parks. The educational spectrum from early years to school librarianship was catered for and the emphasis on using technology to improve learning was strong. Delegates sat patiently in their session, iBooks on their laps recording from the wireless network, downloading presentations and keying notes or downloading papers and comments onto iPAQs. There were even docking stations to download the latest programmes onto hand-held devices. Fortunately, Luddites were treated to an excellent website, which the SETT organisers are using as their model for development, and a daily newspaper, the *Daily Leader*.

The main challenge was how to choose between the range of interesting presentations, and how to prioritise with the help of an electronic conference planner. As the week went on, there were an increasing number of changes of choice of sessions as delegates became better orientated and the Scottish group worked together to get good coverage of all interests. I focused on information literacy, WebQuests and plagiarism and Anne covered school library papers and her own interests.

The conference opened with a keynote address by Malcolm Gladwell, author of *The Tipping Point*, who mesmerized delegates with his amazing 70s haircut and his theories of how little things make a difference and the critical turning point in delivering change. This was followed by a Mardi-Gras style procession to the Audubon Aquarium of the Americas, boasting the largest collection of sharks, jelly fish and a rare white gator. Anyway, it was on the banks of the Mississippi, that in itself was hard to beat.

I had prioritised information literacy content on my programme but started the conference with a presentation by Tom March on WebQuests. The next session was David Thornburg's Understanding generation.com, which was a fascinating analysis of how today's youth thrive in technology rich environments and how to turn this to the educator's advantage. I went to listen to Alan November, again, who expanded on his theme of Internet and information ownership and manipulation in 'Teaching Zack to think'.

Expanding the school library using ebooks was another interesting presentation, but I couldn't get my iPAQ to upgrade its software so am still trying to assess this. Anne had arranged a meeting with two local school librarians and we spent the rest of the day, swapping information and it was interesting that we shared similar issues. I also filled my time using the email centre and regular forays into the exhibition hall.

I started the second day by junking most of my conference planner and opting for a poster session on plagiarism and discussion with one of the exhibitors from turnitin.com, a service provider, who offer an origination report (at a fee) for those concerned about addressing this issue. I pursued a round table discussion on teaching ethics of Internet Use with a range of educators from high schools and universities and an energetic, to the point of manic presentation about 'The Learning Keystone'. This was delivered by Annette Lamb who must have guessed she wasn't going to need the hundreds of slides she prepared. Although, in all fairness, she was fascinating and her website is worth a visit.

The final morning was spent supporting the Masterclass organisers as they made their own presentation, pursuing WebQuests, using Blogs and Wikis with Bernie Dodge and a preview of David Warlick's paper for this forthcoming SETT conference. Both were excellent and I recommend booking David's session 'Redefining Literacy for the 21st Century' early.

The evening entertainment was lively – we did a bit of Cajun dancing one night, had a riverboat cruise another night and sampled the jazz in Bourbon Street another night. The group tended to stay together and this friendly, social side added to the enjoyment.

This really was a most interesting and useful conference, which offered me a lot of ideas for practical projects. The next NECC will be held in Philadelphia at the end of June 2005.

*Rhona Arthur is Assistant Director, SLIC. Rhona shall be writing up the seminars for Talk2 Learn, the Masterclass online community, and for the Slainte website [www.slainte.org.uk](http://www.slainte.org.uk).*

## **Websites**

The Tipping Point [www.gladwell.com/books.html](http://www.gladwell.com/books.html)

NECC Website <http://center.uoregon.edu/ISTE/NECC2004/>

Alan November [www.anovember.com/](http://www.anovember.com/)



eBooks [www.drscavanaugh.org/ebooks/](http://www.drscavanaugh.org/ebooks/)

Plagiarism [www.turnitin.com](http://www.turnitin.com)

Annette Lamb [eduscapes.com/](http://eduscapes.com/)

WebQuests [webquest.sdsu.edu/necc2004/blogs-and-wikis.htm](http://webquest.sdsu.edu/necc2004/blogs-and-wikis.htm)

David Warlick [davidwarlick.com](http://davidwarlick.com)

### **The librarian as activist**

The sessions which I attended varied from the visionary to the practical, and I know that some of these ideas will be incorporated into my work at Marr College.

'Creating a School Ecosystem for an Information-Literate Learning Community', presented by Sally Brewer and Joyce Valenza, sought to identify the important elements of such a community. The panel emphasised the need for communication, a head teacher with vision, a librarian, good technical support, appropriate resources, standards and respect. In this situation librarians need to be activists, i.e. information experts, information literacy integrators, co-teachers, technical leaders and trainers.

At a later session, Joyce Valenza delivered one of the most practical sessions of the conference, entitled 'Pathfinders: for Learners, By Learners – Tools for Building Research Skills' which provide pupils with a plan for conducting research while promoting librarians as information professionals.

The state motto of Maine is *Dirigo* meaning "I lead" and an example of some of the most innovative ICT work in schools in the United States is to be found in their 1-to-1 Technology Initiative which involves the allocation of a laptop to all pupils in certain year groups. Part of their work involves being taught Information Literacy, and their school librarians are actively involved in this initiative.

Lesley Farmer's presentation, 'Electronic Reference Service: a Teen's Eye View' encouraged librarians to enable pupils to have access to a reference service on a 24/7 basis, by answering enquiries via their website, acquiring a dedicated email address or providing details of relevant enquiry websites.

Like those of our American colleagues, my library has suffered from years of inadequate funding, so I will be following the advice of Terence and Cathy Cavanaugh in their session on e-books. There are many e-books

available for free, which can be downloaded onto a CD or the shared area of your school network.

Unfortunately, 'Project-based Learning in a Technology-Rich Environment' by Sara Armstrong was not as practical as other sessions, merely consisting of video examples of learning using ICT, something which many Scottish schools are already incorporating into their work.

Don Descy provided a fascinating introduction to the 'Invisible Web', showing that there are many valuable websites which we are not accessing. There are over 550 billion documents, most of which are of better quality than the Visible Web. For example, the Library of Congress website is an excellent source, but it is a searchable database which requires text to be typed in and so will not be included if you search via a search engine such as Google.

In addition to all of the social events already mentioned by Rhona, I also joined the 5K Fun Run in the beautiful Audoban Park. Even at 6am the heat and humidity were exhausting, but it was worth the effort to take part.

The conference was informative, and it was a superb opportunity to network with American librarians. Finally, I would like to express my delight at the warm welcome we were given by the people of Louisiana.

*Anne Noble, Marr College, South Ayrshire.*

## **Websites**

### Pathfinders

- [mciu.org/~spjvweb/](http://mciu.org/~spjvweb/)
- [eduscapes.com/](http://eduscapes.com/)

### Maine Learning Technology Initiative

- [www.mainelearns.org](http://www.mainelearns.org)

### e-books

- [www.drscavanaugh.org/ebooks/](http://www.drscavanaugh.org/ebooks/)
- [www.infomotions.com/alex/](http://www.infomotions.com/alex/)
- [www.baen.com/library/](http://www.baen.com/library/)

### Don Descy – The Invisible Web

- [descy.50megs.com/descy/descy.htm](http://descy.50megs.com/descy/descy.htm)

- [lii.org/](http://lii.org/)
- [www.profusion.com](http://www.profusion.com)



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## Public libraries

### Celebrating the network

#### ***Hazel Lauder* rounds up the great achievements of public libraries through the People's Network and other programmes.**

A seminar on 21 June 2004 celebrated the work which public libraries have been undertaking to widen participation in ICT through the People's Network, the NOF CALL programme and the Melinda Gates and Scottish Executive Public Libraries Excellence Fund.

The People's Network connected all public libraries to the Internet by providing 4,500 PCs, broadband connectivity and a range of high specification equipment. Over 4,400 library staff completed their ECDL or an equivalent qualification to support the public in their use of ICT.

The rollout of the People's Network was completed in March 2003 and since then all public libraries have offered public access to ICT equipment and training. More than 8.5 million hours of free Internet and ICT access is available from public libraries in Scotland.

In addition to the People's Network a number of public libraries have made successful bids for NOF CALL funding to develop community access to lifelong learning.

In Scotland, funding from the Bill & Melinda Gates Foundation and the Scottish Executive Public Library Excellence Fund enabled public libraries to deliver ICT into areas of significant social deprivation. Each project brought ICT into communities where there was limited local access. By operating in public libraries, community centres and other venues the projects allowed ICT to be delivered directly into the hearts of communities.

Over 100 PCs were provided to libraries participating in the Excellence Fund projects and a wide range of equipment including printers, digital cameras and scanners were made available.

A number of projects provided solutions to overcome disability or language barriers to accessing ICT. This has ensured that all citizens' can access ICT for their information, communication and learning needs. The equipment and software introduced provides assistance with a range of physical and sensory impairments.

The equipment includes;

- Induction loops for hearing impaired people
- Track ball mice and large keyboards to assist people with mobility problems
- Text enlargement and screen readers for visually impaired people.

In addition to this, assistance has been provided to citizen's whose first language is not English. In Edinburgh, the library service worked closely with the Chinese community to identify their needs. The result was that tutorial support and materials were provided tailored to the needs of the Chinese small business community.

The Excellence Fund projects have acted as the catalyst for a number of innovations including the development of a community website in East Renfrewshire. In Dundee a significant cultural and historical resource has been created and has been appreciated by young and old alike.

The Excellence Fund project was the starting point for North Lanarkshire's lifelong learning web site, which received 1.8 million hits in its first year. Significantly, North Lanarkshire has just secured European Funding to develop the portal over the next three years. This will develop online learning with an interactive ECDL course and the talking head system to provide learner support on a 24x7 basis.

The services that libraries deliver through the People's Network, the CALL programme and the Excellence Fund projects demonstrate that libraries can inspire people to develop their skills and can provide encouragement to support people as they progress. Over 5000 people have benefited from the Excellence Fund projects alone. A significant number of these people were 'older people', or people with a disability, who had never had the opportunity to use ICT in the past.

Libraries can make a difference in people's lives in a number of ways. The quality of people's lives can be improved by supporting the use of email to

keep in touch with family and friends. A Glasgow resident reported that, 'It was good to use the email and learn things I didn't know before, like how Riddrie used to look.'

ICT in public libraries has given people the opportunity to develop new skills to help with employment. A South Lanarkshire resident who was a volunteer worker gained ICT skills which helped them to secure full-time employment.

Library staff have the highly developed communication skills required to build confidence and encourage newcomers to ICT. Library staff work with the youngest and the oldest members of our communities. The oldest person to benefit from the Excellence Fund projects was a 91 year old from North Ayrshire. Libraries provide home work clubs which enable young people to access equipment and support to assist with their school work.

Many people find that libraries provide a relaxed and informal atmosphere which puts them at ease and encourages learning. Often by learning in a group, with members of the community, people find that they are supported by their peers. In North Ayrshire this has developed a step further and members of the community volunteer to help people take the first basic steps using ICT. Sometimes these people have tried 'Computers for the Terrified' courses and given up. IT Buddies have the time and patience to work on a one-to-one basis to encourage these people.

By working with communities to encourage citizens to participate and make use of ICT for information, leisure and lifelong learning public libraries can make a difference to people's lives.

*Further information on the Excellence Fund projects can be found at:*  
[www.slainte.org.uk/Peopnetw/Peopnetprojects.htm](http://www.slainte.org.uk/Peopnetw/Peopnetprojects.htm)

*Hazel Lauder is Network Officer, SLIC.*



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**Something to air**

## Sugar and spice...

**Working with children's picture books, *Tomi Folorunso* noticed that gender stereotyping still exists in some of the most popular titles.**

As many experts have shown in their work, early introduction to books have long lasting effects on children. I work with children's books, and I started to think about whether the content of books has similar effects. After doing some research, I soon noticed an imbalance in gender representation in a lot of picture books. I split the books I considered into two groups. In the first group, which contained strongly stereotypical characterisation, are titles from *Spot*, *Kipper* and *Postman Pat*. For the second group I have titles from the *Maisy* series. As well as this, I came across *Mrs Plug the Plumber*.

In the first group of books most of the major role-playing characters are male. The female characters are fewer and generally play passive roles. In *Spot*, Helen and Sally are the only regular female characters. Sally does most of the domestic chores – when Sam is present in the home he mostly engages in leisurely activities with Spot. The language used to portray the characters also contains sexual stereotyping; in *Spot in the Snow*, Helen's arrival is heralded by a giggle while Steve comes whizzing up in his skates with a “yo-oh Spot”. In *Postman Pat* there are more female characters, but nearly all of the major ones are older women, playing caring roles or engaging in charity work. Sarah, who is a young woman, does not work outside the home. Like Sally, most of her activities centre around Pat and Julian.

Dr. Gilbertson in *Postman Pat and the Big Surprise* is a token professional woman. However, but for her skirt and a single use of 'her', it would have been impossible to identify her as female. In *Kipper*, there are no female characters at all. Even the animals are all either presented as males or their genders not revealed.

Books are a vehicle of socialisation for children. Through books they learn more about the world outside their immediate environment [1] and may begin to identify their own 'place' in society. Yet, in these picture books, children see a society in which males are active and females are passive or non-existent. Could this lead to confusion when they are faced with demands of the real world? Progressing through school and higher education, could children's expectations of themselves and of others be affected by this early conditioning?

In the nursery rhyme *Georgy Porgy Pudding and Pie* girls are reduced to tears by a kiss from Georgy. They are 'rescued' only when other boys

appear, presented as weak and incapable, while males are represented as both the oppressor and the rescuer.

*Mrs Plug the Plumber* by Allan Ahlberg is a refreshingly non-sexist book. Not only does she work, but Mrs Plug works in an occupation that is predominantly male. Even more significant, Mrs Plug is the hero pitted against a male villain, as she rescues a man from a robber. Here, the conventional picture book gender role is reversed. However, there is a balance. The female is not cast in the typical hero mould that was mentioned earlier. Typifying this balance is the illustration on the first page, where Mrs Plug is seen doing some plumbing and watching the baby at the same time, while Mr Plug reads the papers.

In *Maisy Dresses Up*, we see a marked absence of sexual role stereotyping. Maisy considers dressing as a fire-fighter (not fireman!) and as a pirate. When she makes herself an outfit, it is neither a nurse's uniform nor a tutu. Similarly refreshing is the relationship demonstrated between Za - Za's parents in *Za - Za's Baby Brother*. Both share the housework and other chores.

As long as there is conclusive evidence that early introduction to reading has lasting effects on children's development, it is important to consider the possibility that the content of books, too, could have lasting impact. Through story- and rhyme-times librarians play a very important role in introducing children to books. Librarians could use story-times as avenues for discussion with parents and carers. Talking openly about the books they use during these sessions and their rationale for choosing them would further empower parents in introducing their toddlers to books and reading.

The Carnegie and Greenaway awards, judged by librarians, provide a vital platform from which to influence the content of children's books. Another opportunity lies in the Booktrust Early Years Award [2] which has two new categories dedicated to preschool children and a member of the library service is on the judging panel. If concern about sex-role stereotyping is reflected in these high profile platforms, it will hopefully lead to further research and debate of the issue.

It has long been established that girls generally do better than boys in reading and in their GCSEs [3]. Yet by the time they leave post-secondary education and move into employment, the situation is reversed.

Undoubtedly, more research is required in this field. Meanwhile, from parents and carers to teachers and librarians, no harm would be done by paying closer attention to the material we use with our pre-school children.

*Tomi Folorunso is Library Development Officer at Scottish Book Trust.*

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[1.](#) Weitzman, L. J. et al. 'Sex - Role Socialisation in Picture Books for Preschool Children'. Reprinted from *American Journal of Sociology*. 77.6 (May 1972) 6.

[2.](#) Winners of the Booktrust Early Years Awards 2004 will be announced on 29 September.

[3.](#) The Scottish Office. *Scottish Education statistics Annual Review 3: 1998 edition*. ([www.scotland.gov.uk/library/ documents-w/sesar](http://www.scotland.gov.uk/library/documents-w/sesar)).

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## School libraries

### Teaching with technology

***Donald Maclean explains the development of his school website, and how he sees the future role of the school librarian.***

*"The chance to achieve their ambitions and full potential – that's what all our children deserve and that's what Scotland's schools must deliver."*

Peter Peacock, Education Minister  
Scotsman 17 March 2004

A laudable target, but one that I think can only be achieved if people work in partnership, whether staff, pupils, parents or the wider community. [Moir Methven's Presidential Address](#) (abridged in *Information Scotland*, June 2004) struck a chord with me, as I realised that the most effective projects I have worked on recently have all featured partnerships of some kind.



These have tended to be small in size and incorporated professionals from a wide range of disciplines.

### **Auchterarder website**

I created the website for the Community School of Auchterarder in October 2002, but didn't go live with it on the web until there was a definite purpose for it. The project took on a life of its own after a partnership was forged with a Modern Studies teacher, Simon Walker. In 2003, Modern Studies Online at Auchterarder attracted publicity due to the way that Simon used the website to offer homework online and online lessons.

Research carried out at that time showed that more than 80% of households in the area had access to the Internet. This partnership was immensely rewarding and pointed the way forward for the school website, whilst at the same time emphatically confirming that this type of project is worth undertaking. (Simon has since moved on, and now runs the Upper School Quartet in the British School In Tokyo.)

In 2004, working with Ron Cowie (PT Art & Design), I decided to look again at the structure of the website as it was obvious that one person could not update a website for the entire school. I was happy to concentrate on the structural, navigational and content aspects of the site whilst Ron supplied the visual and graphical expertise. We looked at different ways of allowing individual members of staff to access and update the site, without the involvement of the web manager, and with minimum technical knowledge. We decided to use Macromedia Dreamweaver and Contribute, which allows users to update the website as easily as they could update a Word document (further details are available on the website).

The website is at an early stage, but the Learning Resources Centre (LRC), Careers and Art & Design areas give an idea of how the site may look when other staff join in. Staff will have introductory training sessions in September 2004 to learn how to use Contribute, and how to prepare images for use on the web. As can be seen from the Art & Design area of the site, it is easy for teachers to post news items, homework and homework deadlines, and departmental resources. The aim is to create a tri-partnership between staff, pupils and parents to support, inform and improve.

### **LRC area**

We have big plans for the LRC area, and hope to build a powerful reference area designed specifically for schools. We also hope to publish curricular support materials such as lists and recommendations for

Personal Study Texts, as well as guides and further information. We have started on this task, but have some way to go, and will most certainly be consulting with fellow librarians, teachers and pupils as we go along. I keep a close eye on the correspondence in the Scotlib Yahoo Group which helps keep up with new ideas and supplies various nuggets of information.

## **Careers**

In the summer of 2003, the thorny issue of updating the Careers Library Classification Index (CLCI) materials raised its inevitable head, and I decided to do something to avoid this annual paper chase. I started to build a database of employers' websites, categorised using the CLCI definitions as a guide. This meant that employers updated the materials at their end, as opposed to all school libraries chasing employers annually for paper materials.

The project was discussed with Careers Scotland, and the result (Employers On The Web) contains links to over 1500 UK employers, and ties in with the Careers Scotland listings where appropriate. This area is for use by any librarians or careers workers, who are welcome to link to or copy the lists as they see fit.

## **Librarians' role**

I have had many discussions with colleagues about the role of the librarian in today's hi-tech information age. Opinions generally tend to go one of three ways: plunge in and go for it, use the technology but only to support our own traditional methods, or keep out of it and stick to what we're good at.

I'm definitely entrenched in the first camp. The Internet is an obvious example. Schools and authorities work in partnership with software companies to filter out the many undesirable elements, and I think it is up to us to be at the forefront of evaluating, storing and presenting the rest. Our school website runs alongside the school Intranet, which has links to thousands of curriculum-specific websites and pages, created in conjunction with the relevant departmental staff.

Working with teachers and the 5-14 curriculum led to the formation of a company which supplies such weblinks across a wide range of 5-14 topics, along with supplementary materials, Topics Online. This company is run by a partnership of information and teaching specialists.

Digital video is a very trendy topic in schools at present, with some teachers dipping their toes in to see what they can do with the medium. I

don't think librarians should be left behind. I've personally found video to be very conducive to building relationships with staff and pupils. I like to film school trips, sporting events etc. edit them, add music and present them purely for entertainment. However, this particular medium is far too powerful to be used exclusively for entertainment.

One of the traditional challenges facing librarians is how to instruct pupils in efficient use of a library. They are usually keen to get their hands on the goods, but are often not so happy to receive instruction on how to find things, especially if this information is offered as a 40 page text document. This is one of many areas where I think Digital Video would be ideal. As well as being physically shown round a library, and offered a handbook, a video could be available on library PCs showing pupils how things work, and where everything is. This would be visually appealing, effective and always available.

I think we are at a crossroads at present, and indeed have been lingering at the crossroads for some time. Should we embrace new technology and start to create as well as store and categorise, or should we re-trench in our traditional areas of expertise? I believe if we choose the latter option, we will become redundant. It is essential that we not only adapt, but use new methods and technology to push forward our own information handling skills and techniques. I believe that ICT encourages partnership, in that often collaboration is required to learn how to use the equipment as well as to create projects. My own experience of using ICT is that it is challenging in some ways, often frustrating, very rewarding when things work out, and above all, good fun!

*Donald Maclean ([dmaclean@auchterarder.pkc.sch.uk](mailto:dmaclean@auchterarder.pkc.sch.uk)) is Learning Resource Co-ordinator, Community School of Auchterarder*

## **Relevant websites**

Community School of Auchterarder website:

[www.auchterarder.pkc.sch.uk/index.html](http://www.auchterarder.pkc.sch.uk/index.html)

Art & Design Department

[www.auchterarder.pkc.sch.uk/Departments/ArtandDesign/html/Home\\_page.html](http://www.auchterarder.pkc.sch.uk/Departments/ArtandDesign/html/Home_page.html)

LRC Area

[www.auchterarder.pkc.sch.uk/LRC/html/Home\\_page.html](http://www.auchterarder.pkc.sch.uk/LRC/html/Home_page.html)

Employers On The Web

[www.auchterarder.pkc.sch.uk/Careers/html/employers\\_web.htm](http://www.auchterarder.pkc.sch.uk/Careers/html/employers_web.htm)

Scotlib Yahoo Group  
[groups.yahoo.com/group/scotlib/](http://groups.yahoo.com/group/scotlib/)

Topics Online  
[www.topicsonline.net/](http://www.topicsonline.net/)

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## Endpiece

### Adding value

#### **Brian Osborne says we must do more to promote the added value of libraries.**

Am I going to be the only library columnist not to get some mileage out of the Libri report *Who's in Charge?* Not a chance!

There is much of significance in the report, which was written by Tim Coates, a former Managing Director of Waterstones, although some of its intellectual leaps are beyond me – for example the bland assumption that Hampshire County Libraries with a staff of 511.9 fte can be managed by three people other than those providing front line, customer-facing, services. Query: how many back office staff do Waterstones have? His recipe of trebling expenditure on books and doubling opening hours, and doing this, and more, within existing budgets, however does seem like work for the Magic Circle rather than for CILIPS members.

The report's assumption that the bookshop model for staffing, for cataloguing, or for acquisition, can be simply carried over into the library field is not one that many library practitioners would endorse, or one that would seem to make for efficient library services. Unfortunately people outside the profession will pick up Coates' report and assume that it represents something more than what it actually is: an extrapolation from one, not necessarily typical, service by a writer with a particular and entrenched view about public libraries.

However one thing that I think that emerges from the whole episode is that as a profession we have signally failed to impress on the public, or on our paymasters, exactly how a library differs from a bookshop, what libraries do and why libraries are needed. For evidence of this failure you need only look at the words of an intelligent and knowledgeable Scottish publisher, Hugh Andrew, Managing Director of Birlinn Ltd (Hugh publishes me so he is, of course, by definition intelligent and knowledgeable) who was quoted in the *Sunday Herald* of 30 May as calling on libraries to "reform their elephantine and self-perpetuating bureaucracy."

Hugh Andrew may be relied upon for a pithy phrase, but his words cannot and should not be totally ignored. Whether or not we see librarians as elephantine, it seems other people do, and we and our professional bodies have a major job to do to convince the world that libraries are adding value, changing lives and delivering irreplaceable services and that the Coates solution is not the only or the best way forward.

Hugh Andrew's comment was made in the context of concerns about the state of Scottish publishing ([touched upon by Colin Will](#) in *Information Scotland* June 2004) and in particular the decline in public library spending on Scottish material – a matter close to Hugh Andrew's heart (and to mine, if I may declare a commercial interest!). Of course one common thread in Tim Coates' and Hugh Andrew's concerns surely is rooted in a decline in overall materials budgets – given decent bookfunds the percentage of total spend on books would be higher than the, admittedly disappointing, 9% Coates reports, and the spend on Scottish books in Scottish libraries would also be higher. The fact that the average Scottish authority only managed to reach 70.1% of the target for adult stock additions tells its tale of a funding crisis of significant proportions. However, even within what are often disgracefully low budgets, there must surely be a case for prioritising material reflecting Scottish life and culture.

Gordon Platt of Canadian Heritage demonstrated what can be done when he spoke at a Royal Society of Edinburgh seminar on Scottish Publishing in June. Thanks to the support given to writers and publishers by the Canadian Government the percentage of books sold in Canada that are written by Canadian authors has risen from less than 10% in the 1960s to almost 40% at present. Please don't ask what percentage of books sold in Scotland are written by Scots or published in Scotland – the answer, if it could be produced, would only depress you.

The decision to support Canadian writing and publishing was not made in a narrowly protectionist spirit or to create an inward-looking culture. The support was given because it was realised that Canada, if it is to be anything more than a US branch office, must give her citizens the tools to

talk with themselves, to tell their own stories, write their own histories and argue over their future. Without such intervention Canada saw herself threatened by cultural assimilation by a larger southern neighbour. Now why does that sound ever so slightly familiar?

Brian D Osborne

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## President's perspective

### It's not just the big names

**Dundee libraries are working with the Scottish Publishers Association in a concerted promotion of their books. *Moir Methven* says more libraries should do the same.**

Back in January I decided that one of these columns would be on the subject of Scottish publishing. My reason for this was because I had recently read the minute of a meeting between the Scottish Arts Council and the Scottish Publishers' Association outlining plans for a Scottish Bibliography for Libraries. It made interesting reading and provided plenty of food for thought. For example, since Cawdor Books closed, sales of Scottish published books to Scottish libraries have fallen by 25%. A disturbing statistic, and one that really ought to prompt public libraries to examine their purchasing policies. (See [Information Scotland article on Scottish Bibliography for Libraries](#)).

[Brian Osborne's comments in the August issue of Information Scotland](#) on how the Canadian Government has turned around the decline in that country's writing and publishing industry is particularly timely. Scottish publishers could perhaps learn from their Canadian counterparts.

We may live in a world of global communication where access to information is on an international scale, yet feelings of community, both

local and national, are undiminished. Our literature plays a large part in our cultural identity. It helps define who we are. Writers such as Neill Gunn, Robert Louis Stevenson and Lewis Grassie Gibbon, as well as contemporary authors like Iain Banks, Andrew Greig, A.L. Kennedy and James Kelman, are truly international but have the added dimension of 'speaking' to the Scots, be it in the rhythm of their prose, the dialect used, the location, or the issues raised. Successful authors like these are, in many cases, not with publishers based in Scotland, but it would be wrong to assume that the output of Scottish publishers is parochial or uninteresting.

Canongate, to take one, are publishers of Booker winner *The Life of Pi*. They also brought us J. MacDougall Hay's *Gillespie* – a Scottish classic if ever there was one. In 1980 they published Alasdair Gray's *Lanark*, a seminal work of Scottish fiction. Incidentally, if you bought a copy back then it would have cost you £7.95. A first edition now is worth about £300 – another good reason to support Scottish publishers. Smaller imprints like Luath Press list Matthew Fitt, and Argyle are publishers of Des Dillon. Several of the biggest names in Scottish fiction such as Rankin, Kelman, Kennedy and McIlvanney started with Scottish firms, so by not giving these publishers' lists due attention, we may well be missing out on young talent destined for greater things. Equally, by not buying new writers at an early stage we may be denying them the future success and recognition they deserve.

So what to do? On the one hand, public libraries are not paying enough attention to, or buying from Scottish publishers' lists, and on the other, the same publishers need to be more active in bringing their writers to our attention. This is more pressing for them now that at any previous time, as all major library suppliers are now based south of the border, and less likely to carry much of the output of Scottish publishers.

I mentioned the need for us to look at our purchasing policies. Purchasing Scottish published material could easily be built into them. But it's not just the publishers who need to promote their books more, libraries also need to. Those with responsibility for Reader Development have an important role. Experience has shown the impact face-out displays and strategically placed promotions can have on borrowing. More promotion of Scottish published titles would mean more borrowing and an increased interest in Scottish material. In an earlier column, I mentioned the fact that the major bookshops are active in promoting Scottish and local titles because they know there is a demand for them and therefore increased sales potential. For us, one benefit is higher issue figures.

Currently in Dundee we are working in partnership with the Scottish Publishers Association in a concerted promotion of their books. We had a very successful launch of 'The Best of Scottish Publishing' in September. This collection of fiction and non-fiction is displayed at the entrance to the adult lending area where it can't be missed. We intend to monitor the issues from this collection and the results will inform how we house and display our Scottish material in the future.

New books from big name Scottish authors are eagerly awaited. While you and your borrowers wait for them, have a look at, and promote, some other Scottish titles. There's lots to enjoy. Try Anne Donovan's *Buddha Da* from Canongate, or Lin Anderson's *Driftnet* from Luath. Two very different books but equally enjoyable. One is comic and with a touch of romance (affair would be a more accurate word), the other dark and brooding.

And speaking of romance and novels, here's a novel idea about romance. I've been passed a letter from a North American colleague who is writing a book on romances which blossomed in libraries. If you have a story to tell and are happy to see it in print get in touch with Madeleine Lefebvre who is Librarian at St. Mary's University in Halifax, Canada at [madeleine.lefebvre@smu.ca](mailto:madeleine.lefebvre@smu.ca); [www.smu.ca/administration/library/](http://www.smu.ca/administration/library/).



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## Profile

### Creating a success story

**Anne Louise McGough says that opening up the creative side of young people is her top priority. She has plenty in her background to achieve this.**

"The more elements of creativity you can give to a child, the better. Its all about bringing museums, libraries and schools together – the fun elements – after all, we're not teachers, we're librarians, information facilitators."



Anne Louise McGough is talking about her priorities for her new job as Senior Officer, Young People's Library Service at West Dunbartonshire. Having worked in most areas of the arts herself, she knows enough about the value of creativity.

She is probably best known for her time at Yoker Youth Library, 1993-97, the innovative teenage service that sadly was closed down despite a high profile campaign with the backing of then MP Donald Dewar and Glasgow Council leader Frank McAveety. But she may also be known for running the company Theatre Seanachaidh ('storyteller' in Gaelic) 1986-90, which got up to all sorts including performances on flights to New York, a permanent slot at the Glasgow Garden Festival, community work in schools and businesses, and book and tape publishing. She has also had a stint at marketing Glasgow's world-famous Citizen's Theatre to schools...

Her past achievements provide good evidence of the power of co-operative working, and attracting as much external funding as possible. They also show a remarkable ability to take things out into the community as well as bringing the best of the creative arts into the libraries she has worked in. One good example is from her previous post at Renfrewshire – the innovative ArtsGame scheme involving projects held over three summers at Ferguslie Park Library. Each of the performances involved a plethora of art forms – drama, dance, music, literature – alongside IT in the form of computer generated backdrops, which attracted £50,000 funding from the Lottery, BAA and Paisley Partnership. The programmes each year managed to engross 35-50 10-14 year olds in an area where it was said no one would be interested. "But they came three years running, all day and every day, and they loved it," said Anne Louise, "The spin-off has been a library 'overrun' with kids and teenagers."

At Ferguslie Park, Dave Anderson was just one figure from the acting world to be enticed into the project, along with musician, Carol Laula. Another project working across departments was I-mag ([www.i-mag.co.uk](http://www.i-mag.co.uk)), the web-based magazine which involved teenage boys at six libraries in Renfrewshire. For this, journalists from the *Daily Record* and from *M8* magazine contributed their time, and stars from the music world such as Jill Jackson from Speedway and the group Blazin' Squad were brought in for interviews.

Although she has worked in general community librarianship in Edinburgh and in East Ayrshire, Anne Louise says that it is her time at Yoker, the first independent youth library in the UK, that has been the basis of a lot of what she does now. Her five years there coincided with the rise of the teenage novel – *Trainspotting* was published during this period. She brought authors such as A.L.Kennedy, Janice Galloway and Alan Warner into the

library, there was a fast turnover of stock – especially of magazines and graphic novels – music, discos and other events. Funded independently by Urban Aid, the fight against closure won a Council-backed reprieve for one year, but then lost out to the local sports centre. During its heyday, visitors came from as far as Sri Lanka, and its innovative ways were discussed at conferences all over the world.

She thinks that the closure probably would not have happened today, as government – local and national – realise more the importance of devoting money to young people's services, and the essential role libraries play in community learning and development, family literacy and early years intervention. She is optimistic for other reasons, too: "I also think we have to harness the power of the book right now – it is becoming very sexy to read books. The political sphere still needs working at, of course."

As well as creativity, another priority for youth services is long-term thinking and joined-up working, such as the Dialogue Youth scheme. West Dunbartonshire has cultural co-ordinators – artists, dramatists and writers – who work closely with schools.

Projects coming up include 'Asda Book Crew'. At the Dumbarton branch of Asda, staff are actually paying for books for new reading groups for young people. Then there is the 'Big Draw': two artists will hold workshops in 11 libraries in which 8-14 years olds will create works of art based on 'Icons of Time'. These will be displayed like stained glass at the libraries' windows.

Another important project which adds the discipline of animation to the huge list of multi-creativity is for a writer, an animator and an illustrator to work alongside children in libraries. Children will consider various pictures, then build up narratives to create an animated website of stories – three types of art working together. "Visual literacy is now acknowledged as incredibly important," says Anne Louise. "Babies and young children learn a lot more visually than was previously realised."

A third priority for Anne Louise is training, for front-line staff in particular. She is a member of CILIPS Education Review Group, currently looking at CPD in Scotland. "Libraries may be firmly on the book-loving bandwagon, but open and friendly staff with good people skills are essential for our services," says Anne Louise.

If they can't attract the children in the first place, how can libraries help to open up their creative sides?

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## Aiming Higher

### Aiming for universal access

**In the first of a new column on issues in higher education libraries, *Catherine Nicholson* looks at the activities of the SCURL Special Needs Group.**

The introduction of the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA) has had a major impact on libraries across the sectors. The Special Needs Group of the Scottish Confederation of University & Research Libraries (SCURL) has been working collaboratively for the past three years in support of the legislation with a stated aim "to provide and improve services and facilities for users with special needs in SCURL member libraries aiming towards universal accessibility."

The group has a number of key objectives:

- To co-ordinate information on services and facilities available for users with special needs in SCURL libraries
- To raise awareness of good practice guidelines
- To disseminate information from official agencies and respond as appropriate
- To act as a pressure group to improve provision for users with special needs
- To encourage the sharing of equipment and/or software
- To explore the potential for collaborative purchasing in this area
- To collaborate, where possible, in project bids or funding applications
- To determine training requirements and advise on how these can be progressed
- To build links with other organisations working in the same area

### Activities

In the last two years the group has

- Met twice yearly with meetings circulated among the member institutions. Meetings include talks by specialist speakers and a visit to the local Assistive Technology Centre or other facilities or services for disabled users.
- Established a Steering Group to drive forward the agenda between meetings
- Set up a JISCMAIL discussion list for members. It was recognised at an early stage that institutions were at differing levels of development. The discussion list provides a useful means of gathering and disseminating information and enabling mutual support and encouragement between meetings.
- Developed a dedicated website hosted and maintained by the Centre for Digital Library Research on behalf of the group (<http://scurl.ac.uk/WG/SNG>). Minutes and documents can be found here and a links page lists sites identified by our members as the most useful to them in their work.
- Produced a new edition of an earlier publication to assist library staff support their disabled users. This publication *Supporting Library Users with Disabilities: a guide for front-line staff* had its official launch in Dundee University on 9 September 2004. Originally produced in 1998 as a result of the SCONUL Award Scheme but still in demand, it was updated to take account of recent changes in legislation and the focus was altered to extend its use beyond higher education. The booklet is divided into two sections: the first gives practical advice for front-line staff and the second provides guidelines on running a training day based on the authors' own experience. Funded by SCURL and SLIC, the booklet is available both on the website and in hard copy.
- Conducted an audit of special needs equipment and services in SCURL libraries. This exercise was fundamental to establish provision and determine future priorities. The audit is divided into four sections: general, physical, assistive technology and service provision and will be updated bi-annually. SCURL libraries vary in size, members and missions, and this is reflected in the audit results. However, the audit can be used to benchmark member libraries' provision in equipment and services and identify market leaders in specific areas of assistive technology. It is hoped that the audit template might be rolled out to other sectors to enable a better picture of provision to be established at local, regional or national level.
- Continued to liaise with other groups across the UK with a representative attending the CLAUD annual conference. This year's conference focused on making library buildings accessible and a

conference report is given at the autumn meeting and made available on the website.

## Success factors

The success of the Special Needs Group is due to a number of factors:

- Increasing support for initiatives to improve provision for disabled users
- Awareness of the legal and political drivers
- History of collaborative working in SCURL member libraries and strong sense of community
- Support and encouragement of SCURL Directors

But the most important factor by far is the enthusiasm and commitment of the members who welcome the opportunity to make a difference.

*Catherine Nicholson is SCURL Development Director.*

## Information

Print copies of *Supporting Library Users with Disabilities* available price £10 (incl p&p) from: Sandra Charles, Library, University of Dundee, Dundee DD1 4HN.



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## Behind the screens

### Defining roles

The SLAINTE catalogue is developing into a support service for the continuing professional development of Scottish library and information professionals. *Gordon Dunsire* explains the recent overhaul.

The catalogue of SLAINTE, the information service for Scottish librarianship maintained by CILIPS and SLIC, has been reviewed and overhauled as part of the Scottish Portals for Education, Information and Research project (SPEIR). SPEIR has looked at rationalising the cataloguing of Internet resources in the SLAINTE catalogue, the BUBL information service catalogue, and Scotland's Culture, the Scottish cultural portal. In particular, SLAINTE contained records for Scottish cultural resources which overlapped with Scotland's Culture, and other records duplicated in BUBL.

The outcome of the SPEIR work is to retain the three catalogues but each now has a more clearly defined scope: SLAINTE will concentrate on resources for Scottish librarianship; Scotland's Culture contains resources about Scotland; and BUBL will continue to provide a general catalogue of Internet resources on other topics.

Records for Scottish cultural resources, many associated with the old Scottish authors section of SLAINTE, have been moved to the Scotland's Culture catalogue. Records for other resources, such as the reference websites identified by Scottish EARL, were also removed from SLAINTE and will be incorporated into the BUBL database in due course. This phase of rationalisation left the SLAINTE catalogue containing resources for Scottish librarianship, including CILIPS and SLIC reports and proceedings of CILIPS (and Scottish Library Association) conferences and special interest group seminars. These records have been checked for broken links and upgraded to MARC21, with Library of Congress Subject Headings and Dewey Decimal Classification numbers added.

During 2004, the coverage of digital materials related to library and information science has been expanded. One impetus for this has been the launch of the online version of *Information Scotland*. A standard catalogue record is created for each article in the journal, to complement the free-text searching provided for the online service. Records are created using the OCLC Connexion subscription provided by SLIC for the Scottish Distributed Digital Library initiative, so they are added to WorldCat before downloading to SLAINTE, thus promoting the work of Scottish librarians in a global arena. Another area of expansion has been the cataloguing of reports and presentations from projects associated with the development of the Scottish common information environment, including the Scottish Collections Network (SCONE), Cooperative Information Retrieval Network for Scotland (CAIRN), and High-Level Thesaurus (HILT).

SLAINTE also contains records for resources supporting new and developing initiatives in Scotland including the Harvesting Institutional Resources in Scotland Testbed (HaIRST) project which uses the Open

Archive Initiative (OAI) protocol, and the SCURL Science Information Strategy Working Group's work on open access publishing and Scottish science portal. These resources include relevant articles from *Ariadne* and *DLib* magazine, standards, manuals, and other online tools.

The SLAINTE catalogue is thus developing into a support service for the continuing professional development of Scottish library and information professionals. It contains a wide range of materials associated with current developments and trends, from simple PowerPoint presentations to formal reports. All resources are seamlessly available online, with no subscriptions or passwords required to access them. The SLAINTE catalogue can be used with any standard Web browser from anywhere and at any time.

Records can be found by browsing or keyword searching titles, authors and subjects. Advanced search options include Boolean operators and multiple indexes. Point-and-click searches for related works can be made from within any record to find other resources with the same author or subject. Citations derived from retrieved records can be added to a 'shopping basket' (currently called My list) and emailed for future reference by the user. The citations contain the URL of the resource, so they can be used as the basis of a personal bookmark list.

As with Scotland's Culture, CAIRNS, and SCONE, a specific search on SLAINTE can be 'canned' or incorporated into a URL. This URL will automatically carry out the search on SLAINTE whenever it is clicked. One or more such URLs may be used as hyperlinks on external websites to provide very simple point-and-click search interfaces; such searches are dynamic, so any new resources added to SLAINTE will be picked up each time the URL is used. An example of this facility can be found in the OAI Scotland Information Service (OASIS) being developed by HaIRST (see <http://hairst.cdlr.strath.ac.uk/oasis/OAI.htm>). Other potential users include library schools and internal library training programmes. Instructions on creating canned searches will be made available in the near future.

The SLAINTE catalogue can be accessed by using the Search button on SLAINTE website pages. SLAINTE is also a member of CAIRNS and can be included in a one-stop-search of other Scottish library catalogues. It is also a component of the Scottish Distributed Digital Library.

The service is still being developed, and welcomes and encourages comments, queries and suggestions. If you would like to comment, or suggest new resources for the catalogue, or create specific canned searches, please contact Emma Jones at SLIC ([slic@slainte.org.uk](mailto:slic@slainte.org.uk)), or

Gordon Dunsire ([g.dunsire@strath.ac.uk](mailto:g.dunsire@strath.ac.uk)). SLIC can provide online storage for relevant, quality resources not available elsewhere, and welcomes submission of digital materials such as reports and training packages of interest to Scottish librarianship.

*Gordon Dunsire is Depute Director, Centre for Digital Library Research.*

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## Research

### Information on the edge

**Even the post is affected by the weather in Foula and Barra. Sue Beer reveals what she has discovered about information access in remote island areas of Scotland.**

Having lived in a remote part of Shetland since 1974 and having worked there as a business information provider, I have a particular interest in access to information and provision of information services in remote island areas of Scotland. I have also been involved for some years with the Shetland Islands Citizens Advice Bureau (CAB), providers of general advice and information services.

My particular research interest is in gaining a greater understanding of the role of information in ameliorating the effects of peripherality and, conversely, how living in a remote area may make it more difficult to access and disseminate information.

I have interviewed over a hundred representatives of businesses, community and voluntary groups in four remote communities in each of Shetland and the Western Isles, and the information providers that serve them. The experiences of these interviewees, particularly of barriers to information flow and examples of good practice in information access and distribution, have provided me with the basis for my research. The communities I looked at are: the islands of Foula and Unst and the mainland



parishes of Walls and Sandness and of Northmavine in Shetland; the island of Barra and the Bays of Harris, Uig and Bernera and Ness in the Western Isles.

My findings so far have shown that islanders in both groups put a great deal of value on information that they have acquired from known sources, preferably in face-to-face contact but necessarily also by telephone. Many people will ask for information from a known individual within an organisation but, on the other hand, a desire for anonymity and a reluctance to be seen to be seeking information may mean that they seek information from outwith their own community, in particular avoiding family and close friends or the scrutiny of their neighbours. Although the telephone can save a lot of travelling, it does not necessarily give anonymity, as voices in a small community can be often be recognised, so the Shetland CAB gets the occasional enquiry from Orkney or the Western Isles.

Living in a more remote community your need for information may be greater, but the cost of travelling both in time and money within the island groups is a major barrier to information flow, and this may be underestimated even locally; for example, the distance between Sandness, in mainland Shetland, and its 'local' community development office is a 56 mile round trip; to get there by bus involves two changes and costs £8.20 return. A Western Isles interviewee from Stornoway spoke of being asked by a Glasgow colleague: "Can you pop down to Barra?" to see a client; this would have cost £180 by air, or else he could have taken two ferries each way and a couple of days for the round trip. As he said to me: "How ridiculous is that?" but, of course, his Central Belt colleague just had no idea of how ridiculous it was, as far as he was concerned it was "just down the road".

These distances could also affect people's access to IT training, especially if they have no car, so affecting their ability to access the Internet effectively.

Service provision within and to the islands is not of the same quality as the majority expect in the UK: although broadband has recently made its way into Lerwick and Stornoway, the island capitals, it has yet to be rolled out to the areas of study, and in some cases there are no plans for such provision. There is no fixed telephone link to Shetland so both voice and data telephony through the microwave link can be affected by weather; Foula's phone service involves a system of shared lines and a radio link from the Shetland mainland; users there told me how frustrated they were at the length of time it takes to get online or download an email. Mail deliveries by plane to Foula and Barra are very much weather dependent

and, since Barra's airstrip is on the beach, it is also tide dependent; letters take a long time to arrive in bad weather.

Travelling to the mainland is extremely expensive and time consuming: over £300 for an economy return from Shetland to Aberdeen, or an overnight trip on the boat. Going to a meeting or training for a couple of hours in the Central Belt can take you away from your desk for three days; and people also told me they could feel lonely or intimidated in 'the big city', despite the shopping opportunities! But I did find that, for a large number of my respondents, particularly the information providers and business people, the networking opportunities that travelling to conferences, exhibitions and meetings presented were invaluable for sharing best practice with their peers; joining in on meetings through video conferencing just did not allow for the same exchange of ideas and information.

But it is certainly not all bad news. Both island groups were very international in their outlook and entrepreneurial by nature; strong personal networks and intimate knowledge of who does what within the community mean that individuals and groups can reach the 'right' person to answer their information enquiry very quickly; the long service record and continuity of staff, particularly in the Western Isles, helps facilitate the sharing of best practice; as does the preponderance of good partnership working and people within the community who 'wear many hats'. Above all, perhaps, there is a thirst for the acquisition of knowledge and information and an exchange of local information that may no longer exist in less peripheral areas.

Altogether I found that exclusion from information in these remote island areas was a combination of human, geographical and technological factors: lack of flexibility by central information service providers, the desire for anonymity, lack of understanding of the ramifications of distance and the concomitant costs in time and money, poor quality telecommunications, distances from IT training, information provided that was inappropriate or inapplicable in an island context, the meeting of personal or organisational agendas – the list goes on. However, the advantages of personal contact and knowing where to start on your information hunt can more than make up for these deficiencies.

I am very grateful for the support that I have received in my research from my supervisors, Dorothy Williams and Jane Farmer of The Robert Gordon University and The University of Aberdeen respectively, and for the financial support of The Robert Gordon University, The Carnegie Trust for the Universities of Scotland, The John Campbell Trust and The Regional Studies Association.

*Sue Beer is a PhD student in the Information Management Department of Aberdeen Business School, part of The Robert Gordon University. Her research topic is The relationship between access to information and the effects of peripherality (in the context of the Northern and Western Islands of Scotland).*

*Interim findings from her research are published in **Libri**, 2004, vol.54 as 'Information Flow and Peripherality in Remote Island Areas of Scotland'.*

*Sue is winner of Libri Best Student Paper Award 2004.*

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## Public libraries

### Vision and integration

***John Barr* describes how the newly refurbished Hamilton Town House Library is carrying on Carnegie's vision for future generations.**

The Hamilton Town House, the culmination of a vision for South Lanarkshire Council, was officially opened by HRH the Princess Royal on 8 September. It is a flagship development, providing people who live and work in South Lanarkshire with a wide range of opportunities, interests, activities and experiences.

The Hamilton Town House has been designed as a new and exciting experience for our customers. By adopting a 'one door' approach to services, the partners in the project have attempted to create a visitor experience that crosses traditional boundaries of provision and is firmly customer-focused. The building includes registration and marriage facilities, a theatre, an arts centre, a library and an innovative ActiveIT learning centre.

Like many other public libraries in Scotland today, the former Central Library was gifted to the people of Hamilton in 1907 by Andrew Carnegie.

Later additions to the building incorporated the library into a civic masterpiece comprising council chambers and a large theatre.

However, despite the physical integration of the building over the following 70 years, business areas remained quite separate, with little contact between the occupants. The better part of a century had taken its toll on the fabric of the building and the time was approaching where significant investment would be necessary to maintain functionality.

This presented a dilemma for library managers, as it became clear that simple fabric renewal was no longer enough to win new and increasingly consumer-aware customers. Further development was necessary for long-term sustainability.

The challenge was to recreate the spirit of Carnegie's initiatives in a modern context. Carnegie's gift of libraries gave people access to more than just books. To working class people at the turn of the nineteenth-century, access to the world of reading and education was like having the radio, the television, and the internet all rolled into one. We have attempted to recreate his vision and generosity with the Town House Library - Carnegie in a New Millennium context.

The project had four key partners, driven by the different needs of their clients but aiming to provide an integrated experience for customers. To give a musical example, at the Town House you can immerse yourself in a recital of traditional music, learn the basics of playing an instrument in an informal class, surf the Web to meet, learn and interact with artists on a virtual campus, share files with a musician in New Zealand – and then take home some music books to read in bed!

The partners from South Lanarkshire Council were:

**Libraries:** who would contribute significantly to the learning and ICT dimension of the building by creating the cutting-edge ActiveIT learning centre.

**Community Resources:** who would contribute an excellent performance, theatre and function venue and carry responsibility for the overall management of the integrated services.

**Arts and Culture:** who would create a new and innovative Arts Centre, with a lively programme of cultural and hands-on activities.

**District Court, Licensing and Registration Services:** who would create a versatile and impressive new facility for weddings and civil registration functions.

As the potential partners met, it became more and more apparent that their shared interests stretched beyond the fabric of the new building. Common client groups were identified and common lines of business activity quickly began to emerge. It was soon realised that there was more than an opportunity for collocation here – there was nothing new in that – but that an entirely new customer experience could be built, based on synergy and seamless co-operation.

As a result of this integration, multi-stranded funding bids could be prepared, with innovation – an ICT dimension underpinning an arts experience – featuring strongly in these bids. Further opportunities to link business areas soon began to emerge – joint working with registration to develop comprehensive family history research facilities, for example.

The funding package involved Historic Scotland, the Scottish Arts Council, the Heritage Lottery Fund and South Lanarkshire Council itself, which contributed £9.3m of investment towards the total £10.2m cost of the project. Coltart Earley, a forward-thinking firm of Glasgow architects, with an impressive portfolio of innovation, was selected to take the landmark project forward.

A strong marketing approach to designing the Town House included identifying stakeholder groups and an intense period of public consultation. This tested the strength of the original vision and refined it to match the needs of future clients. The building was to be marketed as a whole – a complete learning, entertainment and activity venue.

As a result, the building has a strong cultural focus with the theatre and the arts centre; it is a champion of the expressive arts; a celebration of literature; but also a provider of cutting edge IT facilities.

Nowhere is the power of ICT better illustrated than in the ActiveIT centre within the building. An ICT learning resource for all purposes, it demonstrates well that there is no area of the arts that cannot be enhanced by an ICT dimension.

The main features of the building include:

- A library, offering print and multimedia lending services in a novel and attractive setting.

- A specially designed library area for younger customers, with a 'hideaway' for quiet activity or storytelling sessions.
- A reference library, which brings together classical architecture and modern functionality in beautiful surroundings.
- An ActiveIT learning centre, fusing technology and tradition, with 32 PCs for public use, spread over two main areas, an open learning centre and an adjoining IT training suite.
- A dedicated ActiveIT area for children, marketed under a sub-brand of ActiveIT 'where learning is fun'.
- A major performance venue, with state-of-the-art sound and lighting systems and seating for theatre 'in-the-round'.
- A gallery refreshment area within the library and a bar for theatre performances offering attractive surroundings in which to read, study or just relax.
- A participative Arts Centre providing a broad spectrum of hands-on arts activities and experiences.
- An attractive and distinctive venue for weddings and registration activities.
- A flexible facility for functions, meetings and events incorporating a banqueting suite.
- A spacious and modern base for Community Learning activities.

There is a single manager for the building, with responsibility for day-to-day staffing of all service points.

The Town House is marketed as a single entity. This synergy boosts recognition to a level which would not be achieved on a single service basis. Marketing budgets can be combined and communications strategies encompass a greater range of targets. Cross marketing ensures that all customers, current or potential, are exposed to the widest of messages about the venue.

Hamilton Town House truly is a building which is more than the sum of its parts. It is customer driven, has a 'one-door' approach to customer satisfaction and is a real example of partnership in action. It has saved a significant part of our built heritage for posterity and restored civic pride to the inheritors of Carnegie's legacy.

*John Barr is a Librarian and a Chartered Marketer working for South Lanarkshire Council. As Development Co-ordinator, he was closely involved in the development of the vision for the Town House and a member of the Town House project team. He may be contacted on: 0141 613 5381; [john.barr@library.s-lanark.org.uk](mailto:john.barr@library.s-lanark.org.uk).*

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## Open learning

### Making sense with talking heads

***Charlie Bennett* describes North Lanarkshire's groundbreaking open learning initiative in which interactive talking heads and digital television are used to reach further into the community.**

North Lanarkshire Council in common with other Authorities faces many challenges. Educational achievement is below the Scottish average, and falls even lower for those people not engaging in the labour market. Average wages in North Lanarkshire are lower than the average for the rest of Scotland, and the transport infrastructure in some areas is very poor.

The Scottish Employers Skills Survey in 2002 has revealed that 32% of employers in North Lanarkshire have skills gaps in basic IT, whilst 48% report skills gaps in customer care. The claimant count unemployment rate for the authority is higher than the rate for the West of Scotland and significantly higher than the rate for the rest of Scotland.

### The Need for Lifelong Learning in North Lanarkshire

The need for lifelong learning has never been greater in North Lanarkshire. It has been identified at all levels through a raft of strategic and policy documents emanating from central and local government. The North Lanarkshire Residents Survey of 2002 also clearly identified that the Council should act on the level of unemployment as one of its major priorities.

Given these social problems, the Council's commitment to lifelong learning, and the Modernising Government Agenda, the Libraries and Information Section took the decision to place access to online learning at the very centre of its open learning strategy, recognising that for very many reasons some people are unable to access our lifelong learning services in our Centres. As a result of this, the decision was taken to adopt a web-based

solution to the remote delivery of learning and the first steps in developing an e-learning presence at [logintolearn.com](http://logintolearn.com) were taken.

### **Logintolearn.com**

Libraries and Information secured £50,000 from the Bill and Melinda Gates Foundation to develop an e-learning website primarily to support the learning needs of the Motherwell North Social Inclusion Partnership. [Logintolearn.com](http://Logintolearn.com) was developed and proved an effective delivery mechanism for lifelong learning, achieving 1.75 million hits in its first year. Over a period of a year the content of the site was extended to provide access to a wide range of remote databases, and additional learning materials were developed and made available through the site.

However, much of the content was static and whilst the site did provide meaningful learning materials, and acted as a 'shop window' to lifelong learning in Lanarkshire much of the learning materials required an overhaul and a greater degree of interactivity introduced.

### **Objective3**

It was very apparent that the learning content on the site needed upgrading, and assessment material provided for users to gauge their progress. In addition we also needed to develop support resources for the user to help them learn more quickly and efficiently. From our user feedback we were also able to identify that many people who required access to our learning resources did not have access to a computer.

The European Social Fund Objective 3 Programme Priority 3 – Lifelong Learning provides funding to projects that can demonstrate they create and enhance learning materials through the development of new online content to facilitate lifelong learning and provide learning support through the development and enhancement both of resource centres for online learning and best practice.

This identified Objective3 as the best source of significant money to develop Logintolearn and a submission was made under Priority 3. The development of the submission, however, was a torturous and difficult process involving a great deal of research, and we in the Libraries and Information Service are very grateful for the help of the Council's European Team in developing the bid.

The bid, however, was successful and through Objective3, other Partnership agreements, and a financial input from North Lanarkshire Council, £378,000 was sourced to redevelop Logintolearn to include:



- 14 online interactive learning modules
- The development of interactive talking heads to provide additional support options function
- The development of Logintolearn for delivery over an interactive digital television platform

### **Online interactive learning modules**

The Project will allow us to develop 14 interactive learning materials that will be geared specifically towards increasing the employability of local people and addressing the skills gaps identified by local businesses. Through this the Project will contribute to a flexible labour market in North Lanarkshire and to reducing the numbers and proportion of people excluded from the labour market. All materials will be fully interactive, and freely available through Logintolearn and in some cases through an interactive digital television presence that will also be developed as part of the Project. Each module will carry its own assessment material, and interactive talking heads will be available to provide support.

Eight modules will be developed to encompass the outcomes required by the European Computer Driving Licence and PC Passport – a new IT qualification developed by the Scottish Qualification Authority. These will include:

- Basic Computing
- Basic Concepts of IT
- Word Processing
- Spreadsheets
- Databases
- The internet and electronic mail
- Using the computer and managing files
- Presentations

In addition, courses covering a wide range of soft skills will be developed. These include:

- Customer Care
- Telephone Techniques
- Effective Presentations
- Team Building
- Writing a CV
- Time Management

### **Interactive digital television**

Although there has been a rapid increase in home ownership of PCs many people in Scotland and North Lanarkshire live without access to the Internet and the benefits it can accrue. There are a number of reasons for this: the perceived or actual costs of computers and other equipment; the lack of literacy and numeracy skills; lack of ICT skills; cultural barriers; lack of confidence – fear of technology; and even a feeling that it is too late in life to start learning about computers. Without intervention this digital divide is expected to worsen, particularly as universal access to online services is likely to become more essential. For example the Scottish Household Survey reveals that a graduate is four times more likely to use the Internet than someone with no formal qualifications.

In an attempt to alleviate the digital divide in North Lanarkshire, the project will develop an interactive digital television presence to deliver lifelong learning services to those people who can't or won't engage with the Internet.

Detailed research by a number of government agencies has demonstrated the potential of delivering vital services over an iDTV platform. By 2005 it is estimated just over 16 million homes within the United Kingdom will have access to interactive Digital TV compared to just 14 million with an internet connection. The use of interactive digital television to deliver lifelong learning within the North Lanarkshire community will mean we will be able to target elusive, hard to reach audiences that do not have a computer at home and who do not normally engage with lifelong learning.

The use of iDTV, however, offers a wide range of technical challenges. A TV audience is not an Internet audience so many viewers will be unfamiliar with some or all of the conventions used. Similarly most viewers watch television from a distance of just over two metres. As a result each screen can only hold a maximum of 150 characters. TV screens are not really designed to display a lot of text and graphics, and the browser does not provide the functionality expected in modern web browsers. This means much of our content will need to be re-purposed. In addition most users will access and navigate the site using a remote control, this will require careful examination of information flow. It must also be noted that viewing the television is often seen as a family event, as opposed to the one-to-one relationship a user has with their personal computer, mobile phone or PDA.

The iDTV site will provide access to a range of online courses that users will be able to navigate using their remote control. The functionality of the courses will not be as sophisticated as those available through our website but the content will be significant and interaction will be available to the user. Feedback forms will be available for users to contact our Open

Learning Officers and we are investigating the suitability of providing knowledge bases, and forums that are suitable for an iDTV platform.

In addition users will be able to book a PC in any of our libraries through their digital television set, as well as support sessions with open learners. At the moment we will be unable to provide multimedia content through the iDTV site, however, we are again investigating the possibility of providing the facility for multimedia clips to be downloaded from the iDTV site to 3G mobile phones.

### **Interactive Support Characters**

One of the major problems facing the project is supporting remote learners. Although we already have an online help facility it is only available during library opening hours. We feel the answer to this is to deploy engaging, interactive characters on our website that will supplement our live help facilities.

According to a study conducted by the Center for the Study of Language and Information, Stanford University, "characters can express social roles, emotions, and organised personalities that match learning goals, company brands, and transaction needs. Characters can increase the trust that users place in online experiences, in part because they make online experiences easier."

We further researched this topic and contacted a supplier of interactive talking heads. We found the software very friendly to use and have identified three major areas in which we will employ them.

In-house research has shown that the same questions crop up on a recurrent basis. The [V]Host FAQ Maker (trademark) will allow us to easily deploy and maintain, a dynamic, character- driven online Frequently Asked Questions module. This product generates a speaking online question and answer interface that can be embedded into any web page. As part of the project we intend to create several unique FAQ interfaces, each with its own custom design layout to provide answers to recurrent questions. Content is easily published and maintained through a user-friendly interface. A real-time reporting tool provides a window to the effectiveness of the content and the usage levels.

The [V]Host Quiz Maker (trademark) module will allow us to develop assessment material for our online courses in engaging quiz formats that let users test their knowledge on a certain subject area or expertise. Conversational characters ask questions and provide feedback to users. A ticking clock challenges the quiz taker to respond within an allotted time

frame. Users are provided a score and feedback on how they did. Again [V]Host Quiz Maker (trademark) requires no programming skill and is easy to update and deploy. It comes with robust real-time reporting features.

The VHost Studio (trademark) is an easy-to-use authoring tool that the project will use to create and embed customized animated characters within HTML pages, ad banners, emails and Flash movies. Any non-technical user can create and update characters, backgrounds and audio messages effortlessly, without touching the underlying code. Basic HTML and JavaScript programmers can utilize the VHost Studio's (trademark) APIs to create advanced interactions with users based on their rollovers, clicks, and browser cookies. We intend to develop back end knowledge bases to act as a support mechanism for learners and the VHost Studio (trademark) will also allow us to publish characters that read text to create dynamic speech. This will mean the users will type in a question, and an engaging character will speak the answer to them. This product will also allow us to develop a wide range of marketing material for the project that can be distributed through email, and promotional CD-Roms.

### **Working in partnership**

Logintolearn could not have developed in the way it has without the support of many partnership including Scottish Libraries and Information Council, Scottish Enterprise Lanarkshire, Careers Scotland, MediaCorp, Gordonlang.Com, and Telewest. These partnerships have secured additional funding to develop and increase the functionality of the site, as well as provide important content.

Our latest partnership, however, has proved to be particularly exciting. During last season the Libraries and Information Service, through Logintolearn, sponsored Phil O'Donnell of Motherwell Football Club. This has proven to be very successful. Phil attended a number of library events throughout last year and this has succeeded in raising the profile of Logintolearn. In addition we ran a competition at the end of the season where the lucky winner received Phil's match worn shirt.

We have extended our partnership working with the Club and again for this season to include sponsorship of Phil O'Donnell and as part of this have secured an advertising hoarding for Logintolearn behind one of the goals. This has guaranteed Logintolearn TV exposure every time a goal has been scored at that end of the ground. In addition the Project will be officially launched at Fir Park Stadium in March 2005 as part of a match sponsorship agreement that will allow us access to corporate hospitality areas at the ground to promote the Project to local business in addition to

increasing awareness of the Project to fans entering the three home stands.

Logintolearn has proved tremendously successful. It has extended access to lifelong learning within the North Lanarkshire community, and this will be extended further as our modules come on stream, the talking heads support systems are developed, and the interactive digital television presence goes live.

Just as importantly, however, it has raised the profile of the Libraries and Information Section throughout the Council and the lifelong learning community and confirmed that libraries and information services are well placed to help improve the local economy, improve peoples' employability and contribute to active democracy.

*Charlie Bennett is Information Services Manager, North Lanarkshire.*



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## Endpiece

### Spreading the verse

#### **Colin Will looks back at his 10 years on the Board of the Scottish Poetry Library.**

I joined the Board (then the Committee) of the Scottish Poetry Library (SPL) in 1994, and I step down from it in November this year, so I'm going to be very self-indulgent this time and write about some personal highlights from these ten years. Not an official history then – I don't have the requisite skills or the objective viewpoint – but my relationship with the institution has given me some insights into the position of poetry within our national culture, and the contributions the SPL has made, is making, and will continue to make in the years to come.

The Library is physically in Edinburgh, close to the Scottish Parliament, but it has a nation-wide outreach, through its branches, collections, educational

visits, events and its increasingly important web presence. The establishment of branches within host libraries started in 1988, within four years of its foundation. This aspect of its work was widely supported by local authorities and by SLIC, and has contributed significantly to the good relations it has with the Scottish library world. We feel strongly that every community in Scotland has a right of access to poetry of all kinds and from all nations, and we are committed to meeting the needs of these communities. Financial contributions from local authorities were a major source of income in those early days, although then as now the major funding sources were the Scottish Arts Council (SAC) and the support of our own Members (now Friends). It's sad to report that this form of direct support dwindled over the years, and almost totally dried up with the last reorganisation of local government in Scotland. This, mind you, at a time when we're doing more and more in all airts and pairts. Shame on some of you.

A major review of our operations by the SAC in 1994 suggested that we should look to expand and move into a new building. We commissioned the brilliant architect Malcolm Fraser to carry out an initial design study, put our names down for a plot within the old Younger's Brewery site at Holyrood, submitted an application for Lottery funding, and began fund-raising on our own account. The application was successful, and the foundation stone was laid in 1997, at a ceremony involving George Bruce, Iain Crichton Smith, and Edwin Morgan. We moved into the new building in 1999, on schedule, and within a gnat's croch of budget, helped by the great generosity of members and benefactors. It's a success as a building, and a place of great strength and beauty, enhanced as it is with some wonderfully integrated works of art in stone, engraved glass, tapestry and woven rugs.

The Courtyard Readings were a memorable Festival feature of the old place in Tweeddale Court. I recall fetching the least pigeon-spotted chairs from the old shed in the corner, and setting them out for audiences who dropped in to read or listen. Noise from building work has affected readings in Crichton's Close, but hopefully that will soon be a thing of the past.

One wonderfully original programme which sprang from the Library's proximity to the new Parliament was to connect poets to MSPs in the Holyrood Link Project. Twenty-nine guinea-pig pairings were established in the first instance, with the MSPs commissioning poets to write on subjects of their choice. All the Link poems were published by SPL as *Variations on a New Song* in 2000.

SPL's publishing programme is not aimed at competing with commercial publishers, but is mostly carried out in collaboration with others, utilising the Library's resources and the considerable expertise of its staff to put

together collections which a commercial publisher on its own would find difficult. Recent examples include:

*Scotlands: poets and the nation*, edited by Douglas Gifford and Alan Riach, published with Carcanet; Edwin Morgan's translation of Robert Baston's *Bannockburn*, published with Akros and the Mariscat Press, and *Handfast: Scottish poems for weddings and affirmations*, edited by Lizzie MacGregor, with an introduction by Liz Lochhead, published with Polygon.

I mentioned SLIC earlier, and I now return to the assistance it has given to the Scottish Poetry Index, and to the INSPIRE catalogue in their various incarnations. Together they now constitute an in-depth online resource for poetry not found, as far as I am aware, in any other country.

Over the years we've benefited hugely through the relationship we've built with the SAC. On a personal level, I've greatly enjoyed the ideas, company, advice and inspiration of Walter Cairns, Jenny Brown and Gavin Wallace, successive Heads of Literature within that organisation.

Finally, it's the job of Board members, particularly chairpersons, to work closely with an organisation's Director. It's been my great privilege and pleasure to work with two outstanding Directors. Tessa Ransford, OBE, the Library's founder and first Director, laid down strong foundations and developed the collections and services of the Library from the its establishment in 1984 until she retired in 1999, and was the driving force behind the design and implementation of the new building. Her successor, Dr Robyn Marsack, has built on these strong foundations with great skill, continuing to develop services while introducing new programmes of education, outreach, events and publication. Past and present Directors share a passion for poetry, an ability to articulate aspirations, and the drive and determination to give poetry its proper place within the life of Scotland and beyond.

*Colin Will*



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## President's perspective

### We have the will – so let's do it

#### ***Moira Methven* ends her Presidential year with a heartfelt plea for spreading the message about our inviting and welcoming libraries.**

Traditionally, in the final article the outgoing President looks back over the year, reflects on some of the highlights, does a bit of name dropping perhaps, and talks about what he/she has learned from the experience. Well, I'll come on to that but first I'd like to talk about a couple of concerns I have. If you have regularly read these articles (surely one or two of you have) you will know how I feel about the need for libraries to lose the traditional image, learn from the commercial sector, and be much more radical about selling themselves. Of late we have been hearing a lot about how people want to buy books, to own books, rather than borrow them but I don't believe that's true. People may want to buy some books but they don't want to buy every book. And if people are buying books I've no doubt they will borrow them as well. The reverse is also true. If bookshops have more appeal than libraries then we have to correct that. We have to re-brand ourselves and sell ourselves. In the September issue of *Update* a letter from Neil Simmons in Huntingdon proposes a national TV advertising campaign. I believe this would be a worthwhile investment. A lot of people don't know what libraries now offer. We know that library promotions inside libraries work well; reader development initiatives have shown that. We now need to attract the people who don't visit a library and the only way to do that is by advertising outwith the library. We have been saying we need to attract non-library users for as long as public libraries have existed. And incidentally, in the first national survey of its kind, CIPFA are working with local authorities to find out just what it is people want from their local libraries. Questionnaires will be sent out across the country until CIPFA have received 1,000 responses. The results on their own will be a powerful tool for us, providing hard evidence of where we should be going. However, I think it will be a missed opportunity for individual authorities if we don't adapt the questionnaire and carry out our own local surveys, and use the CIPFA results as a benchmark for our own performances. It is increasingly important that our aims and objectives for libraries are evidence-based.

Neither Ottakars nor Waterstones advertise on television. Business for them must be fine. I can guarantee though that if libraries were attracting these bookshops' customers as they are supposedly attracting our borrowers then we would pretty soon be watching their TV advertising campaigns as they attempted to win back their sales. They wouldn't look at plummeting sales figures month after month, year after year or read report



after report on their imminent demise before they put time, effort and money into reversing the trend.

Libraries must do more to make themselves more attractive and eye catching. Statistics from Opening the Book show that 75% of all fiction borrowed is chosen randomly. That means that our libraries are largely geared for the 25% of fiction borrowers who are looking for something in particular and know where to find it. We must do more for the 75% who are browsers and who spend on average 5 - 10 minutes in the library before leaving, (again, statistics from Opening the Book) and that's why reader development is so important. New from Opening the Book is an online training programme aimed at developing frontline staff's skills. Through seven modules of less than 20 minutes each, the aim is to offer staff an understanding of reader-centred work and to get practice in being involved in it. Reader development initiatives can make the whole library visit experience much more pleasurable, satisfying, and fun. We still need to get the non-library users through the door though and that's where advertising comes in. If we can make our libraries sound like a good idea and a great place to go and at the same time make them look inviting and welcoming then I don't see how we can lose. It needs time, effort, and money, and the will to do it. Let's do it.

In October the publication of the Cultural Commission's Interim Report ([www.culturalcommission.org.uk](http://www.culturalcommission.org.uk)) gave plenty to mull over – and hints perhaps of controversy to come. What emerges strongly from the Report however is the frustration felt across all sectors at a serious lack of funding for marketing and public relations activity. To raise our profile we do need adequately funded marketing and that, at last, is being recognised. In the meantime, all reader development initiatives are good PR.

Now for the traditional bit. This has been an interesting year for me. My duties have taken me north, south, east and west and I met more individuals and groups than I normally would in the course of a year. I can honestly tell you I have been impressed with those I have met and with what I have seen. Despite anxieties about, for example, the Framework of Qualifications, subscriptions, and negative press reporting, I found a largely positive and motivated group of people and I certainly end this Presidential year more optimistic for the future of our profession than I did at the start. Many of you are completely unfazed by change or even by the pace of change.

For me the greatest benefit of the office of President has been that I very quickly had a good overview of what is happening in all areas of our profession, not just in my own field. There is just so much going on. So many initiatives, so many developments, so many improvements, so much

looking ahead, so much co-operating. No branch of our profession is standing still. There is progress everywhere. If you want a snapshot of some of the developments and initiatives taking place have a look in the SLIC annual review.

My own mentions of one or two books I've read and enjoyed recently has been my own small contribution to reader development. So try David Mitchell's *Cloud Atlas*. It was shortlisted for the Man Booker. It's superb and possibly the best book I have read this year.

Taking my place as President is Alistair Johnston from Dumfries and Galloway. I know he will do a good job and I wish him well and look forward to hearing what he has to say.



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## Aiming Higher

### Making access to science easy

**Catherine Nicholson provides an update on a group working towards a national approach to providing good, easily accessible science information for all Scotland's citizens.**

'Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world' (Louis Pasteur)

Scientific endeavour, together with associated technological development, is the lifeblood of a successful modern society. Chemists, geneticists, geologists, physicists, botanists, mechanical and electrical engineers, pharmacologists and professionals from a range of other disciplines have a key role to play in everything from the vitality of the nation's economy to the health and welfare of its citizens. One of the tools they need to enable them to do this effectively is accurate, up-to-date, and readily accessible scientific information.

In 2001, the Scottish Executive published *A Science Strategy for Scotland* (<http://www.scotland.gov.uk/library3/education/ssfs-00.asp>). The strategy set out five main objectives: maintaining a strong science base; increasing the effective exploitation of scientific research; ensuring that enough people study science to meet the future needs of Scotland; promoting the awareness, appreciation and understanding of science across society; and ensuring the effective use of scientific evidence in policy formulation and resource allocation by government

The provision of online access to scientific literature and data is essential to these objectives and has been the focus of SSISWG, the Scottish Science Information Strategy Working Group. SSISWG is a partnership of SCURL, SLIC and the National Library of Scotland. Other members on the group represent research, Learning & Teaching Scotland, NHS Scotland and the public libraries. The aim of the group is to widen access and improve the provision of science information for everyone in Scotland through schools, colleges and universities, the National Library of Scotland, the NHS, the Scottish Parliament and Executive and the public libraries.

This national cross-sectoral approach to the provision of electronic information is one that has been highly successful in other small countries such as Finland, Sweden, Eire and, most recently, New Zealand. In addition to widening access, other benefits are in reduced costs, reduced work through centralised administration, information gathering, trial co-ordination, licence and price negotiation, and the promotion of co-operation in the networked environment. In Scotland, a national approach to provision is now possible through JANET, the academic network, the establishment of the People's Network, and the schools network currently being developed.

SSISWG initially focused on two areas: the provision of e-content and a portal for content delivery. A Consultation and Focus Day held in February resulted in agreement to pursue a second content-related strand on Open Access. Three subgroups have now been established covering science content, Open Access and a portal for delivery.

**Science Content:** The range of resources under consideration now includes: scholarly and general interest scientific journals; health related resources; a scientific encyclopaedia; management/business journals; British Standards. Negotiation on national licences has been based on an initial three-year pilot period that would allow time for the integration of resources, training, publicity, promotion and evaluation.

**Open Access:** Scotland already has a strong science research base and is a heavy producer per capita of scientific information. We need to exploit

this and expose Scottish research to a wider audience. This is being addressed by the Open Access Group, recently renamed OATS (Open Access Team Scotland). This group aims to promote the free availability of research output from Scotland through the establishment of institutional digital repositories and to increase awareness of this new model of scholarly publishing.

The Berlin and Budapest Declarations on Open Access are already well established, and these were joined by a Scottish Declaration launched in October. Many Scottish universities have already signed up to the declaration and further sign up from individuals as well as institutions can be done through the website.

**A Science Portal for Scotland:** A significant consideration will be accessibility and the need for access to be as seamless and user-friendly as possible. Purchasing content is not enough in itself, it must be easy to find and use with access through a web-based portal viewed as essential, as is the technical and organisational infrastructure to support it. Fortunately, we already have a possible basis for this in the work done for the Scottish Cultural Portal, a pilot funded by the Scottish Executive through SLIC. Further development would be required in areas such as authorisation and terminology services.

### **Next steps**

It is hoped that this initiative will find support and funding from the Scottish Executive and other funding bodies and detailed proposals are being developed.

*Comments, queries and suggestions are welcome and can be addressed to the Chair of the group Stuart James ([stuart.james@paisley.ac.uk](mailto:stuart.james@paisley.ac.uk)) or Catherine Nicholson ([C.Nicholson@qcal.ac.uk](mailto:C.Nicholson@qcal.ac.uk)).*

### **Information**

Scottish Executive (2001) A Science Strategy for Scotland  
[www.scotland.gov.uk/library3/education/ssfs.pdf](http://www.scotland.gov.uk/library3/education/ssfs.pdf)

Open Access in Scotland edition of WIDWISAWN V2 No 4  
[http://widwisawn.cdlr.strath.ac.uk/issues/vol2/issue2\\_4\\_2.html](http://widwisawn.cdlr.strath.ac.uk/issues/vol2/issue2_4_2.html)

Open Access Group (OATS)  
<http://scurl.ac.uk/WG/OATS/>

Scotland's Culture [Scottish Cultural Portal pilot]  
[www.scotlandsculture.org](http://www.scotlandsculture.org)

Scottish Declaration on Open Access  
<http://scurl.ac.uk/WG/OATS/declaration.htm>

Open Access Overview  
[www.earlham.edu/~peters/fos/overview.htm](http://www.earlham.edu/~peters/fos/overview.htm)

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## Member services

### What's happening on Slainte?

**There's now even more on your professional website, says *Emma Jones*.**

SLAINTE, the website of both CILIPS and SLIC, has recently launched a new service for its members. Special interest groups and other events organisers can now submit details of events online, through a user-friendly interface. Members can sort events with a selection of 'limit' buttons. With the number of seminars, courses and workshops rising significantly over the past two years, the new set-up makes it easy to find events of interest and within specific locations.

The new database-driven calendar, developed by the Centre for Digital Library Research (CDLR), allows members to view events being held in a specific town and/or organised by a specific group. You can also display events from the previous 30 days. This 'previous 30 day' limit can be useful for finding out about events you may have missed or as an aide memoir.

Limits can be used separately or together. So, if you limit by Organiser (CILIP) and Town (Dundee), you will currently find out about the forthcoming seminars in the 'Effective School Librarian Series', Making the most of Medline/PubMed and Essential skills for LIS.

Help buttons are available on each page of the new calendar, to assist organisers in submitting details. To ensure consistency and maintain

control of the events displayed, all submissions are checked and authorised before being made live.

Events submitted by groups and organisations affiliated to CILIPS will find their events listed in Information Scotland's events diary, reaching our 2000 plus members in Scotland. Commercial event organisers may also advertise in Information Scotland, at a charged rate (email: [cilips@slainte.org.uk](mailto:cilips@slainte.org.uk) for further information).

The new calendar is currently listing events running until September 2005, with events from groups and organisations such as Netskills, JISC, TFPL, Grampian Information, Career Development Group (Scottish Division), NHS Education, Cosmic, LocScot , CILIP, CILIPS and SLIC.

The calendar is a unique resource for Scottish Information Professionals, bringing together events from a host of organisations in one spot. We hope the calendar will become an essential reference tool for Continuing Professional Development for staff at all levels.

SLAINTE has undergone considerable change in the past two years, from the colourful orange, blue and yellow display of the previous incarnation of the site to the cleaner, simpler interface we have today. The site now attracts on average around 28,300 page views a year.

SLIC/CILIPS projects and useful resources are regularly spotlighted on the home page. In October/November we highlighted the website of 'War Detectives' ([www.wardetectives.info](http://www.wardetectives.info)), developed by SLIC in partnership with the Scottish Museum Council and Learning and Teaching Scotland, supported by the Big Lottery Fund, as part of the 'Their Past Your Future' project. War Detectives will fund primary school children to investigate the experiences of the older generation in their communities during World War II, creating online resources to share with other schools. Content from the War Detectives projects will be added to the site during 2005.

SLIC Project areas include:

- Readership Development: a useful resource for those undertaking reader development promotions, providing a wide variety of links to external sites and advice.
- Further Education Network: access the full text of the FE service development toolkit: 'Resources and services supporting learning'.
- Peoples Network: documentation and presentations from the Peoples Network roll out. Highlighting best practice through the Bill and Melinda Gates funded 'Making a difference – Libraries, ICT and Social Inclusion' project report.

Areas being developed in the SLIC section of SLAINTE under the heading of Library Issues include:

- Access and Equity: selected sites offering guidance on accessibility issues and equality of service provision.
- Freedom of Information (Scotland) Act 2002

Other Services available though SLAINTE are:

- [Scottish Library and Information Resources Online](#): the e-version of CILIPS annual directory of library and information services in Scotland. Searchable by location, name of organisation and contact name. Accessible from the homepage through the SLIR online logo.
- [Information Scotland Online](#): the online version of this journal, maintained by [Sapiens](#) at CDLR, found in the publications section of the site.
- SLAINTE's continuing professional development catalogue: accessed via the 'search button' on the homepage (<http://www.slainte.org.uk/>), providing access to evaluated resources for the library and information community.
- The websites of both the [Community Services Group Scotland](#) and the [Multimedia and Information Technology Group Scotland](#). Both sites can be found in the CILIPS area on SLAINTE, under 'Special interest groups'.

In the coming months we will be looking at promoting special interest group and branch newsletters, so if you belong to a group and need an online presence for your newsletter please get in touch.

As SLAINTE continues to be developed, we welcome your feedback on current content and suggestions for future areas.

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## Library history

### Access to the past

**A fascinating research project investigating Edzell Library in Angus has wider implications for library and information history in the UK. *John Crawford* explains.**

Four students from The Robert Gordon University have been awarded £500 from the James G. Ollé Student Scholarship to carry out research into the library at Edzell, an attractive holiday village at the foot of the Grampians in Angus. The library is one of the best preserved examples of a late-nineteenth century public library surviving anywhere in the UK.

The award is named after the late James G. Ollé, an inspirational teacher of library history at Loughborough University for many years. It is intended to encourage research into library and information history by students in departments of information science in the UK.

Gillian Adamson, Clare Greig, Ashley Lardner and Stuart Peers who are studying the MSc in Information and Library Studies at the Department of Information Management, at RGU's Aberdeen Business School will each carry out research at Edzell public library.

Edzell Library, located in the Inglis Memorial Hall, contains the original stock, in the region of 6,000 volumes which were gifted to the library when it opened in 1898. The collection was gifted to the Parishes of Edzell, Lethnot and Navar and Lochlee by Lieutenant-Colonel R.W. Inglis.

The project includes an investigation into the movement from parochial to public libraries in Angus during the nineteenth century and the role played by the benevolent philanthropy of the 'lairdarchy', beginning with collections such as that of Thomas Guthrie in Arbirlot in the 1830s and concluding with the gift of Edzell library itself by Lieutenant-Colonel R.W. Inglis in 1898.

The research will also investigate the 1898 catalogue of holdings in Edzell and the subject coverage of small to medium-sized rural public libraries in Scotland at the end of the nineteenth/beginning of the twentieth century.

An interactive website is being created to include contemporary and historic photographs of the library. The site will also provide a brief history of the collection, the Printed Catalogues and membership rules. The website will aim to bring the library to a wider audience and thus aid its permanent survival. When completed the website will be hosted by the LIHG website.



Research also involves the analysis of loans held to create a database of the books borrowed at Edzell to establish the trends indicating the interests and preoccupations of the local library-going public over the period covered. The Library is fortunate in having a complete surviving Cotgreave Indicator (above). The books were on closed access and the Indicator 'indicated' to users which books were on loan. Each title had its own individual loan record which survives today.

The projects began in June 2004 and run to the end of the year with publication of findings in 2005. Angus Libraries are fully supportive of their ideas and will provide workspace and various facilities for the students.

Dr Reid, Senior Lecturer and Postgraduate Programme Manager at RGU's Department of Information Management and project supervisor says: "The research represents an opportunity to further the investigation of Edzell Library which is, perhaps, a unique survivor from the nineteenth century. The Library and Information History Group (LIHG) has been interested for many years in preserving the physical artefacts of Edzell library and it has been suggested that it is the nearest thing we have to a museum of public librarianship in the United Kingdom.

"These investigations will not only bring the collection to the notice of a wider audience but in doing so will also further attempts to ensure its survival for future generations."

The work has wider policy implications for library and information history in the UK for the LIHG is currently working on an access to sources policy for primary sources on British library and information history. CILIP's recently completed archives policy is a key component of this policy and the LIHG website can be developed to highlight existing online resources.

The term 'source' is interpreted broadly and includes physical resources in the form of historic libraries or artefacts derived from them. LIHG is interested in the idea of virtual tours of historic libraries which will, to some extent, obviate the need for physical visits and make their importance easy to grasp.

The Edzell project therefore represents a valuable pilot study towards developing this idea.

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## School LRCs

### Changing the context

**The Learning Resource Centre combined forces with the Home Economics department and helped students achieve great results with information handling skills at *Kirkland High School and Community College, Fife*.**

A modern school library resource centre must reflect the changing world around us. The old image of "a musty, dusty library"<sup>[1]</sup> hopefully by now should be left in the deep, dark distant past. Here at Kirkland High School and Community College in the east of Fife, that image has long been consigned to the proverbial dustbin.

With the excellent and constructive support from the senior management team in the school we have managed to achieve the modern equilibrium of the right investment in Information Communication Technology (ICT) and, crucially, maintaining up-to-date non-fiction book stock to supplement the Internet and CD-Rom resources. All this investment is good news for our students, despite being in an area of high social and economic disadvantage.

### The LRC and Home Economics department project aims

The one thing that all school librarians need to remember is that the Library Resources Centre (LRC) is a whole school resource. Although a lot of excellent work is done with English and History for example, the very proactive Home Economics department wanted to offer a different element to their second year (S2 or 13-14 years old students) and suggested an information handling skills programme for all of their S2 students.

This project, significantly, was placed into context. 'Foods of the World' might sound simple but the biggest pitfall was to try and prevent this programme from turning into a pseudo-Geography project. At the end of the project the pupils had the opportunity to cook a dish from their chosen

country using ingredients that they had found out about. There were two main learning outcomes: the cross-curricular research skills and the practical home craft skills.

### **Information handling skills**

We were conscious of the various academic models for helping us to understand information literacy. The work completed in the 1980s by Michael Marland [2]; the work of Carol Kuhlthau [3] and her 'Big Six' points; however, in the late 1990s James Herring [4] formerly of Queen Margaret University College, Edinburgh, outlined his 'PLUS' model (Purpose/ Location/ Use/ Synthesis). This was the simplest of models with which to conceptualise what we were trying to achieve.

In order for every student to understand the aims of the project the **purpose** had to be explained carefully and outlined by the classroom teacher. The basic aim was to investigate foods within context, i.e. the specific chosen country of the student. It was equally important for students to recognise the format of their project – in our case we wanted a title page, contents page, main body and bibliography.

The next phase of the programme was that once you know where you are going and what country you are going to study, **location** is important. The obvious answer: an accessible, well-resourced and appropriately stocked school library resource centre.

Every librarian should have a good induction process for using the library, but it does not do any harm to talk about the resources to hand in the library and ask the students about the characteristics of the resources – does it have a contents page, think about key words if using the Internet and CD-Roms etc. This reinforcement keeps the students on task when **using** the different resources.

As all classes were mixed ability this meant that certain key educational learning issues had to be addressed. Some of the students required additional help from the Learning Services team or the Behavioural Support Centre. The National Priorities in Scottish Education are (1) Achievement and Attainment; (2) Framework for Learning; (3) Inclusion and Equality; (4) Values and Citizenship; and (5) Learning for Life [5]. From the librarian's perspective this did mean that, initially, additional resources had to be found that were appropriate to all reading and comprehension levels either from purchasing them or to using the Schools Library Service.

### **Resources**

The resources used were varied and instruction was carried out on using the different types. Everyone's favourite was using the ICT facilities. However, the projects of the students that showed in-depth research proved that they had realised that a mixture of ICT, encyclopaedic, and other non-fiction resources such as cooking magazines were needed to be successful.

The library, which is long and rectangular in shape, has 12 Dell PCs, eight Dell laptops, an Opac and a dedicated careers PC. It has a total capacity of 72 people and allows the librarian to offer a range of services. It has bookstock of 5,500.

The list of websites that can support this activity is far too numerous to list. For recipes, however, we found both the Yahoo! Search Engine [6] and the BBC website [7] useful. The library is well stocked with books about traditions and festivals but the singular most useful resource for us was the Dorling Kindersley Travel Guides series [8]. They are colourful, easy to follow, and importantly, the chapters look at regional food specialities. These books are kept in the library's reference section.

In terms of cost, the library's budget and the Home Economics department's budget catered for the LaserJet ink cartridge costs and other peripherals. Both departments have a small budget to manage for each financial year; given UK public sector finances at the moment our skills as managers are being tested to the full in order to make best use (Best Value in Fife Council speak) of the budgets. From the librarian's point of view the best resources to buy have the element of the cross-curricular; and the DK Travel series fits nicely into this category. We can only add countries to our holdings slowly due to the cost. Although it benefited Home Economics initially, other subject classes shared these resources for other projects.

## **Synthesis**

The final stage of the project is to pull together all of the information that had been accumulated. Using the proforma guide provided by the teacher to help collate the information, the students had a basis for deciding what is relevant for their project and what is irrelevant. The decision process, already stated in the USE stage, is taken one step further in the synthesis stage. Additional unwanted information would be filtered out and the result should be a comprehensive piece of work. It is also useful to note that for some students a project board as an end result may be more suitable. This board could result in a poster as an end product and so allows students of all abilities to participate.

## **Our results**

We found that the vast majority of our pupils rose to the challenge. Many produced excellent work, and in the context of the 5-14 education framework fulfilled the objectives asked of them. From a teaching perspective the use of ICT as a teaching tool was achieved as was group/ and or individual work; and from the librarian's point of view the effective use of information handling skills. The project also allowed students the opportunity to be motivated in taking an element of control for their own learning; for example, they chose their countries. It was noticeable that noise levels did not significantly increase at all in the library, as the students were interested and motivated by the challenge that had been set. The only significant pitfall was over-zealous printing at times. However, this was remedied with a 'No-printing' message to everyone until it was permitted by the classroom teacher or librarian.

## **Conclusion**

Partnership and inter-department co-operation are two themes that crop up time and time again in education. The single most valuable aspect is that the librarian is accessible and is willing to be motivated by a different context. The library, as already stressed, is, after all, a whole school resource. At the same time, the Home Economics team at Kirkland has the vision to see a wider context beyond the confines of the classroom. Change the context: be different.

*This article was written by staff at Kirkland High School and Community College, Fife: Mark R Russell (Librarian); Angela Duncan (PT Home Economics); Rena Mann (Home Economics teacher); and Jane Gorman (Home Economics teacher)*

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## Preservation

### Words worth saving

***Helen Loughlin* gives an update on the NEWSPLAN2000 project to preserve Scotland's historic newspapers for the nation.**

A campaign to preserve Scotland's historic newspapers is being spearheaded by the National Library of Scotland. The Library is one of 10 regional groups participating in a UK-wide project to preserve around 1,220 local newspapers amounting to around 30,000 reels of microfilm and 11.5 million pages of newsprint, which will be saved for the nation.

Over 90% of the filming for Scotland has now been completed - 544 titles equating to 9,154 reels of film and over 3 million pages of Scottish newsprint. The finished project will add over 600 titles and 10,000 reels of microfilm to the Library's already extensive collection as well as complementing the holdings of local libraries across Scotland.

It means that the National Library of Scotland will have the most comprehensive archive of Scottish newspapers in the world, including some copies of newspapers previously held only by the British Library. This will offer the opportunity to access the content of titles that have not been read in Scotland since they were first published - some of which date back to the early eighteenth century.

In 2001 the Heritage Lottery Fund awarded a grant of £5 million to the Newsplan 2000 Project to undertake nationwide, large-scale microfilming to preserve local newspapers on 35mm archival-standard microfilm. Further

funding is matched by the newspaper industry and contributions in-kind are being made by participating libraries throughout the UK. The Project functions on a partnership basis between the HLF, the Newsplan 2000 Project Office, the microfilming contractor (Microformat), the 10 Newsplan Groups, the British Library, National Libraries of Scotland and Wales as well as all of the participating libraries. There is also a strong relationship with the newspaper industry who are supporting the Project and providing matching funding.

Copies of Scottish titles are going to the most suitable geographical location, regardless of who is providing the hard copy for filming. For example: *Airdrie Literary Album* is being filmed from NLS holdings and the microfilm is going to North Lanarkshire; *Blairgowrie Advertiser* is being filmed from British Library holdings and the microfilm going to Perth. Some titles are being collated from multiple locations, which has resulted in a complex operation to bring these volumes and issues together for filming as a complete run. The success of this is down to the high levels of co-operation between all of the holding libraries and the Project Office. Ultimately this will mean that the appropriate local library will hold a copy of the film and the National Library, which is acquiring all the Scottish titles, will have a centralised collection in Edinburgh.

Many titles will be filmed from original newspapers already held by the National Library of Scotland. In addition, the Library announced that it will purchase a copy of all the Scottish newspaper titles to be filmed by the Newsplan 2000 Project. This marks a significant financial commitment by the Library.

Martyn Wade, National Librarian, has commented: "This is a unique opportunity for the Library to acquire an extensive microfilm collection of historic local newspapers, allowing the originals to be preserved while offering access to anyone wishing to consult them. The Newsplan microfilms, together with titles already held by the Library, will offer an unrivalled collection in Scotland."

Additionally the Newsplan 2000 Project will be supplying microfilm reading equipment to enable the newspaper titles filmed by the Project to be read in local libraries. The allocation of microfilm reading equipment has been calculated by the individual level of participation and the total number of reels of microfilm received by each local authority or library. Microfilm readers and microfilm reader-printers will be delivered to all participating Libraries. Kodak (UK) Ltd have been appointed as the contractor to supply the equipment and Scotland will receive a total of 76 microfilm readers and 27 microfilm reader-printers as part of a UK wide delivery programme that will run through to March 2005.

The NLS is currently working towards processing, cataloguing and shelving all of the microfilms that have been received to make these available to readers. The microfilming contractor, Microformat, has an extension until the end of the year to complete the filming (30,000 reels for the whole of the UK) and the project is due for completion by December 2004.

A full list of Scottish titles can be found on the schedule page [www.newsplan2000.org/filming.htm](http://www.newsplan2000.org/filming.htm) of the Newsplan 2000 Project website.

The Newsplan 2000 Project has successfully achieved its main aims and objectives to preserve local historic newspapers and to make the content widely available in local libraries throughout the United Kingdom. The Board of Trustees of Newsplan 2000 are now working together with the Project Director on future developments and moving the programme forward to a second stage.

*Helen Loughlin, Marketing Services, National Library of Scotland.*

## Information

For further information on Newsplan Scotland go to:  
[www.nls.uk/professional/newsplanscotland/index.html](http://www.nls.uk/professional/newsplanscotland/index.html)



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## Endpiece

### Festivals and fairs

**Brian Osborne celebrates the rise of the literary festival in Scotland, even if it is becoming hard to keep with them all.**

It's an odd thing. Reading; essentially a private and solitary pastime, just the reader and (hopefully) a good book; has become increasingly a public activity. The rise of reading groups is, I suppose, simply a sharing of this essentially private pleasure and an enhancement of it by joint exploration of



a text. What is perhaps more remarkable is the rise of the literary festival where people gather to be talked to by authors.

This was driven home to me recently by contact with a wide range of festivals and the growing suspicion that soon there won't be enough weeks in the year to accommodate all of Scotland's book festivals.

August meant Edinburgh – talking once, chairing twice, and listening lots of times. The Society of Authors in Scotland contributes to the Edinburgh Book Festival financially and helps to programme the 'Writing Business' strand of talks – a series of practical presentations for aspiring writers. It is amazing, and either encouraging or worrying according to taste, quite how many people will pay to listen to somebody obscure (your present columnist) talking about how to write biography. The sight of a tent full of potential biographers or potential authors of children's books is a salutary reminder that the book has a lot of life left in it.

I know that I have mentioned this before – but really CILIPS must find some way of being involved at the Edinburgh International Book Festival. It's a splendid showcase to push the message that libraries are relevant, accessible, vital and available.

Perth & Kinross Libraries were kind enough to invite me to talk in Crieff as part of their 'The Word's Out' festival and I had an enjoyable evening talking about Macdonell of Glengarry to what I used to describe when I ran these things as "a small but committed audience".

Yes, dear reader, I must confess that I too was a festival organiser in my time. The Midlothian Libraries Festival may never had the scope of Edinburgh or the marketing of Perth & Kinross but it did try to bring the priceless gift of culture to Gorebridge and Danderhall – and sometimes it even succeeded; although I do recall evenings when Alan Reid and I rattled around in a room with two members of the general public trying somewhat unconvincingly to look like a crowd.

Visiting authors used to tell me that it wasn't the audience size that mattered but the interest they showed – which I always thought was a polite fiction invented to keep organisers happy. Since jumping the fence I now know it's actually true. Yes, we would all probably rather talk to 60 people rather than six, but when the six are so evidently interested in the subject it still works. Crieff proved a case in point – I was alarmed to see one of the audience not only clutching a copy of my book about Glengarry (*The Last of the Chiefs*, Argyll, £9.95, still available from your friendly library supplier), but he had various pages marked with bits of paper and gave the impression of knowing the book better than I did. In conversation

afterwards it turned out that he was a possible descendant of the subject of the book and had not only read the book several times but had bought copies to give to his relatives – now that's the sort of reader I like!

With my Society of Authors in Scotland hat on I have been involved with the plans for two new festivals. Pitlochry Theatre has plans for a 'Winter Words' festival in late January 2005 – they see this as a way of getting people in to their building during part of the winter period. Glasgow City Council has extremely ambitious plans for a festival in February 2005 to be called, with a knowing glance at the local demotic, 'Aye Write!'.

On a much smaller scale the Society collaborated with Scottish Borders Council to run the Peebles Authors' Fair. What, I hear you cry, is an Authors' Fair? Well, I described it as the literary equivalent of a Farmers' Market. We got 20 authors to set up stall in Peebles Town Hall and sell their books direct to the Peebles public, bypassing the usual supply chain. Thanks to the co-operation and support of the Scottish Borders Council's staff – take a bow Ian Brown and Paul Taylor – and the enthusiasm of the authors we had a very successful event. A steady stream of local people came in to talk, buy books and apparently enjoy an unusual event, which will hopefully bear repetition, because the appetite for book fairs and festivals seems insatiable – but there are still only 52 weeks in a year!

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