

President's perspective

Keeping my head up

Christopher Phillips, the new President of CILIPS, looks forward to changes and challenges.

After a recent meeting of the SLIC Board some of us were talking about books we'd read when we were still at school. Hall Green Primary School gave me a good start and even then I read widely and voraciously. However, one book stands out in my memory as it's the one that got me interested in printing and book production and ultimately in libraries. I've still got my copy of the Load of Unicorn by Cynthia Harnett. Although falling apart it even now has the power to capture my imagination (and to distract me from writing this column!).

We're so used to dealing with information day-by-day that we may overlook the impact it has on us and our customers. What to us is routine information may be life-changing to them. We are now looking at outcome measures and are beginning to explore ways of measuring the value that is added by the information we provide. At the heart of this is the need to put our customers first, to research their needs and to skill ourselves to design and deliver services to match. I'm looking forward to the opportunity to develop these themes at our conference which takes place at Peebles, 11-13 Jun, on the theme 'Customer First: developing people centred library services'.

For those of you who may not know me here is something about what I do and how I've got here. My pre-library school experience was at the University of London Library but after qualifying I cut my professional teeth in public libraries as a Reader's Advisor in Hereford where I also had responsibility for the music collections. From there I went to Northamptonshire for a joint post in the Leisure and Libraries Service promoting concerts and supporting music organisations in the county as well as managing music and audiovisual library services, later taking the responsibility for forming and managing a new Resources Section. From there I migrated north to manage support services for Highland Libraries. My main priority was to automate the library system and it was exciting to be at the forefront of developments in EDI. Since then I have progressed through a number of jobs in Highland, each gaining wider remits.

My current job is as Lifelong Learning Manager for the Highland Council where I am responsible for [Libraries](#), Information, Archives, Adult Learning and Adult Literacy. I work within an integrated Education, Culture and Sport

Service and so a good deal of my time is spent in partnership working. It's good to be able to make links across sectors even if breaking out of silos takes more time and effort than I expect!

Although I'd worked in rural authorities in England I found the scale something else in the Highlands – a region the size of Belgium or Wales but with a population of 210,000 and with difficult and long journeys to far-flung communities. This remoteness applies also to contact with the wider profession – it takes me more than a normal working day just to travel to Hamilton, Glasgow or Edinburgh and back!

Looking back I now realize that every job I've done has been about change, whether it's new services, new processes or new partnerships. I enjoy the challenge of change and even when things are going well I've learned to keep my head up to see what's coming across the horizon.

Three things have come to the foreground recently: the consultation on the [Draft Culture \(Scotland\) Bill](#) and Guidance, the consultation on the Lifelong Learning Strategy and the discussions on the future shape and budget of CILIP and the effect this will have on CILIPS.

The Culture Bill offers us great possibilities and perhaps a few threats. As long as the Guidance is in place (and not watered down), and we have the Public Libraries Quality Improvement Matrix developed by SLIC, we will have a framework for evaluation that is backed by real money to improve services and which will help to define national standards. It's important that we use that framework to identify the skills and competencies that we need to develop in ourselves so that we can meet our customers' ever-changing needs. I am disappointed though that the Bill doesn't seem to recognise that our library collections, often individually and certainly collectively, are of a national significance that equals or exceeds that of the National Collections. We still have work to show others how well joined up the library landscape is.

The consultation on the Executive's Lifelong Learning Strategy shows that the libraries message has still to reach a number of ears. Neither the original strategy nor the consultation document recognises the contribution that libraries make to learners through the provision of resources and access to learning materials and opportunities, nor the work of librarians in guiding learners.

As a profession, we face a number of challenges to ensure that we are fit for purpose in the 21st century. You'll be aware of the financial pressures affecting CILIP as a whole and of the new structures being implemented. CILIP in Scotland has a focused business plan which it meets within budget. However, in order to plan for the future, CILIP in Scotland must

review where our priorities lie. I urge everyone to consider carefully what is important about our professional organisation. As part of our business planning for the future we will be seeking the views of all members and it's the responsibility of us all to contribute to this process.

I can't end without thanking Ivor Lloyd for his hard work and unstinting representation of us all in his year as President. He has been out and about meeting many of you stimulating lively debate. He will be a hard act to follow.

It's a great honour to be writing as your President. Looking back at the long list of those who have held this position fills me with awe but I will do my best to repay the trust you have put in me. I'm looking forward to meeting as many of you as I can during this year and to listening to your views.



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Striking similarities 20 years on

Rhona Arthur was at the picket line 20 years ago this month on all-out strike with other Strathclyde Regional Council librarians, protesting against pay and conditions. But how have things improved?

Twenty years ago this month, librarians employed by Strathclyde Regional Council, disappointed by the failure of their employer to address their pay and conditions, went on all-out strike. This resonates with present day concerns about pay and conditions in the form of Workforce Pay and Benefits, Job Evaluation and Single Status.

In the 1980s, Strathclyde Regional Council employed more than 270 library staff in their secondary schools, colleges and educational resource services. A claim for re-grading was submitted in 1981 but a national agreement prevented local settlements being reached. The national grade was removed in 1984 and NALGO (the trades union representing the library staff) entered in to local negotiations.

This post was paid up to GBP 3,000 a year less than a newly qualified teacher. Librarians felt under-valued and wanted a career structure comparable to other professional groups working for the regional council. The claim was for APIV/V for school librarians, the benchmark post upon which all other library posts were graded. In a letter to Scottish Libraries journal, Robert Craig, Chief Executive of the Scottish Library Association, pointed out that there was a lack of understanding about the contribution which librarians could make to support the curriculum and its development.

In January 1987, library staff took the decision 2:1 to take indefinite strike action from 2 February, rejecting an offer of API/II, as it was "...clear that the proposal would only perpetuate low salaries and low status for library staff in education, one of the few professional groups with a very high proportion of women employed." This echoes today's concerns about equal opportunities and the 'glass ceiling'.

The curriculum change at the time was the introduction of Standard Grade and its focus on investigative learning and the use of primary source material. Librarians found it hard to get a seat at the table to assist in planning the development (eerily like history repeating itself in A Curriculum for Excellence). The reasons for this are varied, but some link back to the status of library staff. Status is inextricably linked with salary and conditions of service, as well as professional expertise.

The strike lasted for five weeks. There was a degree of shock that librarians had taken such militant action against the heavy-weight Labour authority. Library staff served time on picket lines, formed a political strategy targeting the regional councillors, haunted council meetings and organised lobbying at councillors' surgeries. Letters to the press were written, buildings were picketed and discussions were held between key parties. Eventually, a return to work was agreed and an improved offer was made shortly afterwards. The offer was APIII for chartered librarians, with APIII/IV for posts with additional responsibilities.

Twenty years on CILIP in Scotland continues to be concerned about the impact of [Single Status](#) and Workforce Pay and Benefits reviews on pay. Members can build strong arguments based on emphasising skills and competencies using the CILIP in Scotland guide

Socialising with a few ex-pickets recently, I was persuaded to mark this anniversary in the journal. For many of those involved in the action, it was a political baptism of fire. Much was learned about political awareness, strategy and skills. Disappointingly, the struggle to convince employers that they need to invest in skills of their library workforce and reward staff appropriately gets tougher as the budgets get tighter. We all need to keep

pressing for better pay. Our profession makes a difference, and the cost of an educated, culturally-rich and literate Scotland, is a price worth paying.

[Rhona Arthur](#) is Assistant Director, CILIP in Scotland



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Behind the Screens: Access

Many routes to discovery

A number of recent developments behind the screen have the potential for improving access to the content of collections, writes Gordon Dunsire.

Although the examples given below have all involved the [Centre for Digital Library Research](#) (CDLR), they are indicative of the general level and direction of activity occurring in Scotland and beyond.

The improvement of access to the content of this journal, Information Scotland, is a good case study. The feature content of the journal is made available online after the printed version is distributed; the entire back-run from [Vol.1, no.1 \(Feb 2003\)](#) is published via the [SAPIENS service](#), with each article accessible from its own URL. SAPIENS provides a simple search engine for the full-text of its journals which can be used to find articles from the back-run. Google also indexes the full-text of the Information Scotland articles, so there are three distinct routes to resource discovery and access: Browsing the issue and contents menus in SAPIENS, using the SAPIENS search engine, and using Google (and other whole-Web search engines). Metadata in the shape of a MARC21 record is created for each article, using the [OCLC Connexion service](#). This process adds the record to OCLC WorldCat, which is available in full as an online subscription service taken by many libraries. A cut-down version of [WorldCat](#) is freely available on the Web.

This adds two further routes to [Information Scotland](#), although one is restricted to password-holders. The MARC21 record is also copied and

downloaded from Connexion to the [SLAINTE](#) digital library, where it can be searched along with other library-related online resources. This is route number six. The SLAINTE digital library is a member of [CAIRNS](#), so journal articles are included in general CAIRNS search results, and results from the metasearch service of the [Scottish Distributed Digital Library](#) (SDDL) That's another two routes.

Most recently, the Information Scotland metadata has been used as a testbed for the [Stargate](#) (Static repository gateway) project. This involved transforming the MARC21 record to Dublin Core format using a tool available in Connexion; no re-keying of the metadata was required. The DC records were then packaged in an XML file compliant with the static repository specification for the Open Archives Initiative Protocol for Metadata Harvesting, see the [OAISIS service](#). The resulting [static repository](#) was then published on the Web and registered with the Stargate gateway. The gateway service allows the repository to be harvested by metadata aggregation services providing an information retrieval facility for multiple repositories, similar to the idea of a library union catalogue. The Information Scotland XML file can be used by a human to identify individual articles, although it is not very user-friendly; this is another discovery route. Better still is to use the [Experimental discovery service](#) which aggregates the static and institutional repositories available in Scotland. You can find Information Scotland listed as an 'archive' in this service, which was developed as part of the [Harvesting Institutional Resources in Scotland Testbed](#) (HaIRST) project. This is route number 10. In addition, all repositories available in the UK and US are also harvested by the [OAister service](#), making it route number 11. In fact, any aggregation service can harvest Information Scotland metadata, so there may be additional discovery routes that CDLR and CILIPS are unaware of. So there are at least 10 different seamless ways of finding and using Information Scotland without requiring passwords.

This is a somewhat artificial situation, arising from the continuing collaboration between CDLR, CILIPS and SLIC, and in practice it is likely that any particular electronic journal would not employ every one of these resource discovery channels. But it is highly likely that more than one channel will be used in the future, with a significant improvement in access to the content. Anyone interested in using the static repository approach is welcome to contact CDLR; the Stargate gateway will be maintained for at least a year.

The use of open access repositories for the research output of Scotland is being explored in the Institutional Repository Infrastructure for Scotland (IRIScotland) [project](#) and [wiki](#). CDLR is involved in developing a [pilot](#) resource discovery service for the project. We have also been

involved in investigating the use of repositories to expose online content resulting from administrative activities, initially as part of the HaIRST project, and more recently in relation to metadata workflows and interoperability as part of the Managing Digital Assets in Tertiary Education (Mandate) project. In particular, the minutes of CILIPS Council and Committee meetings are available for public access, in the spirit of Freedom of Information, using a static repository and the HaIRST Experimental discovery service.

The [Mandate toolkit](#) is a valuable resource for libraries wishing to manage more online digital content. It contains model workflows, metadata structures and mappings which can be developed by any institution and adapted to suit a wide range of material.

A final mention should be made of the [Scottish Distributed Digital Library](#). This is a pilot service providing access to collections of freely available digital resources with Scottish themes. Collections range from the results of large-scale digitisation projects to high-quality resources created by amateur enthusiasts, covering a wide range of topics and formats. The service provides improved access to the content (try searching Google for 'Scottish collections'), and an easy way for libraries to augment their own digital collections. Anyone wishing to add a digital collection to the SDDL should contact SLIC or CDLR.

[Gordon Dunsire](#), Depute Director, Centre for Digital Library Research



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Stock policy: Access

Leading the way with style

A new current awareness service at the Glasgow School of Art Library harnesses the technologies of Web 2.0. And, as you would expect, it is elegantly designed. Duncan Chappell explains.

How can the academic library continually update its staff and students on new resources, available both within the library and on the Web? How do

we guide our readers towards high quality resources in their subject areas, and away from lower quality generic resources? At the Glasgow School of Art Library we have been asking ourselves these questions and others, and developing some innovative approaches to answering them.

Talking to both our academics and students, it had become clear that they found it difficult and daunting to keep on top of new resources in their teaching, learning or research areas. Students in particular found it difficult to differentiate between high and low quality resources available on the Web and elsewhere. At the GSA Library we have always had a strong user support ethos, and we pride ourselves on the in-depth knowledge of our dedicated subject staff. We realised our challenge: to marry this professional knowledge and expertise with innovative technology in order to provide our readers with the kind of current awareness service they so obviously desired.

As an HE art school, our user demographic is wide-ranging and dynamic, but there is always one constant: our users think and work visually and find traditional textual approaches off-putting. To be well-received and used our current awareness service would need to be visually appealing, elegantly designed, and dynamic. We realised that today's Web 2.0 technologies could easily be harnessed to create and develop such a service.

Our recently launched current awareness blogs for the subject areas of [architecture](#), [fine art and design](#) are designed to provide our readers with a one-stop shop for high-quality resources available through the GSA Library or Web. Maintained by the our Subject Librarians, all resources are assessed for quality, as well as relevance to GSA subject areas or research activities.

Features include:

- >> Regular postings of new and updated content
- >> RSS feed
- >> New Resources showcase
- >> A-Z list of high-quality resources
- >> Subject Librarian links
- >> Demo movies using Flash
- >> del.icio.us tags
- >> Post archives and blog search function
- >> Web, imagebank, and subject gateway search.

The blogs were designed and created using the free web-based [Blogger](#) program. Pre-existing Blogger templates were heavily customised and redesigned to allow us to create blogs that were full of

information, yet maintained an elegant simplicity. Library branding was added, and the same colourful template used across our different blogs.

The design ethos has always been to make things as easy to understand and use as possible. All our postings are kept deliberately concise, whilst still conveying all the essential information. Postings are accompanied by a resource type icon which shows readers whether the resource being discussed is a text, image, video or audio resource. Our A-Z list of resources includes 'useful for' text which spells out exactly what the resource can be used for. Instead of PDF user guides, we have created dynamic Flash movies using [Adobe Captivate](#) that allow students to actually see the click paths for logging in to Athens, for example.

We've also incorporated scripting and coding that allow readers to search external resources directly from the blogs. Search boxes from [Intute](#), [SCRAN](#) and [Google Scholar](#)⁶ have been included, whilst del.icio.us tags for all postings are also displayed. Subscription buttons for a number of news aggregators allow readers to easily subscribe to our RSS feed. The blog's search engines are customisable swikis with tag clouds created using [Eurekster Swicki](#) they allow us to guide our students to more relevant search results than they would otherwise encounter. In addition, the blogs have been heavily integrated into the Library's VLE course.

Feedback has been overwhelmingly positive, with many users commenting on the ease-of-use and clarity of presentation. The possibilities for future additional content and functionality are considerable, and we're already excited about the next stage in this essential new service.

Duncan Chappell is Fine Art and Design Librarian, Glasgow School of Art.



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Book festivals

Right on target

Aye Write!, Glasgow's now annual book festival. Mary Greenshields explains how such festivals can both promote and engage more people with libraries – even before the event takes place.

As you read this, the second [Aye Write!](#) book festival in Glasgow will have taken place in the magnificent, newly refurbished Mitchell Library. The programme offered more than 120 sessions with leading writers, journalists and broadcasters, a schools programme with more than 70 events for Glasgow schools.

Added to this writing workshops and informal café sessions were also on offer. For instance, Literally Quizzical, when teams of readers, writers, librarians and councillors were to battle it out to find the Aye Write! Literary Team of 2007. At the time of writing, the excitement in [Glasgow Libraries](#) is tangible, as we see months of planning and preparation coming to fruition.

How it is organised

Aye Write is organised by a Steering Group made up of library staff, partners, sponsors and an employed programmer. Chaired by Councillor John Lynch, Executive Member for Cultural and Leisure Services, the group includes the Libraries' Management Team and selected staff, representatives of title sponsor [Bank of Scotland](#), editorial staff from media partner the Herald, academic staff from [Glasgow University Creative Writing School](#) and representatives of [Waterstones](#) and [Scottish Enterprise Glasgow](#).

Responsibility for aspects of the festival is devolved to working groups: Programming; Sponsorship; Operational – management of venues, ticketing and staffing – as many members of staff as possible are given the opportunity to be involved in the festival; Children's – programming events, liaising with schools and staffing; and Community engagement.

A substantial sponsorship package from Bank of Scotland means that the festival is now an annual event and has adopted the title Aye Write! Bank of Scotland Book Festival. Other funders, apart from Glasgow City Council, include Scottish Arts Council and Glasgow University.

[The Herald](#) supports the festival with author interviews, book reviews and editorial content. The paper has also published a specially commissioned short story by Theresa Breslin.

Town and gown

Input to the festival from academia has included representation on the Steering Group from Glasgow University Creative Writing School and links with journalism and media courses at Strathclyde and Caledonian Universities. Students will help out with looking after authors and

introducing sessions, and write reviews of events, with the best appearing in the Herald. Journalism students have the chance to practice their skills by interviewing authors and videoing sessions, for website use and also as a resource for use by book groups.

A partnership with Waterstones gives us a high quality retail outlet on site during the festival, offering festivalgoers the chance to buy a copy of a book and have it signed by the author. An added benefit is that Aye Write displays of stock and programmes in Waterstone's shops, in the weeks preceding the festival, provide useful targeted marketing.

Stock policy

While books are available to buy at Aye Write through retail partners Waterstones, we make sure that copies are also available to borrow from all libraries, which makes our festival more inclusive. Money is set aside in the bookfund to buy copies of books by all authors on the programme. Members of library book groups are encouraged to suggest authors for the programme and copies of their books are made available in advance of the festival.

As well as bringing the buzz of a major literary festival to Glasgow, we monitor the effect on our libraries' performance indicators. While a 10-day festival will clearly impact very positively in terms of visitors, book issues and new members, significant gains are also made through our community engagement programme.

Community engagement

When the first Aye Write festival was at an early stage of planning, the decision was made that, as well as bringing the best literary talent to the city, the festival would contribute to Glasgow City Council's learning, social inclusion and regeneration strategies by engaging people who don't usually use libraries or attend book events. The success of this strategy is borne out by the statistic that, of the 15,000 people who took part in Aye Write! 2005, more than 60% were from Glasgow's social inclusion partnership areas.

In the run up to Aye Write 2007, we embarked on an extensive community engagement programme to make sure that even more groups and individuals across Glasgow would enjoy this year's festival. Working with colleagues across Cultural and Leisure Services, including Sports Development, Youth Teams, and Community Action Teams, and with a range of partners and sponsors, we have delivered some innovative reading and writing initiatives.

Small Island Read 2007

From January-March, along with Bristol, Hull and Liverpool, Glasgow is taking part in Britain's biggest ever mass reading [project](#), with 50,000 copies of Andrea Levy's Small Island being distributed free of charge in the four cities. In Glasgow, media partnership with the Herald has been invaluable and television adverts encouraged readers to bring their voucher for the free book to any Glasgow library. We also offered a free copy to library members who borrowed another book – a tried and tested performance-enhancing strategy!

A range of events around the initiative are taking place in libraries, Andrea Levy appeared on the opening day of the festival and the programme included other events related to slavery and immigration.

As well as helping our targets for visitors and new library members, the initiative has raised our profile. Another long-term benefit of the initiative has been the setting up of new workplace book groups and contact with those hard-to-reach private book groups – more customers for our Book Group Tickets.

Creative Writing

[Ignite Playwrighting Competition](#) In partnership with Playwrights' Studio Scotland, we offered a series of workshops across the library network and invited original scenes from unpublished playwrights. The prize for the winner – Karen Barclay – is support, advice and training to develop her scene into a full length play, which will be given a rehearsed reading at Aye Write!

One Glasgow Many Cultures

With Scottish Arts Council funding, Aileen Ritchie was appointed as Writer-in-residence, working with refugees and asylum seekers. Aileen organised a short story competition on the theme of '[One Glasgow Many Cultures](#)' which attracted entries from schools, writing groups and individuals. The winning stories was celebrated at an event on the opening day of the festival.

Football Stories

To encourage more men to attend the festival, one of its themes is football. In the run up to the festival we invited people to send in football stories. This was cascaded through the Adult Literacy Network, Youth Services and Football Development Scheme. As part of the [BBC RaW campaign](#), the BBC provided football storytelling workshops and also arranged for Tam Cowan to host an event celebrating the best stories.

RSNO

From September 2006 to January 2007, we embarked on a partnership with the [Royal Scottish National Orchestra](#) which involved some of our book groups reading books on a musical theme and being visited by musicians to play, talk about their work and improvise music around the books. Members of the Orchestra played at Aye Write, in the new Herald Café in the Mitchell, and for 2008, we are looking at a musical strand to the festival.

Aye Write! is a festival for all the people of Glasgow. Time will tell its effect on our performance – visitors, issues, membership – but even before it started this year, it has been hugely effective in reaching out to the people of Glasgow and raising the profile of Glasgow Libraries.

Mary Greenshields is Adult Services Coordinator, Glasgow City Council.



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Stock policy

Addressing the gaps

We are generally too intuitive about stocking public libraries, says George Kerr. An evidence-based approach can get what users really want on to the shelves.

What is stock management? I believe it can be summed up in two words – identification and provision. To elaborate, I mean identification of customer demand and expectation on the one hand, and on the other, identification of gaps or weaknesses in our current provision. Then having identified, concentrate your resources on provision to meet those demands, or expectations, and to address the gaps and weaknesses.

And therein lies the problem with current stock management practice; how do we identify these 'gaps' in a professional manner? Current practice is largely intuitive, 'touchy feely' and experience-based. In other words, stock management practice is an art form rather than a scientific process. It is

certainly not designed to identify, in the great detail that is really needed, what library users really want to see on the shelves of their own local library.

I have spent nearly 20 years evolving a more structured, evidence-based methodology, which is based on the principle of identification. In the process I'm afraid I may have inadvertently offended some librarians, who accuse me of demoting the role of librarians and turning them into mere 'shelf stackers' or 'bean counters' with no feeling for books and literature.

In reply I would contend that the methodology (evidence -based stock management (EBSM)) empowers librarians in the 'provision' part of the stock management equation by providing them with a series of powerful tools to help 'identify' what is needed.

As to lack of feeling for books and literature, I am long enough in the tooth to have been an ardent user of libraries for more than 60 years – I just want to see better bookstocks!

EBSM is designed primarily to guide librarians on the provision of new stock and re-location of current stock. It uses current and previous borrower use data residing within LMS's and then formulates a series of management action plans which if followed will produce the sort of stock outcomes which borrowers want. For example, stock will become more relevant to user needs and will be of better physical, measurable quality. Furthermore, the processes involved save lots of staff time which can be used to improve front-line services and in addition significant savings can be expected from the avoidance of the purchase of unnecessary stock (which will not be well used).

Let's look at how the 'three I's'.

Identification of demand

Identification of demand is the process of working out, from the use of existing stock by current as well as lapsed borrowers, the relative demands that are made on the various stock areas. An analysis is made for a large number of subject areas (using Dewey class number ranges) of use factors such as the percentage of stock currently on loan and the average use made of all the stock within these class number ranges.

Subject areas are then matched against stock use targets, with reports then identifying subject areas which are either underused, overused or on target. Subsequent reports then advise on purchase quantities for future acquisitions, taking account of relative demand locally and globally. The technique ensures much better targeting of new acquisitions to address user demand.

Minority interests are catered for within the EBSM methodology by looking at global demand, and then provision for new acquisition in these subjects is made, by purchasing in accord with relative demand and then rotating such items. This ensures very cost-effective provision for minority interest users.

EBSM also helps maximise use of existing non fiction resources, which is a real Best Value initiative. It does this by identifying low-use stock areas, finding matching low-use subject areas in other service points and then organising large scale swapping of the material. Evidence from a number of users indicates that this technique does generate significant extra loans from material previously moribund in its original location.

EBSM also supplies a tool to identify demand in Fiction. The 'Popular author report' works out who are the most popular authors within individual libraries, and then identifies those authors whose works are so popular that demand outstrips shelf supply (i.e. the vast majority of local stock holdings are always on loan). I believe it is perfectly legitimate for library users to expect to find a reasonable selection of items on shelves at all times by their favourite authors. (And this has been identified in surveys of new borrowers conducted in West Lothian.) EBSM's report highlights these 'problem' authors and at the same time, the software finds possible transfer items by the same authors that are sitting currently underused in some of your authority's quieter libraries. As part of the 'provision' equation, these items are highlighted and can be transferred permanently or temporarily to address the under-supply in the busy library. This report provides a double whammy – increased satisfaction for customers of busy libraries and more use from items in quiet libraries which have now effectively become moribund. This concept is logistically impossible to address without the use of the power of your evidence-base.

Identification of expectation

There is a range of sources of information – and staff opinions – about subject coverage which should have special consideration.

However, it makes no sense to identify such potential subject or genre coverage, and then just plough sums of money into provision with no thought being given to what happens to this material once it appears on the shelves. Have we bought the right items? Was the (albeit lower than normal) demand there in the first place? Do we need to promote this material to potential users in order to maximise its use? Do we need to rotate this material round libraries to maximise use? Do we need to consider re-locating to another branch? In other words, we need to analyse performance of this material like any other stock purchased, to provide guidance on future action and provision levels.

EBSM requires provision for Experimental Purchase to take account of these concerns and also for any suggestions which might be prompted by staff (or possibly users themselves!). It is essential that provision for stock breadth is encouraged.

The technique is powerful but simple in concept. Frontline staff use the normal 'intelligence gathering' exercises (contact with users, community profiling, etc.) to identify stock areas which they consider are worthy of some experimental purchase to test for demand. A screen is available for staff to input this information. Using EBSM, you can allocate monitoring codes which are attached to holdings records when material is purchased and added to shelves, and then provide regular reports to monitor the use made of the experimentally purchased material.

The technique ensures that evidence-based acquisition does not become too inward looking, which might be a consequence of looking only at demand on existing stock.

Identification of gaps in existing coverage

This is the final identification, and should be carried out in great detail. Using analysis tools, non fiction gaps can be clearly seen, both in local library coverage and at the macro level (i.e. gaps which exist right across the authority coverage). 'Gaps' are not necessarily subject areas where no stock exists; it may just be that coverage is miniscule.

EBSM non fiction stock use reports show these gaps up clearly, and librarians then have the opportunity to use the 'experimental purchase' concept to purchase small amounts of stock to test for demand, then look at the evidence to see if that demand really does exist. Logistically, again, without the use of a tool like this, it is impossible to be fully aware of gaps in existing coverage.

By embracing the concept of structured Identification and then Provision, stock will gradually begin to reflect what the users themselves want to see on shelves. However, the EBSM method does have safeguards built in, in the form of less stringent performance parameters for stock areas deemed to be more worthy, such as the classics. In addition, the use of Experimental Purchase ensures a continuing process of additions to stock breadth.

By checking the viability of this material, you have the assurance that you are not wasting money by continuing to purchase stock in areas that have been shown to be unwanted.

Advice and further information about the EBSM methodology can be obtained by contacting

[George Kerr](#)



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Stock policy: Fiction provision

A voice for the invisible?

Are libraries in Scotland insensitive to providing lesbians with equal opportunity for leisure reading? Jacq Goldthorp describes her research into lesbian fiction and Scottish Public Libraries.

I have undertaken research into fiction that is of particular relevance to people's own sexual identity, i.e. lesbian fiction.^[1] I asked the question, do lesbians living in Scotland have the same opportunity for leisure reading as the rest of the adult female population? What I found lead me to make two observations. Scottish public library providers lack the necessary knowledge on how to include LGBT people and their needs into the development of their services and have been apathetic in amending this situation. Many of those who manage library services are "cloaking" discrimination and prejudice with a false front of neutrality and "a one service fits all" approach. I want to present some of the evidence that lead me to make these observations.

Of the many lesbians I interviewed, surveyed and did workshops with in the pursuance of this research, only 8% of them currently use public libraries, their reasons were:

Insensitive library staff, over 54% of lesbian respondents who had used public libraries indicated that they felt they had been victims of direct discrimination by library staff and had concerns over the maintenance of customer confidentiality. One interviewee commented, "I would never have borrowed lesbian fiction from the library as I believe that my children would have been discriminated against if it was thought that their mother was a lesbian".

There is much evidence to support the view that training and raising awareness among staff is the means to counteract negative views of minority groups and to lead to a more inclusive service. However, only 28% of the public library services in Scotland answered the survey they were sent on this issue and of those none of them had provided diversity training which included LGBT people to their staff. Equally, none of the professional training courses in library and information studies offered by universities and colleges in Scotland appear to have tackled this issue.

A recently qualified librarian from a distinguished university commented that she did not "...have a clue what lesbian fiction was", and did not think that libraries should have to "...pander to the demands of minority groups – if people want such books they should be prepared to use interlibrary loans". In workshops which included colleagues from England all commented on the fact that they had not received training in providing materials for LGBT people. Comments by professional staff included: "If we are sent a survey about say, disabled people, we fill it in – but if it is about LGBT people no one is interested as they are not a priority for the service."

More than 70% of lesbian respondents commented on poor and dated collections of lesbian fiction. The following comment was typical of those received: "The selection of lesbian fiction in my local library is pathetic; for years now, I have purchased my lesbian novels from online booksellers". A detailed analysis of the Scottish public library catalogues that are online disclosed that out of adult fictional materials less than 0.03% could have been described as lesbian or gay fiction. This is less than 150 volumes per 500 thousand. However given the problems in accessing lesbian fiction it was difficult to gain a true picture by this method alone. Therefore a snapshot was used.

A sample of 25 recently published, widely available, lesbian novels was applied to each online catalogue. Only one library service had 50% of the titles in stock (one of the smallest in Scotland); and over 80% had less than 25% of the sample titles. This perhaps makes understandable the reason proffered by one library worker from a large urban library service, as to why they did not have a separate section for lesbian and gay fiction. "It is highly unlikely we would have enough books to make up even one unit of five shelves."

Lack of stock is more likely to be the reason why large central libraries do not have a separate section for LGBT patrons and not the often given reason that LGBT people do not want a separate section. Over 75% of lesbian respondents would have welcomed a separate LGBT section as a good way of locating new lesbian fiction and allowing them to browse for new titles/authors.

Over 85% of lesbian respondents commented that being able to search for lesbian fiction online using keywords, to enable them to bring up lists of lesbian fiction would be invaluable. In only 22% of the public library services which had an online catalogue was the keyword phrase lesbian fiction recognised. And this was not by design to aid access but by the accident of having a particularly attentive cataloguer employed by the bookseller. Where the key phrase 'lesbian fiction' was recognised the highest number of lesbian titles attained was 54 and this from our capital city. Many library workers commented that they did not see the need to catalogue fiction in terms of sexual orientation. To this I would respond that many other people enjoy listening to audio books besides visually impaired people. Yet when I suggested to librarians that audio books should not be catalogued as such they were appalled, commenting that how, then, would their main audience be able to locate them – precisely my point.

When it came to advocacy and promotion 100% of the lesbian respondents thought that libraries should be willing to engage with LGBT people and their support groups to find out what services they need. Over 90% felt that library services should show support by taking an active part in events in the LGBT calendar by, for example, having book displays, author talks and/or taking a mobile library to PRIDE. 100% of the lesbian respondents also thought that UK library services should, as has been done by their American counterparts with the Lambda Awards, support the creation of a literary award for UK gay and lesbian writing.

Research carried out through 2005/06 into Scottish public libraries' engagement with any of the above came up negative. None of the public libraries surveyed or observed either actively communicated with LGBT networks over library services or took an active part in LGBT events such as Pride. This year not one Glasgay event (Oct-Nov 06) took place in public library premises. Individual local authorities do support LGBT support groups, but public library services are noticeable by their absence.

For the reader who may feel that there is little interest in lesbian and gay fiction, "The evidence is against you", the women that I spoke to in the course of my research stated strongly that having access to lesbian fiction was a valuable support to them, and for many it had been life changing and affirming. When recently I attended a talk given by Sarah Waters at the Edinburgh Book Festival, it was difficult even to find standing room.

I leave you with a comment from a teenager: "Why should we have to fight for a good library service when others don't have to, why should we have to justify having the same consideration as any other borrower?"

References

[1] Goldthorp, J. (2006) The Social inclusion of lesbians as borrowers from Scottish Public Libraries, explored through the visibility of lesbian fiction. M.Sc. Dissertation. Robert Gordon University, Aberdeen.



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Marketing

Screening your messages

Neil Wishart describes his company's work in installing screens in libraries and setting up web TV to help them promote their services to the public.

[Prime Space TV](#) is a highly engaging Community Television network that has now been installed in six library authorities across Scotland. Four authorities; [East Renfrewshire](#), [Inverclyde](#), [North Lanarkshire](#) and [West Dunbartonshire](#) took part in a very successful pilot in the summer of 2006. Extensive research during the pilot validated the network and its impact with the general public.

Subsequently networks have been launched in two further authorities, [Stirling](#) and [Perth and Kinross](#) and as we were going to print, Prime Space has announced that another six authorities will go live in the next two months.

The system is provided to the library free of charge with only minor costs for power and data being incurred. The company sources a range of relevant and interesting public information from local and national government to display on the screen and has recently added content giving the public access to educational and career opportunities.

National and local news, weather and sports headlines are also displayed on screen and these have proven very popular with the general public. A visitor to Dumbarton library said: "I think the news is great. Being in college I don't get much chance to see the news."

The system also comes into its own as a public communication and marketing platform for promoting the value of public library services. Displays are bright and eye catching and can be used to transmit static messages, animations and even full video.

Library authorities that have installed the system have quickly grasped the potential for promoting their services. This is clearly important as at the start of the pilot, a resident of Clydebank stated: “I think the local council is very bad at marketing themselves. The library runs tremendous courses and programmes and where do you hear about them?”

The library authority can choose to run content across all screens in its area, but content can also be scheduled to run on individual screens allowing for very local messages to be displayed.

Until now, Prime Space TV screens have provided a platform for communicating with library visitors. Two new initiatives are going to have a major impact on how libraries can market themselves outside their buildings to the general public at large.

East Renfrewshire Council has become the first authority in Scotland to install Prime Space TV screens in other leisure sites. Recent installations into a local sports centre, theatre and leisure pool will allow East Renfrewshire libraries to cross market themselves with other services, reaching many potential new library users in a wider arena.

As well as providing screens in other buildings, Prime Space TV has just launched a local Web TV platform. All information that is displayed on screen is also now displayed on the web channel for that local area.

www.eastrenfrewshire.tv enables East Renfrewshire libraries and other on screen advertisers to get their messages out to the public at large in a new way. There are options to make content available for podcasting and RSS which will help engage libraries' hard to reach youth and young professional markets.

Liz McGettigan, Library and Information Services Manager at East Renfrewshire, where the '[Look@Libraries](#)' promotional festival took place recently, commented: “Previously people depended on print such as bookmarks, brochures and leaflets but nowadays people want fast, on-the-go information and are attracted to visual messages. Information and key messages come across very clearly through the use of Prime Space TV. It's certainly key to our marketing strategy and we couldn't have done it on our own.”

Here at Prime Space TV, we will continue to develop and integrate market leading digital technologies. We want to help ensure that our public library partners and other host services can compete for the public's attention with increasingly sophisticated commercial organisations.

Neil Wishart is Director of [Prime Space](#) TV. Further information at; +441355 813 600. Prime Space TV is a Platinum Sponsor of the CILIP in Scotland Annual Conference and you can see the service in action at this year's conference at Peebles Hotel Hydro, 11-13 June.



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Service provision

Getting the measure of the bridge

The joint use library at the Bridge in Glasgow's Easterhouse is being studied carefully as a way forward for service provision. SLIC, funding the study, is particularly interested in implications for Lifelong Learning, explain Craig Green and Cathy Kearney.

Joint use libraries and co-location of services are fast becoming a 'hot topic' across the sectors as the Scottish Executive's efficient government initiative shapes and informs the shared services agenda.

Increasingly, SLIC is being called upon to advise on such developments and is currently funding [John Wheatley College](#) to carry out a project to study a new service delivery model for further education and public libraries at the [Bridge in Easterhouse](#).

The John Wheatley model is of particular interest because it features both co-location of services through joint use of buildings and a merged college/public library service contained within it.

The 'Cultural Campus' development is based on the new college building opened in 2002, designed at the time for the recent extension work which now incorporates: a new public library which includes the college library

and flexible learning unit; a new Arts Centre including a 250 seat auditorium; modernised leisure and sports facilities; dance studio; cafe; and recording studio facilities.

At a strategic level, the co-location model is seeking to promote the role of the library as a focus for community learning activities.

At a design level, steps have been taken to make the library a welcoming place by, for example, including a coffee shop, chill-out seating areas and facilities for self-issue.

At the delivery level, the City Council manages the new merged service in partnership with the College within the terms of a service level agreement. When the service opened last autumn immediate advantages included:

- >> Greater access to professional library support;
- >> Purchasing economies of scale;
- >> Increased footfall and activity;
- >> Enhanced library related activities;
- >> More flexible opening hours;
- >> Meeting spaces; and
- >> Informal cafe environment

SLIC's involvement with the initiative dates back to the early planning stages which focused on the importance of a well thought out service level agreement to govern the effective management and delivery of services to communities with differing needs and expectations.

The proposal for a joint use service arose from the College's role in community planning and its commitment to developing service partnerships in its local communities. The main concern for the college has been to ensure that the educational needs of its students would not be compromised by the new operating arrangements (and from the Council a similar drive in terms of services to the public). There was from the start a focus on continuity of effective curricular and learner support, JISC licensing agreements and restrictions, collection development and stock management.

The defining features of the new service delivery model are:

- >> The college and public library facility are merged within a 'cultural campus' development;
- >> A service level agreement mediates delivery and enables development;
- >> College library staff were transferred to the employ of the Council and the College 'buys back' library services for its students;
- >> The College supplies ICT services for both public and college learner communities including Internet access and support;

- >> The resource collections are managed in a combined catalogue using the GCC library management system;
- >> GCC supplies library services to both public and college learner communities;
- >> The College provides learning support services to both communities as part of the wider REAL and Learndirect networks; and
- >> The development of a clear monitoring and evaluation procedure for the service within the SLIC Innovation and Development Fund project including use of the 'Resources and Services to Support Learning' [FE service development toolkit](#).

The service level agreement which supports the new service gives careful attention to ensuring that the needs of college staff and students are met within the new arrangements by regulation of services including:

- >> Access arrangements;
- >> Collection management;
- >> Acquisitions;
- >> Catalogue;
- >> Circulation;
- >> Digital information;
- >> Equipment maintenance;
- >> Stock selection;
- >> User education;
- >> Staff development;
- >> Support for learning; and
- >> Reference services

The scope of the service level agreement will be tested and evaluated during the project which will produce a model for adoption elsewhere.

SLIC believes the study will produce valuable information and guidance for others in the sector who may be contemplating merger or co-location. Potential difficulties which were anticipated included different cultures and operating procedures, but early reports from the project's operational group indicate that the transition has been relatively smooth so far. The operational group ascribes these early successes to flexible attitudes and professional respect between the various groups of staff involved, in particular library services staff from both public and educational library backgrounds, flexible learning support staff employed by the college, and to the common goal of team members to develop high quality services for all users.

Strategically SLIC is interested in the implications for lifelong learning in public library services where users have ready access to information about learning opportunities and sources of professional learning support. The

project's operational group has also been asked to identify factors which may hinder full service integration such as licensing restrictions on electronic resources and is working with SLIC to resolve these.

Outcomes of the project

The project will produce a set of good practice guidelines based on tested/monitored procedures that will inform the library and information services community considering such joint service/use arrangements.

It will identify key success factors for ensuring quality and relevance to both communities. A quality statement for both public and learner services which meets the requirements of both the council and the college will be produced.

A model service level agreement and set of operating arrangements for joint use services based on the John Wheatley College/ Glasgow City Council experience will be another outcome.

The project is due to report next September in time for the 2007 SLIC Further Education Conference. Already the project has demonstrated that ingredients vital for success are likely to include appropriate community location of the library and learning support services, a written agreement to cover service delivery, staff flexibility and operational teams' commitment to high quality service delivery and support for users from both public and college communities.

Results of the project will also be disseminated through library and FE networks.

Further information: www.jwheatley.ac.uk/projects/slic

[Craig Green](#) is Information and Learning Services Manager, John Wheatley College and [Cathy Kearney](#) is Assistant Director of SLIC.



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Endpiece

Of books and gardens

Colin Will finds he can't get away from things botanic – and getting his hands dirty.

While we were in Frankfurt recently we visited the Städler Museum to see its new exhibition – Gärten (The Painter's Garden: Design, Inspiration, Delight). I have to say it was breathtaking. From the Upper Rhine Master's Little Garden of Paradise (c.1410) to the moderns, it was a delight to eye and mind. When I was Chief Librarian at the Royal Botanic Garden, Edinburgh, the collection of herbals and other illustrated botanical texts were a constant joy. I took great pleasure in showing them to visitors, and to specialist botanists and artists. It was a rare privilege, having responsibility for this major national collection, and always a pleasure, never a chore.

I was reminded of this in Frankfurt, seeing a copy of Basilius Besler's Hortus Eystettensis displayed in the Städler. The hand-coloured copy is something Edinburgh doesn't own, but we did (do) have a huge copy of the Double Elephant (I think) version, with all three flowering seasons bound into one book. It's the largest – and heaviest – book I've ever come across. It's a florilegium, celebrating the plants grown in the garden of the Prince-Bishop of Eichstädt. After the death of the Prince, it's said that by 1630 his garden was no more than a vegetable plot, but at least we still have the Hortus, a celebration of plants and plantings that can inspire today's botanists, artists and bibliophiles. Another series of illustrations were by Hans Weiditz, my favourite among the early botanical artists. He prepared these for Otto Brunfels' *Contrafayt Kreuterbuch* of 1529, although he's perhaps better known for his work on Leonhard Fuchs' *De Historia Stirpium* of 1540. Weiditz was among the first to draw plants from living specimens, with all their irregularities and imperfections, rather than the idealised versions of earlier artists. Another reminder of the RBGE Library was seeing some of the plates from Anna Atkins' *Cyanotypes of British Algae*. This remarkable work used living specimens of seaweeds to, as it were, take their own photographs by a chemical process related to the production of draughtsman's 'blueprints'.

Other highlights of the exhibition were, for me, Thomas Eakins' *Arcadia*, the *Corots*, a *Watteau*, a *Fragonard*, a *Delacroix*, some fantastic *Constable* skies, a luminous *van Gogh* painting of the asylum garden at *Nuenen*, and some marvellous *Impressionists*. The *German Romantics* of the 19th century were well represented too, and were almost all new to me. I have to say that going round an exhibition with a two-year old is not conducive to concentration, and I'd have liked to stay longer, but what I saw was stunning. It also reminded me what a fantastic job I once had, before I was

seduced into the dubious pleasures of senior management, away from the books and paintings I love.

What I do now can't really be called a 'job'; it's a sort of mosaic of literary and voluntary activities that I find immensely satisfying. Something that has taken up a lot of my time in recent months has been helping to put together a financial package on behalf of [Tyne & Esk Writers](#). This is the umbrella organisation for writing groups in Midlothian and East Lothian. In the past, we've been fortunate to employ Writing Fellows, in partnership with [East Lothian](#) and [Midlothian Libraries](#) and the [Scottish Arts Council](#). This time, we approached Leader Plus as the third partner with a proposal to employ a Creative Writing Development Consultant, a slightly different flavour of writer with a different role and a wider remit. I'm delighted that we were successful in our application, and the new writer is about to be appointed. One of our more Scotophilic bards has suggested that the new job title should be Bidie-in Screiver, but I don't think that would catch on.

Returning to the botanical/horticultural theme, one of my voluntary activities is involved with the 18th/19th century [Amisfield Walled Garden](#) at Haddington. This is a huge garden, at over 3ha the second-largest walled garden in Scotland (I'm told), and was originally part of the Wemyss estate, though now owned by East Lothian Council. The Amisfield Preservation Trust, of which I'm a Director (I own my own fork), is trying to preserve the fabric and develop the garden for community use and as a visitor attraction (difficult when you're next to a sewage works). The walls are over 3m high and in excellent condition, but the pavilions at each corner have lost their domed roofs. Much of our work in the past year has been to clear scrub – brambles, nettles and thistles – but the centre of the garden was planted up as a tree nursery and later abandoned. It's a major headache, trying to decide what to do with these trees, which are now neither decorative nor particularly useful to people or wildlife. Over the winter, however, we've managed to clear some beds round the perimeter, and we're about to plant seeds of 'heritage' vegetables and potato varieties not seen in East Lothian since the 1930s. And I'll be revisiting the RBGE Library to swot up on Victorian kitchen gardening techniques. What goes around comes around.

[Colin Will](#)

www.colinwill.co.uk



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President's perspective

Continually asking questions

Lifelong learning should be just that – for life, not just for employment, says Christopher Phillips.

I've been reading Testament of Faith, the autobiography of that great teacher and explainer William Barclay. Although I'd always associated him with Glasgow, I was pleased to find that he was in fact born in Wick where his father was a bank manager at the time. The Highlands can't claim too much of an influence on his mind though since he moved away when he was five and it was in Motherwell that he went to school. It's clear from what he says that his teachers there were inspirational and that some of them would not today have been allowed to hold the positions now that they did then! Barclay reminds us that there are "...two kinds of education – one teaches us how to make a living and the other teaches us how to live."

It is a particular hobbyhorse of mine that the current lifelong learning agenda seems to emphasise skills for employment at the expense of skills for life. Indeed re-reading the Executive's lifelong learning strategy Life through learning: learning through life in preparation for a response to the recent consultation exercise, it struck me even more forcibly than before how the strategy seems to concentrate on employment skills for post-16 year old school leavers and misses out on many of the cradle to grave opportunities for learning.

Learning should be possible at any time, anywhere and for any purpose. People may learn to fulfil personal ambitions, further personal interests, get a job, develop a career or shape their community. Skills and knowledge can be acquired in many different places – in schools, colleges, learning centres, libraries, through work, at home, through leisure or in the family. Who knows what skills learned in one area of life may be applied elsewhere.

An important task for library and information professionals is to help learners overcome the barriers between these environments so that they can develop their own learning pathways and build on knowledge wherever it is acquired. We are uniquely placed to support learners through our selection, arrangement and promotion of information resources, and through the assistance we provide to customers in helping them to

formulate the right questions, search for answers and evaluate results for relevance and currency.

Not only are our customers all learners in their own ways, but so are we. For me the time has come to look critically at how we acquire the skills we need to do our jobs and how we keep them up-to-date. In Highland we've been having difficulty for some time in attracting professionals

to a range of posts so we've been forced to look at other ways of filling vacancies by "growing our own". This doesn't just apply to libraries but has been noticeable in other professions such as teaching and social work. By providing additional support and linking with distance learning opportunities we've been able to offer the possibility of qualification to people without them having to move away from the area. We'll need to explore different ways of getting fresh ideas and new blood if we are to avoid stagnation, but at least we are able to build on local experience and on the investment we've already made in our staff.

The success of this fresh approach and the process of job evaluation have combined to make me question the value in all cases of the large block of formative training that characterised the route that I and many others have taken into the profession – if I was ever entirely comfortable with it in the first place. With competency frameworks supported by national occupational standards the evidence offered by Chartership is no longer seen by Personnel Managers (well mine anyway!) as either exclusive or entirely relevant. Instead we have the opportunity of more focused learning opportunities based around specific needs which in time will build into something comprehensive, but which crucially do not have to be followed all at once.

For all of us (and especially for the chronologically rich like me) there is the challenge of keeping our learning up-to-date and learning new things. That's where our professional association is so valuable to us all: through it we have the opportunity to meet colleagues share ideas and be challenged by seeing how things can be done differently in other places and other settings. I'm really fortunate to have learned so much from the wisdom and experience so generously given by others and from the opportunity to present what we have tried to do here in Highland. We should perhaps begin to look at changing the specifications for our post holders to reflect our emerging needs – not only requiring evidence of current skills and competencies but also demonstrating the commitment to continuing professional development. I'd like to see it as a requirement that each year we investigate practice elsewhere, in another library, another place or in another sector, and relate that back to the needs of our customers and institutions. Setting up such a systematic exchange of good practice and

ideas should benefit us all and contribute to improving the quality of library experience for all our customers.

I welcome the new challenges that training for our profession in the 21st Century brings. It's good for me to be bumped out of my complacency and to be forced to question what it is we need to do. In the book I mentioned above William Barclay quotes Mandell Creighton: "The one real object of education is to leave a man in the condition of continually asking questions." I suspect I'm better at asking questions than I am at sorting out the answers but I'm looking forward to discussing some of these ideas as I meet with you over the coming months.



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People: Careers

Wonderful job satisfaction

Helen Durndell, appointed as Glasgow University Librarian in November, talks to IS.

Helen Durndell has worked in Glasgow University Library since 1979 in a variety of posts, progressing up to Sub-Librarian (Teaching & Learning) 1995-2002, then Associate Director of Library Services and, from 1 March 2006, Acting Director of Library Services. Her career has also included working at the Andersonian Library at Strathclyde University, Glasgow School of Art, Western District College of Nursing and Midwifery and Gartnavel Hospital, Glasgow. Helen talks about her current concerns and recent activity to Information Scotland.

Why did you enter the library/information profession?

Careers interviews identified librarianship as a good career match for my skills and interests... and so it has proved! When I left university I applied for the Civil Service and also for a trainee library post at the University of Strathclyde. By the time the Civil Service completed the recruitment process and offered me a post as an Executive Officer (with ACAS, the

arbitration service) I had been working in the library for several months, and realised the many opportunities available within academic librarianship.

Why did you choose the academic sector?

My first library post, pre-qualification, was at University of Strathclyde, although my first professional post was in a College of Nursing. I felt very comfortable within the post-school sector and was then lucky enough to obtain an Assistant Librarian post at Glasgow University Library (GUL), where I've remained ever since. One of the advantages of large academic libraries is the breadth of experience available – I certainly feel as if I have had several very different posts in the course of my career within GUL.

What particular developments or projects are you occupied with at the moment?

I'm about to head off to San Francisco for a week, to attend an Academic Library Directors' Forum arranged by Innovative Interfaces Inc (our library management systems supplier). Glasgow is the only European development partner on their most recent product – "Encore. I'm looking forward to interacting with directors worldwide. The programme is very interesting, with a focus on students' use of today's information technologies. This will feed into discussions here on 'whither the Opac?'

Otherwise, my main overall preoccupation in my job is ensuring that we have the resources – finance/staffing/estates – to support the university's core mission of research and learning. At the moment, that means persuading the right people that we need an above-inflation uplift in the library materials fund. We're also working on a capital bid that is about acquiring substantial e-backsets of journals, identifying and relocating the matching print stock and redeveloping the space released appropriately.

We led on the UK-wide [EThos project](#) and were particularly pleased to get Senate agreement recently on a change to the regulations to require the deposit of an electronic copy of a thesis, accessible from the institutional repository [Enlighten](#).

My personal 'comfort zone' is building project work – I've been closely involved in redeveloping our building over the past 10 years (we've now completed Level 11...) and because of the expertise I've gained I've had the opportunity to work on other projects across campus, currently the redevelopment of the Hub into a centralised Student Services building.

What do you think are the current major concerns in your sector of the profession?

There is a general concern about the standing of library workers within universities as the job evaluation process arising from the modernisation

agenda reaches a conclusion. We have come through this at Glasgow with a positive outcome but a lot of hard work was involved, especially in the early stages, to ensure a proper understanding of the skills involved.

Other concerns are about providing the e-content which our users are hungry for within the financial resources available to us (but that is not a new problem!).

Librarians are wonderful collaborators, however, and there are many initiatives within Scotland which allow us to work together. I am convenor of the CASS Steering Group ([Collaborative Academic Store for Scotland](#)) which is in the final stages of a pilot project and has established a physical shared store within the National Library of Scotland building on Causewayside. We are now working on the governance and business models which will turn this pilot into a reality underpinning collection management in Scotland.

How would you encourage someone considering entering the profession and, in particular, academic librarianship?

I think there has been a more positive feel in this profession over the past few years. In the mid to late 90s there was a lot of talk about the end of libraries but more recently we are seeing a resurgence of libraries with a lot of building redevelopment activity on campus, investment in digital library resources, the open access movement, and the recognition of the importance of the information professional skills amidst the plethora of information and devices to access that information.

The other point I would make is that it offers opportunities to get involved with broader services either on the IT/Computing side, or with Student/Academic Services.

Our own entry statistics are still going up, and the library building is still a focal point for activity on campus. This is all very energising and gives wonderful job satisfaction!



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Professional groups: SWOP

Swapping best practice on official publications

**Are you confused by command papers or statutory instruments?
Does your heart sink when asked about debates in the Scottish Parliament or finding a recent Scottish Executive consultation paper?
There is a group that can help you, explains Valerie Wells.**

The [Scottish Working Group on Official Publications](#) (SWOP) is a forum for librarians, information workers and publishers working with official publications in Scotland. Members represent a wide range of organisations, with involvement or an interest in government information provision, and we welcome members from any sector.

Our aim is to increase awareness of, and access to, official publications, and to encourage best practice in the production, dissemination and use of official information.

SWOP is an affiliated group of the [Scottish Confederation of University and Research Libraries](#) (SCURL). We meet four times a year, normally in Glasgow or Edinburgh. We discuss issues related to all aspects of official publications in the UK. We have representatives from all sectors, including, OQPS ([Office of the Queens Printer in Scotland](#)); The [Stationery Office](#); [Scottish Parliament](#); public libraries, law libraries, government organisations and academic libraries.

We organise seminars and topics have included accessing government information online; Freedom of Information; electronic sources of Scottish legislation; statistics; and copyright.

The SWOP website has useful links to sources of information about official publications, for example from the Scottish Parliament, Scottish Executive and UK Parliament. We maintain an archive of the R.R. Donnelley (formerly Astron) Scottish Executive Official Weekly Listing, including their web-only publications.

We aim to represent all users of official publications, whether you work in a public library helping people contact their MP or MSP, or for a voluntary organisation that needs access to government information. We can represent you and raise issues of concern with those people responsible for producing official information. We have close links with SCOOP ([Standing Committee on Official Publications](#)), a CILIP group that aims to improve the access to, and availability of, UK official publications.

SWOP also offers a bursary to members to assist in attending appropriate meetings in circumstances where funding from their employers is not otherwise available.

Membership of SWOP is free and we are always keen to welcome new members. You don't need to attend meetings and an email list will keep you up-to-date about our activities.

Membership enquiries: Brian Bourner
e: brian.bourner@scotland.gsi.gov.uk , SWOP Secretary,

Valerie Wells e: vmw1@stir.ac.uk is [SWOP](#) Chair



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Young people

Young people in the picture

Attracting young users is a tricky task for any library, but a digital photography project at Hamilton Town House proved a remarkable success. Liz Patrick describes how they went about the initiative and their plans for future projects.

Last year our Literacy Development Team was given the task of coming up with a project to “get young people into libraries”. We had struggled with this challenge many times as most libraries have. We came up with the idea of combining art and technology to run digital photography courses in our IT training suite.

We put in a bid for funding which unfortunately was not successful. Undeterred, we spoke to colleagues in Integrated Children's Services who felt it was something they could fund. The project fitted well with the Scottish Executive's Curriculum for Excellence – creating successful learners and helping pupils to use technology and think creatively in a new situation. We got started by buying 24 digital cameras, CDs, memory cards and paper.

After much discussion on how best to get the young people to take part, we decided to approach a local High School to see if some of their pupils would like to come along. The Art Department at Holy Cross High School were delighted for pupils studying Higher Art to produce a piece of photography for their portfolio – but they wanted to know when we could drop the cameras off at the school. We explained that we would prefer to encourage the young people into our library. They agreed to take the pupils out of school for two one-hour sessions.

Next, we needed to find a partner who had the creative expertise we didn't. We approached our Arts Development Section, who very helpfully agreed to find us a tutor at their expense.

The tutor-photographer thought it was all a great idea but immediately identified a major problem. We hadn't allocated enough time for the young people to familiarise themselves with the cameras, take the photographs and produce a final version. The school therefore agreed to the pupils attending for three sessions of one-and-a-half hours.

We offered a digital camera as a prize for the best photograph and book tokens for the runner-up. Once again we had to find someone with the necessary expertise to judge the winning photo. We contacted local photographer Colin Prior, best known for his beautiful Scottish landscapes. Colin agreed straight away to judge the competition for us and present the prize, and he also donated two of his books as prizes for the winner and runner-up

We were to use our Active IT Training suite of 12 PCs for the course. At the first session the tutor concentrated on the basic principles of photography. To get the pupils familiar with the cameras they took some interesting photographs of each other from different angles. Users of the IT centre next door wondered why people were lying on the floor and climbing on tables in the training suite. They were encouraged to think creatively and shown 'tricks of the trade'. The pupils then went away to take photographs in their own time. At the second session they used the software on our PCs to perfect the pictures. The final session was a frantic rush to get all the pupils' finished photos printed on one colour printer. The expertise of our IT section was invaluable.

Our prize-giving ceremony in the library included invited guests, such as the Chair of Education committee, who agreed to make a short speech. Colin announced the best two photographs and explained why he had chosen them.

This has been a learning experience for us. The pupils all found the course useful and enjoyable and also something that was helpful for their studies.

Now that they know what facilities we have, the young people said they would come back and use the library again. From the evaluation forms they filled in, a recurring answer to when asked what they would like to see in the library was a coffee bar.

The project has helped raise the profile of the library service and provided us with useful links to partners for future collaboration. We plan to do the project again with other schools and colleagues in Arts Development have ideas for future courses, for example, by projecting the pupils work onto the library building.

We would next like to work with primary school pupils on heritage projects, using the cameras to help children learn more about the town in which they live, while providing a resource for the library service for future generations of users.

Liz Patrick is Area Librarian (Development), South Lanarkshire Libraries



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Web Focus: Lifelong Learning

Keep up-to-date with lifelong learning

In a new series for Information Scotland, Donald Maclean, Emma Brown and Richard Hughes – the Perth College Library Team – provide a roundup of useful websites on a topical subject, starting with Lifelong Learning.

In February 2003, the Scottish Executive published [The Lifelong Learning Strategy for Scotland](#) to help people acquire new skills, further their careers, or to benefit their lives in other ways. Stakeholders in the lifelong learning process include the public, educational institutions, national bodies, employers, professional, community and voluntary bodies, trade unions and private training firms.

An 'organic' list of [major stakeholders](#) is maintained by the Scottish Executive, and the Lifelong Learning UK Scotland [website](#) consists of a large database of information about sector skill agreements, policy, research and standards.

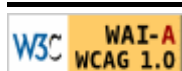
Not surprisingly, many library and information bodies are supporters of this initiative, including, [CILIP](#), and [SLIC](#). Several bodies within the education sector also rate lifelong learning high on their priority list, including [Learning Teaching Scotland](#), [Scottish Further Education Unit](#), [Higher Education & Research Opportunities](#) and [Universities Scotland](#).

The [Worker's Educational Association](#) promotes community-based lifelong learning for adults across Scotland, and the Scottish Council for Voluntary Organisations pursues an interest in [equality and lifelong learning in the voluntary sector](#). The [Learning and Skills Network](#) is another non-profit organisation which is committed to making a difference in education and training, and the [Literacy Trust](#) strives to improve levels of literacy across all age ranges. [Lead Scotland](#) supports disabled youngsters and adults, and aims to widen access to post-school education.

The business world is interested in a population with an improved skills set. [LearnDirect Scotland](#), is the umbrella organisation set up by the Scottish Executive to encourage people back into learning.

The [Confederation of British Industry](#) supports lifelong learning throughout the UK, and occasionally business and trade unions come together in [partnership](#), such as one between Highlands and Islands Enterprise and the Scottish Trades Union Congress.

The Lifelong Learning initiative is closely monitored by the Scottish Executive, and [statistics](#) and various [progress reports](#) are available.



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Lifelong learning: Aiming Higher

Miffy aids lifelong learning

Jill Evans looks at lifelong learning activities in co-operation with other sectors.

A colleague surprised me by announcing that he was to dress as Miffy, a Dutch 52-year-old female rabbit. However I discovered that this was for the launch of an exhibition designed for families and young children at the National Library of Scotland. The character of Miffy was created by Dick Bruna for his, then, one-year-old child. The learning programme, which is running until June at the National Library, will encourage pre-school children, families, and reception classes to engage in activities such as storytelling, dressing up, making mini books and sending handmade birthday cards to Miffy. The activities for organised groups will support the 3-5 Curriculum and A Curriculum for Excellence. This demonstrates just one aspect of the work of the Library's Education and Outreach staff. The learning programme also includes activities for students of Higher Art & Design, and evidence-based workshops which support the 5-14 Curriculum.

The NLS Education and Outreach staff liaise closely with representatives from all learning sectors. For example, the John Murray Archive at NLS is supported by an Education Advisory Group including representatives from a variety of learning sectors, including schools and adult learners. Such groups help ensure that development of learning activities for the Archive, from exhibitions to workshops, support lifelong learning.

Similarly in the National Museums Scotland the Connect interactive gallery in the Chambers Street building in Edinburgh features science and technology for public engagement, matching the 5-14 Curriculum for schools. The Museum attracted more than 62,000 school visits in 2005-2006, over its six sites, demonstrating their engagement with the learning appetites of Scottish schoolchildren.

Another national cultural organisation in Scotland delivering learning for schools is the National Archives of Scotland. Their webpage features a section called [Scottish Archives For Schools](#). A poignant page, entitled "Leaving it all Behind", describes the wills of more than 30,000 Scottish servicemen from WW1 and WW2 who sacrificed their lives. The resource has been designed to support the teaching of Philosophy, and Religious, Moral and Philosophical Studies. The National Archives also holds workshops for schoolchildren.

With this wide variety of activities focusing on lifelong learning it is surprising to read the Scottish Executive's recent Lifelong Learning strategy consultation document, which they wish to refresh, [Lifelong Learning – Building on Success: A Discussion of Specific Issues Related to Lifelong](#)

[Learning in Scotland](#) (2006). Although the words “Library” and “Information sector” were difficult to find, it was encouraging that we, SLIC and CILIPS, were invited to comment on the document and submit evidence of where learning activities are offered in libraries and learning resource centres in museums, prisons, health, education and the voluntary sector.

Within the voluntary sector there is evidence of many flexible learning opportunities which support our students, users with different abilities, hard to reach groups such as travelling people or migrant workers.

An NLS colleague, David McTaggart, told me about his voluntary work: “Working as an assistant tutor within an adult numeracy class for a city council is demanding, stimulating and rewarding. I am responsible for enabling adults with learning difficulties, working towards an Access Level SQA, to build upon their numeracy skills, as well as encouraging and promoting both self and social confidence.

Exercises and learning programmes are tailored specifically for the learners, contextualised in a framework that makes direct reference to their everyday lives. For example, working on a money module, they are encouraged to recognise monetary values, developing addition and subtraction exercises with respect to grocery shopping, and comparing prices. Within these frameworks the learners are easily engaged, eager and extremely diligent, displaying an ever-increasing pride and confidence in the work they are producing.”

SCURL is also discussing with the [Lifelong Learning UK Sector Skills Council](#) the professional development of librarians in Scotland employed in further, higher, public, museum, and archive libraries. Representatives from SCURL and LIBNET, the Further Education sector librarians’ network, recently discussed the skills gap identified by employers. The contact at LLUK, Peter Ramsden, is a librarian so he has the experience to fully engage in the debate.

A recent article in the Herald (2 March, pp22-23) stated that improving skills in the Scottish workforce in the last 10 years has generated GBP 3bn for the Scottish economy. The target to be reached by 2020 is an additional GBP 7bn on the Gross Domestic Product of Scotland, so continuing investment in employees’ skills is imperative.

It is encouraging to note that the term “lifelong learning” is embraced in all sectors and that the Scottish Executive has made GBP 200,000 pa available for a [Scottish Centre for Intergenerational Practice](#) to promote links between older and younger generations.

Perhaps Miffy might also be approached to open the Centre and assist in fostering lifelong learning activities for another sector of Scotland's population?

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Lifelong learning

Learning to see libraries in a different light

The East Renfrewshire Library Services '[Look@Libraries](#)' Festival achieved its aim of attracting more visitors to libraries as destinations for learning and fun. Liz McGettigan explains how they went about changing peoples' perceptions.

In East Renfrewshire, we believe that we have radically changed and improved the quality of service in libraries over recent years. What remained for us was to communicate this to our local communities and encourage more people to visit them.

The East Renfrewshire Library Services Look@Libraries Festival finished recently. Through feedback, it appears that we have succeeded in changing perceptions of libraries and helped library visitors improve their skills – while having fun. Look@Libraries, funded by the Scottish Executive's Libraries Improvement Fund under the auspices of the Scottish Library and Information Council (SLIC), ran for 16 weeks, 29 October 2006 - 11 February 2007, in two libraries, Barrhead and Mearns, with breakout events in Clarkston and Giffnock. As well as improving services, Look@Libraries had a number of objectives including to help encourage community involvement; to help minimise exclusion; to support cultural activities; to work in partnership with others; and to establish a brand / toolkit.

The Scottish Executive funding amounted to £49,960 and this was used for staffing, participant fees, computer equipment, marketing & promotions,

transport, refreshments and prizes. The festival branding was a very important aspect of the whole initiative, and it featured on all print work related to the festival.

To find out whether the image we had chosen would inspire the right type of responses, we sought the opinions of experts and showed the logo to five independent marketing professionals. They responded with “attractive”; “strong”; “modern”; “fun”; “sense of humour”; and “approachable” – all very positive. The brand was also carried on t-shirts, USB pens, pens & pencils, mints, snap-on bands, eco friendly bags – and ice scrapers. Further marketing included high-quality brochures and promotional materials, advertising in the national and local Scottish press, and banners strategically placed on main streets and roundabouts. Staff wearing branded t-shirts approached residents in shops and public places, handing out flyers and encouraging them to get involved.

Events

More than 50 events took place offering a diverse calendar of activities for the whole community including plays, stand-up comedy, musical evenings, storytelling, authors’ visits, quizzes and cookery demonstrations. For children these included ‘Howling Halloween’; ‘Tall Stories Theatre Co.’; and sculpting and drama workshops. The events for adults involved photography, heritage, glass painting, painting and other learning workshops. In addition some events were aimed at all the family including ‘The Games’; ‘Taste of Winter’; a fashion show, a Christmas play and a chocolate fountain.

We also included some events that we hoped would be thought of as ‘cool and trendy’. These included a performance by some of the participants of the Ballads of the Book project. Emma Pollock, co-founder of Delgados, now solo, and Martin Henry from the band De Rosa performed at Clarkston Community Library, and author Rodge Glass gave a reading. Ballads of the Book is a collaborative project between Scotland’s top writers, poets and musicians, which grew out of an idea developed by Edwin Morgan and Idlewild’s Roddy Woomble.

Another musical event was ‘Bring the Noise’. Riverside Studios (who have worked with Travis, Teenage Fanclub and Shane MacGowan to name but a few) offered people the chance to bring along their musical instruments, attend songwriting workshops, get help with new bands and sound production. Other well-known faces involved in events included Janey Godley, Tam Cowan, Nick Barratt, Tom Shields and Phil Kay.

The musical events proved incredibly popular, taking first and third place for the most popular events. Arts and crafts for children performed well

across the board and there was massive support for the sculpting workshops.

Feedback

Some of the attendees comments were:

“It was great, I’ve no had so much fun in ma life!”

“Fantastic – I looked forward to this all week!”

“I found it very educational and interesting”

“We love having the library open on a Sunday...the whole family can come”

We also followed up the Festival with a public questionnaire. Some of the results revealed:

- 78% of respondents believed that Look@Libraries is a worthwhile financial investment for East Renfrewshire.
- 60% believed that the festival had a positive affect on the public perception of libraries.
- More than half of respondents felt that the range of events on offer was excellent.
- 36% of respondents stated that the Look@Libraries Festival would not encourage them to visit their local library on a Sunday; 32% stated that it would.
- 70% felt that libraries should be open every Sunday

A separate confidential questionnaire was distributed to staff across each of the 10 libraries. Key findings include:

- 64% of staff agree that it is a good idea to open libraries on a Sunday
- 82% agreed that it was the events that attracted visitors to the library on a Sunday.
- 91% believed that the Festival has had a positive impact on the public perception of libraries.
- 88% agreed that it achieved its goal to improve public access to reading, information and learning.
- 91% were happy with the briefing that they received throughout the Festival.

In addition, participants who ran events such as authors, artists, singers, dance teachers and beauty therapists received an electronic questionnaire. These results revealed that 57% of participants had never performed in a library before and, equally, 57% stated that the event surpassed their expectations. All of the participants would be happy to take part again.

Did we change perceptions of public libraries?

Look@Libraries succeeded in creating a strong brand identity that can be

rolled out in the future and an enhanced image for East Renfrewshire libraries. It promoted the library as a destination to enjoy music, arts and crafts, comedy and films and encouraged members to investigate local history and heritage.

It enabled members to enjoy learning as a family activity and introduced them to different cultures. It certainly improved confidence and skills, such as the learning workshops in computing, digital cameras and MP3 players.

As for the those involved in running the festival, I found that passion and enthusiasm are transferable skills and the event undoubtedly developed a team of enthusiastic and experienced staff.

We now use Look@Libraries as our brand, and we are reviewing our opening hours in the light of the successful experiment in Sunday opening, which achieved its aim of attracting the family market. We are planning to run the festival again next year and are already enlisting storytellers and partners from Theatre and Education.

The Look@Libraries Festival was a celebration of the cultural diversity and inspirational community spirit of East Renfrewshire's residents. Preconceptions have been challenged and a fresh, modern, approachable and exciting image for our public libraries has been born.

Liz McGettigan is Library and Information Services Manager, Community Services, East Renfrewshire Library Services.



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Digitisation

Peak of achievement

Accounts of the first exciting explorations of the Scottish Highlands are being made accessible by digitising the Scottish Mountaineering Club Journal. Alan Dawson explains how ebook technology is making the results as easy to use as possible.

“Let thy words be few”

These are the first five words in the first issue of the [Scottish Mountaineering Club Journal](#), published in January 1890. Well over a century later, the club and its journal are still thriving, and their published words are far from few. The club has changed substantially over the years, and membership is now restricted to accomplished rock and ice climbers, but in its early years most members were simply men who climbed hills, who would now be regarded as hillwalkers rather than mountaineers. The early issues of the SMCJ therefore document an exciting period in exploration of the Scottish highlands, containing the first recorded descriptions of numerous Scottish hills and crags, as well as articles on geology, photography, deer forests, snow cover, gaelic names, aesthetics, physiology, equipment, and expeditions abroad.

The first six volumes (36 issues) of the SMCJ have recently been digitised at the Centre for Digital Library Research (CDLR), thanks to a grant of GBP 3,000 from the Scottish Mountaineering Trust. All 36 issues are now freely available to anyone, for personal or educational use, via the Glasgow Digital Library (run by CDLR).

Munros

“Surely it is better to follow a standard, even if occasionally wrong.”

(H. T. Munro, SMCJ volume 2 number 6, p330)

Issue 6 of volume 1 of the SMCJ contains the first publication of the tables that later became known as the Munros (Scottish mountains over 3,000 feet high). The list has been revised many times since, most recently in 1997, leading many to a call for a return to the original list compiled by Hugh T. Munro. However, inspection of the original tables shows why this would not be a good idea:

- The original tables contain no grid references
- The heights of numerous hills are now known more accurately than in 1891
- Numerous names and spellings now differ
- Munro was busy making revisions to his list, and published some corrections in the SMCJ in 1893

The first list of Munro is much larger. Although Munro did designate a subset of his 538 hills to be ‘separate mountains’, he clearly regarded the full set as the standard list, so it is not clear how the set of hills regarded as Munros has shrunk from 538 (all mountains) to the current 284 (separate mountains). Perhaps the answer is hidden away in one of those volumes that have yet to be digitised.

Methodology

The methods used at CDLR to create the online version of the SMCJ are similar to those used to create accessible and easily usable ebooks in HTML format rather than the more cumbersome and problematic PDF, or other proprietary format. This methodology is described in detail elsewhere,[\[2\]](#) but can be summarised as follows:

1. Capture text and images using scanner or digital camera
2. Convert text to machine-readable form, via OCR
3. Convert images from TIF (kept for preservation) to JPG
4. Assemble text for each issue into single Word document
5. Proofread text and apply structure using Word styles: headings, quotes, tables, notes, indexes etc
6. Insert references to image file names
7. Convert from Word to HTML (using a Word macro), retaining only text and structure, not formatting
8. Import all HTML files into an Access database
9. Generate web pages from database
10. Generate cumulative indexes to all issues from database
11. Publish generated pages on web server, with manually created stylesheet to control formatting
12. Add link to web pages and await visit from Google robots to add searchability

This methodology takes longer than producing facsimile pages in PDF or image format (especially step 5), but has many advantages. Web pages are relatively small, quick to load, Google-friendly, fully compliant with accessibility legislation, and viewable on any browser on any machine, with no plug-in software needed. Furthermore, each page has a different but precise HTML title, generated from the article title, author and date.[\[3\]](#)

The methodology also adds value to the paper publications, rather than merely digitising them. Although the collection will be searchable and discoverable via Google, the use of accented characters and the spelling variations of proper names mean that browsing is at least as effective as searching. It is therefore important for the indexes to function effectively across the whole collection, not just within an issue or volume. This has been achieved in two ways: by converting the original indexes to each bound volume into a single cumulative index, with links to the specific issue and relevant page; and by adding further indexes that do not appear in the paper version, such as indexes of authors, events, illustrations, places and reviews. All index entries are stored in the Word documents along with the text, so that creation of index pages can be fully automated.

Many of the issues that arise from using this methodology have been addressed and resolved in earlier work on ebook creation.[4] For example, policies are needed on error correction, punctuation, capitalisation, image placement, footnotes, character sets, etc. The aim is to strike a balance between access and preservation by faithfully capturing the content and structure of the original work without having to preserve typesetting or artefacts of the printing process, so that the end result is highly accurate but can take advantage of current styles and standards.

Development of the ebook methodology to make it applicable to a journal, including creation of the cumulative indexes, has made the SMCJ a useful focus for digital library research and development, as well as being valuable historical content.

Setbacks

The process of producing the online SMCJ has been far from smooth. Copies of the paper journals had been borrowed from the SMC library in Glasgow, but this closed due to building renovation and sale, so issues had to be located elsewhere or borrowed privately. The project then ran out of funding halfway through proofreading of volume 4. Yet these were minor issues compared to the death of Rob Milne on Everest in May 2005. Rob had been SMC publications manager and steered the digitisation proposal through the SMT committee. Shortly after Rob's death the SMC librarian, Ian Angell, was desperately unlucky to fall into a rock crevasse descending from Ben Donich near Arrochar, and he too was killed. The project therefore took longer than originally envisaged, but it was also important not to abandon it. The names of Rob Milne and Ian Angell deserve to be credited and remembered alongside those heroes from a much earlier generation of mountaineering in Scotland, whose recorded exploits are now readily available to all.

Alan Dawson is Senior Researcher/Programmer, Centre for Digital Library Research, University of Strathclyde.

References

- 1 For a concise summary of revisions see Statistical Topics in Hillwalking, by Chris Crocker and Graham Jackson: www.biber.fsnet.co.uk/
- 2 The ebook methodology project report and toolkit is available from the Arts and Humanities Data Service: <http://ahds.ac.uk/collections/ebook-methodology/>
- 3 For more details of this technique see Optimising Metadata to Make High-value Content more Accessible to Google Users, by Alan Dawson & Val Hamilton, 2006: <http://cdlr.strath.ac.uk/pubs/dawsona/ad200503.htm>
- 4 See Twenty Issues in ebook Creation, by Alan Dawson & Jake Wallis, 2005: <http://cdlr.strath.ac.uk/pubs/dawsona/ad200501.htm>



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Library buildings

Evolution at Edinburgh

Over the last few months a striking new library and information resource centre has been emerging at Edinburgh College of Art, and the whole process was completed in only a year. Wilson Smith describes the process.

The aims of Edinburgh College of Art's new development reflect what can be seen as the emerging consensus on the library's place in the provision of learning resources in higher education: to create an environment offering a variety of types of learning space; to bring together printed, digital and visual information resources on the same desktop; to make use of ubiquitous IT provision via wireless networking; and to build links and share resources with other service areas.

The particular circumstances in which the College library service has found itself – of consolidating two existing libraries into one unit, and of working to the tight timetable dictated by the programme of acquisition of new buildings and disposal of old ones – has meant this has turned out to be a challenging as well as an exciting project.

Over the last few years [Edinburgh College of Art](#) has developed an estates strategy to concentrate activities on its central campus in Lauriston Place, around the original College building, which celebrates its centenary this year. This strategy led, in early 2006, to the acquisition of Evolution House, the award-winning office development at the corner of Lady Lawson Street and the West Port, adjacent to the Lauriston Place campus.

From the beginning, a substantial part of the space available at Evolution House was earmarked for the creation of a single [College Library](#) from the two existing branches at Lauriston Place and the Grassmarket. This fragmentation of resources has historically been a major weakness in the College's library provision, and redevelopment on a single site has long

been an aspiration – not just for efficiency's sake, but to encourage interdisciplinary thinking and the browsing and connection-making which is so important for the visual arts and design.

At the same time the estates strategy had embraced the concept of the Learning Zone: an environment for learning activities and resources with the new library at its core, but including – in its Evolution House implementation – further informal study areas, a café, a computer workshop and teaching spaces. The Learning Zone will be wireless networked throughout with an IT helpdesk located beside the library service desk, from which laptops will be issued for use anywhere in the building.

The College's acquisition of Evolution House required planning for a substantial change of use of a building designed as a series of office spaces to one housing a whole range of educational activities – including studio and seminar work as well as provision for learning resources – in addition to the College administration and office functions. Space was allocated to the library over three floors, and a good deal of thought has had to be given to creating a logical and coherent environment, with a well-defined perimeter; and to resolving security and access considerations.

Library staff have been fortunate to work with a team from the architects Reiach & Hall, the original designers of the building. The process began with the basic planning of the library spaces: the ground floor was earmarked for the book collection; the first floor was conceived as the main entrance and service level, but also housing the library's periodicals and audiovisual collections; while the second floor study area will articulate with further informal study spaces and with the IT workshop and seminar rooms. Attention was then given to the detailed layout of the areas: from the service desk and staff workrooms to the shelving runs for books and periodicals, and the variety of study spaces required throughout. Some of the furniture and fittings were designed from scratch. The use of black glass-fronted units for the service desk and photocopying enclosures gives a coordinated look echoed throughout the building; while the purpose-built pole-mounted Opac terminals provide an attractive and practical solution to catalogue access.

The timetable for the actual move into this new accommodation was set by the acquisition and commissioning of Evolution House, and activity turned out to be hectic at times. Planning could only get under way when the purchase of the new building was completed in March 2006. The Grassmarket Library closed to users in June, although an online order system allowed retrieval of material over the summer. The first part of the move proper involved consolidation of the open-shelf book stock of both libraries – a total of 65,000 volumes – in its new home on the ground floor

of Evolution House. This was carried out in September, just in time for the beginning of the College's new session, although it prefaced more than a term of further split-site working, with books now at Evolution House, and audiovisual and journal collections at Lauriston Place. While this arrangement maintained services, and was only temporary, it put considerable strain on library staff and resources. However, it did allow the staff of the two former libraries to work together as a single team for the first time. By February 2007, Phase 2 was put in place – bringing the remaining collections and staff accommodation down to Evolution House and so creating the single College library. By March, only a year from the start of the process, users could finally see the library emerging in the form in which it was designed.

The new library represents a major enhancement in services to the College community and a significant addition to Edinburgh's art library facilities. At the same time, this is the beginning rather than the end of the process. How the new library spaces are used and the development of the Learning Zone concept itself will point out ways in which the facilities and services can be further tailored to meet the needs of the library's users. The continuing evolution of the Evolution House library, in fact. IS

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Endpiece

Access revisited

Brian Osborne still has the feeling of being cut off from online research materials.

All right, as a title it isn't quite as catchy as *Brideshead Revisited* but it will have to do. In my last "Endpiece" ([Information Scotland December 2006](#)) I wrote about the problems of non-academic personnel accessing the sort of

research materials that are becoming only available online in commercially produced and controlled databases and e-journals.

My article was a personal response to the feeling that I was being cut out from the benefits of the joined-up, digital, information society but I was greatly encouraged by the reaction to it from a number of colleagues in the Higher Education field who contacted me to say how much they agreed with my comments and to make points about, for example, open source publishing.

I was even more encouraged when, as a result of the article, the Multi Media and Information Technology Group got in touch and invited me to speak at their AGM in March. I have also had a very positive response from SCURL in answer to a letter I wrote to them on behalf of the Society of Authors in Scotland and had a useful meeting with Jill Evans, SCURL's Service Development Manager.

In the course of preparing my talk for the Multi Media Group I had the chance to do some more thinking about the problem of creating equitable off-site access to electronic materials. I looked at what was freely available through our public library network. To be honest this was not a particularly encouraging experience. Finding these resources on libraries' websites is often difficult, and when they are found they are sometimes not clearly identified as being available at home.

Again, while there is a useful basic core of reference books available online through Know UK the additional subscription material is very much a matter of local choice. Glasgow offers its members at home access to sources such as Kompass Directory and the Oxford Dictionary of National Biography, while Edinburgh has a more limited list of sources. Surely we can go beyond this "post-code lottery" and create a uniform level of entitlements? I could not find any authority in Scotland with a list of remote access sources to equal that offered by Manchester's 24 Hour Library which offers things such as the Oxford English Dictionary, the DNB, The Times Digital Archive and Groves On-line.

Yes, there are additional resources available remotely to registered readers of the National Library of Scotland – including core sources such as The Times Digital Archive but there seems to be little evidence of an attempt to think through a national strategy and a national plan for information delivery at anything beyond the basic level of provision exemplified by the People's Network roll-out of facilities like Know UK. Of course articles from journals can be obtained, at a cost, from the British Library Document Supply Service, but, in a delightful Catch 22 you may only know that the article you are interested in exists if you can access one of the indexing or abstracting

services – which of course are now mainly online sources – and where do you access them?

Carl Clayton of SINTO had a telling letter in Update 6 (3) March 2007 pointing out that while academic libraries were, in the age of print sources, the natural and obvious place for providing non-academics with access to research materials it was rather anachronistic and inappropriate for them to discharge that role now. Inappropriate because they have other pressures on them and anachronistic because in the digital age content can be delivered to any internet-connected computer. Clayton argues that there is a clear role for public libraries and national libraries to become involved in licensing access to research materials for use outside the HE sector.

I have come to realise that my thoughts in my last column were hardly radical enough. Yes, of course, it would be great if I, as a subscription paying member of a university library, could get access to this type of material but that hardly addresses the issues of access for those who because of geographical remoteness, physical incapacity or financial stringency are unable to make the sort of use I do of a University Library. Glasgow University is a 20 minute car journey for me. If I lived in Campbeltown it would be a 280 mile round trip.

I do realise that this whole issue is a complex one and that the needs of a limited number of researchers and enquirers who could benefit from access to high level research materials may not figure largely in the concerns of the movers and shakers who make policy – but it is an issue which ought to be addressed and in which Scotland could take a lead and set an example. After all we have a long and proud tradition of making the fruits of research and scholarship available to all; check out the catalogue of the Leadhills Library.

It is a matter of real regret that in the digital age, when it should be infinitely easier to deliver these materials, we have allowed the commercial exploitation of scholarship to limit the dissemination of knowledge.

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Obituary

Vivian Kerr

Vivian Kerr, Libraries Manager with Renfrewshire Council, died suddenly on 1 January 2007 aged 53.

Vivian devoted all her working life to the public libraries in Renfrewshire, starting as a summer assistant in Paisley Public Library in 1971. Her professional career began in 1973 when she was appointed trainee librarian based in County Library Headquarters. She was promoted the following year to Branch Librarian then Community Librarian in Barrhead library and she remained there until 1977 when she became the Stock Editor for Renfrew District.

Through the many years Vivian was involved in book purchase she built up tremendous rapport with all the library suppliers. These links benefited the service through sponsorship and general good will. The success of the Paisley Book Fairs was a tribute to the team she lead with enormous enthusiasm.

In 1990 Vivian became Principal Librarian Bibliographic Services and at this level began to influence and develop the service as it is today. At the time of her death she had been Principal Librarian then Libraries Manager since Renfrewshire was established in 1996.

Although only her first professional posts brought her into direct contact with the public, she never forgot the principles of public service which shaped all the decisions she had to make.

Equally Vivian was a most caring person who was concerned about all members of her staff, knew each one by name and was always interested in their family life.

During the 1980s she served the wider profession on the committee of the Scottish Library Association, West of Scotland Branch, as honorary secretary. Vivian also submitted articles on her work as stock editor to Public Library Group News.

Vivian was one of the first to recognise the changes taking place in libraries, especially involving new technology, and encouraged all staff to take up the opportunities being offered. She eventually became the

Education and Leisure representative on the Portal Management Steering group.

Throughout her life Vivian had an enduring interest in the Arts which was reflected in her enthusiasm for libraries. She attended concerts, theatre performances of all kinds and was extremely well read. Her love of travel was renowned and she relished her holidays to Europe, Asia and South America, always having another trip to look forward to.

In her younger days Vivian was an enthusiastic horse rider and her own horse Casey was well known to all the staff. She looked after him in all weather conditions and was deeply saddened when he died in 2004 aged nearly 40.

While we are still coming to terms with the loss of a work colleague and friend, our thoughts at this time are with Vivian's father, Mr William Kerr and with her best friend and travelling companion, Bruce Henry.



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President's perspective

Compare and contextualise

Christopher Phillips is learning a lot from his Presidential travels and relishes the exchange of ideas.

One of the privileges of being President of CILIP in Scotland is the opportunity to meet up with a wide range of information professionals and to visit so many libraries and information centres. I'm enjoying the chance to compare what I know with what others do and to challenge some of my complacent assumptions.

In my last column I wrote: "I'd like to see it as a requirement that each year we investigate practice elsewhere, in another library, another place or in another sector, and relate that back to the needs of our customers and

institutions. Setting up such a systematic exchange of good practice and ideas should benefit us all and contribute to improving the quality of library experience for all our customers.” Since I wrote that the visits I’ve made have made it clearer than ever that this opportunity to compare is vital to us all.

It’s funny how things come together sometimes. In my day job we’re firming up on designs for four new libraries. At the same time my travels for CILIPS have given me the opportunity to see how others tackle library designs. During my travels I always have with me something to read and one happy night recently as I waited at Crewe Station to join the sleeper I came across the following passage.

Here’s a puzzle for you then – I wonder if you can date it and identify the author: “The library, at Windygates, was the largest and the handsomest room in the house. The two grand divisions under which Literature is usually arranged in these days, occupied the customary places in it. On the shelves which ran round the walls, were the books which humanity in general respects – and does not read. On the tables distributed over the floor, were the books which humanity in general reads – and does not respect. In the first class, the works of the wise ancients; and the Histories, Biographies, and Essays, of writers of more modern times – otherwise the Solid literature, which is universally respected, and occasionally read. In the second class, the Novels of our own day – otherwise the Light literature, which is universally read, and occasionally respected... While a row of luxurious armchairs, in the main thoroughfare of the room, invited the reader of solid literature to reveal himself in the act of cultivating a virtue, a row of snug little curtained recesses, opening at intervals out of one of the walls, enabled the reader of light literature to conceal himself in the act of indulging a vice.”

Does this not strike you as surprisingly modern? Do you not see ‘quick read’ collections and tables piled high with popular books drawing readers into the library as well as the comfortable seating café type approach to keep them there? This was written some time ago and it’s salutary to realise that some of our better new ideas have been around for a while. That’s why I find it so valuable to learn what is happening elsewhere and see how I can apply ideas in my local context.

The three Celtic nations exchange delegates to each others’ conferences. The first of these this year, the Irish Library Conference, was at Portlaoise. This is a combined conference of CILIP Ireland and Library Association of Ireland and has been running jointly throughout all the troubled period of the last 40 years and more. This is a remarkable achievement which reminds us all that library co-operation has always had a good history of

crossing political divides. The theme of the conference was 'Inspiring progress: good practice and new developments' and the papers were wide-ranging and thought-provoking and gave opportunities to examine practice both in Ireland and further afield. I was envious to see how a national programme of investment in library buildings managed by An Chomairle Leabarlanna has stimulated local activity of an amazingly high quality. Of course much of the value of conferences lies in the opportunities for informal discussion and this was no exception. I learned much and am grateful for the warm and hospitable welcome.

More recently I went to Llandrindod Wells for the CILIP Cymru Conference. I say "I went" but this understates the journey. Planes could take me part of the way but not back until the next week and as I have not yet mastered the art of reading and taking notes as I drive I opted for the 12-hour train journey each way which gave me welcome time to work, think and read. This was also a joint conference with significant strands for Archives and Museums as well as Libraries. I really enjoyed this approach which gave the proceedings a good buzz for 280 or so delegates over the two days. There are many similarities in how we reach our customers (who are often the same) and it was good to explore the different approaches and to understand some of the different needs. It was stimulating to have not one but three boxes to think out of. The conference theme was 'Building for the Future' and partnerships and workforce development were recurring topics. Library buildings featured large, as they had in Ireland and there were fine examples of new builds and refurbishments. Once again company and conversation were as good as the welcome was warm.

In between Ireland and Wales I was lucky enough to go with a group of colleagues from Scotland to Finland and Estonia where four of us were presenting at the Twin Cities Forum. I'll write about this another time but the biggest impression of their library buildings I came away with was the way space and light were used. If you read more of *Man and Wife* by Wilkie Collins (first published in serial form starting in 1870) you'll find that this was already a key feature of the library at Windygates in Perthshire nearly 140 years ago!



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CILIPS Information Literacy Toolkit

Securing change through advocacy tools

Chris Milne describes how it came about and discusses other avenues to be considered.

CILIPS has developed an information literacy advocacy toolkit. On behalf of the group tasked with this initiative, Chris Milne describes how it came about and discusses other avenues to be considered to take forward information literacy developments.

In the summer of 2006, the Library and Information Services Committee of CILIPS convened an information literacy task and finish group (ILT&FG) to “develop an advocacy document and toolkit for members to help them establish a [information literacy] programme in their school.” Evidence had suggested that despite the wide range of resources to support the development of information literacy programmes, there remained a number of barriers to be overcome. These included advancing information literacy from a ‘good idea’ towards a programme (preferably integrated into the curriculum) capable of supporting positive change.

There is no shortage of information literacy materials, standards and definitions to support the development of information literacy programmes. However, to help drive change, it was felt that more guidance was required to support librarians when making the ‘business case’ for information literacy. They may need help in securing political leverage and resources to develop and implement information literacy programmes. Support may be particularly welcome in institutions where embedding a skills programme involving librarian input into existing activities led or owned by other educationalists has not been encountered before.

The ILT&FG consisted of: Jeanette Castle (West Lothian Council); Margaret Forrest (University of Dundee); Ian McCracken (Govan High School); Chris Milne (University of Abertay Dundee); and Rhona Arthur CILIP in Scotland.

A flexible ‘toolkit’

The group is knowledgeable and experienced in delivering on information literacy projects in a number of different environments, but we do not pretend to have all the answers. We have collected a range of best practice lessons and aim to present these as a toolkit blended with our own

personal experiences. We wanted to provide a cohesive and innovative approach in further developing information literacy, focusing on advocacy, making and winning arguments, and securing organisational change. You may wish to incorporate your own solutions. Rather than being viewed as the finished article, this toolkit should be viewed as a flexible device. With input from the wider community other tools can be added, and existing ones removed or upgraded.

The toolkit

The toolkit is available on the SLAINTE website. It aims to do three things:

- 1** Provide a roadmap for securing organisational change
- 2** Act as a platform/resource providing direction when making the case for information literacy
- 3** Support Continuing Professional Development by illustrating where outputs from the process of developing and establishing an information literacy programme can be used as evidence when building a portfolio for the CILIP Framework of Qualifications and accreditation.

Securing organisational change

Although we discussed episodes where we had either been directly involved in securing organisational change, or where we assessed the success factors associated with securing change, we found that the concepts being discussed frequently revolved around project management themes. Processes allied to planning, developing business cases, communication, gathering evidence, securing stakeholder support, identifying barriers and opportunities featured heavily in our discussions. We outlined pathways critical to securing organisational change under the headings planning, advocacy for change and implementing change. In considering the various tasks falling under each heading, it became apparent that many of the transferable skills developed and practised by librarians in our day-to-day work form the basis of securing change, to varying degrees:

- Research, understanding a problem, identifying credible solutions
- Building a persuasive business case i.e. explaining the rationale for a programme/development, while setting out or selling the anticipated benefits expected from making the change
- Seeking ideas and solutions, including securing internal sponsors capable of championing the proposed change and providing alternative positive arguments for change beyond those offered by the librarian/information professional
- Communicating
- Planning: breaking a project down into tasks and setting realistic time-scales for completion

Advocacy for information literacy

While the first section of the toolkit provides a generic framework to help deal with the issues under consideration, and determining which actions require to be addressed, the 'Advocacy for change' section of the toolkit presents key references which may help when building an effective case for implementing an information literacy programme.

The resources provide information and guidance on:

- Information literacy standards/models
- Best practice approaches, across a range of sectors
- Online communities of practice dedicated to information literacy
- Pedagogy:
 - Learning styles
 - Lessons plans
 - Learning objectives

We would very much welcome your suggestions and input to this section of the toolkit. Please pass on details of any resources which have helped you.

Continuing professional development

The final section of the toolkit acts as a reminder that we should acknowledge and celebrate our professionalism. Reflecting on the processes and outputs surrounding the development and implementation of a programme (in this instance information literacy) and supplying evidence of the work undertaken should be considered for inclusion when compiling a portfolio for the CILIP Framework of Qualifications and Accreditation.

Let us know how you use it – get in touch

There is a wealth of valuable resources on information literacy to develop course content. However, in many respects the issue is now one of advocacy. How do we as professionals secure the necessary levels of organisational change to implement information literacy programmes? The ILT&FG hopes that you find this toolkit useful both in making the case for information literacy, and in other arenas where the principles of the toolkit can be applied to other aspects of your work.

The group is going to evaluate the toolkit in 18 months time. We would like to know how the toolkit has worked well from your perspective, and where it could be improved. We would also like to celebrate successes in information literacy. We would like to hear from you about your work, with a view to publishing case studies reflecting best practice that others may benefit from.

We're looking for further ways in which we can encourage library and information staff to increase the range and scope of information literacy programmes across library and information services in Scotland and, if you have any ideas, we'd like to hear from you.

Get in touch with feedback on using the toolkit, examples of good practice, resources that have helped you, and any other ideas –
e: cilips@slainte.org.uk



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Aiming Higher

Time for a skills review

Periods of restructuring or refurbishment are a good time to reassess skills, writes Jill Evans.

Many libraries, learning resource centres and information services are reviewing their services with re-alignments, restructuring, refurbishments, rebuilds and perhaps migrating to a shared campus with another sector.

While these discussions and transitions are going on, it is time, I would suggest, to consider the skills that we need in our portfolio to ensure that we are best prepared to meet the changing roles and developments that will occur. Underlying any development of a library service remains the core function of providing services to our users - to assist their guidance with the retrieval of information.

A few new library, or learning spaces, developments with which I have been involved indicate that the library occupies the central area of the new building's footprint. This emphasises the core function of the library's collection. It ensures that its print collections, and perhaps access to the electronic collections are centrally positioned, and crucially, that the library staff are visible and accessible for providing assistance and guidance to their users.

The central position of the library will also confirm and convey a sense of 'intellectual common ground' when a number of disciplines, subjects and faculties share the same space, perhaps for the first time, to foster a sense of academic community. Librarians are a superb example of fostering skills of enquiry to our users providing them with tools for fruitful enquiry.

So we need to add new skills to our existing portfolios. To meet the changing delivery of library services these new skills include marketing, risk-taking, business continuity, staff management, financial management and change management. However, I would suggest that we also need the additional skills of stability, belief, flexibility, initiative, trust and advocacy. Similarly, when one applies for a new post and accepts the offer of the contract, one has to believe in the change, and trust one's judgement that the correct decision has been made.

A new post will bring new responsibilities, perhaps a new organisation, a new location, new colleagues, and stability will be sought. This analogy could be applied to sharing a new building with another library sector, or developing a library service to deliver to a new discipline, faculty or user group. We have to believe in the change and make sure we are able to absorb new strategies and respectfully dispense with actions or policies that have become irrelevant.

CILIPS representatives were invited to attend a conference in Finland and Estonia recently. I was fortunate to attend "Making a Difference: moving towards library 2.0", the Library Forum in the twin cities of Helsinki and Tallinn with nine colleagues from Scotland. Anne Poulson, Librarian of the School of Oriental and African Studies in London, presented a paper and spoke passionately of 'Skills for Leading Effective Change in Your Organisation'. One of the main arguments was to stabilise any change and make your colleagues believe in the change. Anne also stated that it was vitally important to take and make time for the change in direction by working with colleagues, and sharing the implications of the new service delivery. Communication and active collaboration were imperative.

A building block in this structure of change is trust. The organisation's complement of staff which, I believe, is the organisation's most important asset, must include colleagues who demonstrate trust in people and who believe in each other's judgement. We were invited to encourage openness, debate, and winning hearts and minds during the new challenges that accompany any period of change. Change sometimes appears to present obstacles to the current skills and expertise which we possess. If we take time to share and adapt our flexible skills-set we will demonstrate that the library is an indispensable component of the organisation.

The final statement at the Twin Cities Conference in Finland from Mr Kai Ekholm, Director of the National Library of Finland, was apposite – he urged us never to underestimate the wisdom of a librarian.



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CILIP governance changes

These governance changes will affect you

After an intensive 18 months of reports and working groups you, as members, will be asked to vote on changes to the governance of CILIP at the AGM in October. Audrey Walker explains all.

I start this article with an apology. It will not be witty, full of funny stories or anecdotes to keep your attention from wandering; it is an outline of the changes that CILIP is working towards. As the CILIP in Scotland representative to CILIP Council I thought it would be useful to set out these changes for CILIP in Scotland members. I have reported, after each Council meeting in London, to Policy & Resources committee and CILIP in Scotland Council, but not all members see or read these reports and this article will bring the important elements together.

In 2005 CILIP Council asked Derek Law to chair a [Governance Review Task Force](#) (GRTF) as CILIP needed to reduce the number of trustees to comply with charity regulators' rules. At present all councillors are trustees. GRTF reported to Council in December 2006 suggesting changes to the governance of CILIP council and changes to the way it operates.

At the same time the [New Business Model Working Group](#) (NBMWG) has been working on the CILIP model to reduce spending, help to bring in a balanced budget and reduce the deficit in the pension fund. The two groups worked independently but some of the information did overlap. GRTF report was presented to CILIP Council in December.

It proposed changes to the council structure, role of the President, Vice-President, Past-President and creation of a policy forum.

The 12 new councillors will not have constituencies but be Trustees of CILIP. They will not be allowed to hold any post on a committee of any group, branch or Home Nation but will work for the organisation. The whole membership will vote (in the first year) for 12 councillors and their length of service will be determined by the amount of votes gained. One of the 12 will be elected as Treasurer by the councillors. They will serve one, two or three years, dependant on voting numbers, and then each year four places will be up for re-election.

Council will meet once a month and take over the duties of the present Council, Executive Board and Committees. The Officers of CILIP will report to the Council. The Council can co-opt up to three people each year to achieve balance in skills and / or jurisdiction. The Policy Forum will be chaired by the Vice-President and will send information, requests and suggestions on policy or strategy to the Council. Councillors can attend Policy Forum as observers.

In preparation for these changes being accepted the [Governance Implementation Group](#) (GIG) was convened and has worked on changes that will have to be made to the Charter, Byelaws and regulations, which will allow this transitional work to take place.

The present Council of CILIP can make changes to the regulations but all changes to the Charter and Byelaws must be approved by the Privy Council. The changes to Charter and Byelaws were approved by the present Council at their April meeting and have now been sent to the Privy Council for their approval. Some of it is a tidying up of words or job titles; it will outline the structure for the new trustees and meeting structure. (For all changes please read the reports from the GIG on the CILIP website)

The membership will need to vote on these changes at the AGM in October (in London). Members unable to attend the AGM can give their vote by proxy to a member who will be attending the AGM.

The Treasurer in 2006 proposed a reduction of 50% capitation paid to Home Nations, Branches and Special Interest Groups for 2007. This was a follow-on from staff retirals, redundancies and job changes in Ridgmount Street 2005/06 that produced cost savings throughout CILIP to help the organisation move towards a balanced budget. The budget will not be balanced this year (2007) although the budget overspend has been cut and it now appears it is not quite as large as was originally anticipated. It will be

difficult for many groups to work with this cut in finances but they have accepted the inevitable. In 2006 Council had to make difficult decisions on cutting budgets and posts in CILIP to assist with financial planning.

Further to these proposals there is a change to entitlement with your membership from 2008.

Geographically the divisions of CILIP – Branches and Home Nations will be as at present but membership as with Special Interest Groups (SIGs) will become an opt-in. Members will be free to select membership of any Branch, Home Nation or SIG as they wish, not defined by place of residence or work but they will only have two free choices. Members will have to pay an additional fee (approx. GBP 10.00) for three or more choices.

This could change the number of registered members in Branches, Home Nations or SIGs as members may decide not to pay for more than their two free choices and/or do not choose their Home Nation or Branch. It will affect the capitation fee paid by CILIP (Ridgmount Street) to each organisation as this is dependant on number of members.

In Summary

At the AGM in October 2007 you will be asked as members of CILIP to vote on (either in person or by proxy):

- Changes to Byelaws and Charter that have been accepted by the Privy Council
- Changes to the regulations as approved by the present CILIP council.
- Changes to the present structure of CILIP council to 12 national councillors
- The creation of a Policy Forum for Branch, Home Nation and SIG representatives.
- The creation of an Office of the President for the President and Vice-President.
- Changes to your entitlement of membership – two free choices of Branch, Home Nation or SIG.

Audrey R. Walker is Representative to CILIP Council for CILIP in Scotland and Librarian, Turcan
Connell – Asset Managers and Solicitors, Edinburgh.



Careers

A change of viewpoint

Two years ago Bill Macnaught made the move from Britain to New Zealand to an exciting new role safeguarding an important part of Maori culture and identity.

I first heard about the job vacancy of Manager at [Puke Ariki](#) in January 2005. Six months later my wife and I had become permanent residents in New Plymouth. I exchanged a one-hour commute in England for a five minute walk along the seaside promenade. The view from my office is a real contrast from Gateshead. We have palm trees outside the library and the sunshine bounces off the blue Tasman Sea. Some days I am distracted by the surfers – we have some of the best surf breaks in New Zealand. Coffee breaks and business meetings are enjoyed in our fabulous restaurant looking out to sea.

The temperature as I write is nudging 20 degrees. In the summer it is usually in the high 20s, although on my first Burns Night here I was sweltering in over 30 degrees.

I wore the kilt for my official welcome – or powhiri as they call it in NZ. The Maori welcome involved the host side (about 100 people from New Plymouth District Council and its partners) formally calling out in the Maori language to invite the newcomers to enter Puke Ariki (or ‘Hill of Chiefs’). We did the traditional ‘hongi’ – pressing noses. There was an exchange of words and a song in Maori. I spoke about the excitement of moving to NZ and the honour of being trusted to look after Puke Ariki. I said that the better understanding of, and respect for, other cultures is one of the great challenges of our times. And then my side sang ‘Flower of Scotland’, which had some of the home team in tears. (Fighting and dying for your wee bit hill and glen has a resonance in Taranaki.)

Historically, the Puke Ariki site was of great importance to Maori. Before Europeans arrived it was a fortified Maori settlement and also a sacred site because the bones of many chiefs are said to have been interred there. When the British settlers founded the small city of New Plymouth in the nineteenth century they removed the hill and used the soil as the foundation material for industrial building.

In 2003 Puke Ariki opened to the public as an integrated museum, public library and visitor information centre. The strong branding around the name Puke Ariki acknowledges the importance of the historical site. Funded primarily by the local council it has significant partner support from businesses and other stakeholders. The biggest achievement was uniting the eight iwi (Maori tribes) of the Taranaki region. It is difficult for English people to appreciate the continuing significance of their genealogical descent for many Maori. Scots can relate it to elements of the clan system but for most Scots clan membership does not affect your daily life.

Iwi relations are a vital aspect of civic, economic and social life in NZ. At Puke Ariki we have an advisory group of the elders of the iwi from across Taranaki who act as guardians of the treasures of the Maori collection.

The objects in the Maori collection at Puke Ariki only came together with the creation of the new building in 2003. Until then many were held by the iwi in scattered locations and they were not on display to the public. It was not seen as appropriate by iwi to entrust the Museum of Taranaki with the task of safeguarding these objects, partly because the museum was seen as a non-Maori institution. We are still building a sense of trust between iwi representatives and the management of Puke Ariki.

Many non-Maori visitors probably underestimate the continuing spiritual importance of these objects. They are central to the telling of local history for local iwi, imbued with a cultural importance that is an integral part of the self-respect of each iwi and also the respect that they command from other iwi. When any new Maori treasure arrives on the premises at Puke Ariki – even on loan from another museum – it is formally welcomed in ancient tradition. Such is the importance today of the collections at Puke Ariki.

It is thought by some that there is no region in NZ with a richer history than Taranaki. For this reason it is a great honour for a foreigner to be entrusted with the care of these treasures.

Some of the local history in Taranaki is typical of other areas during the expansion of the British Empire in the nineteenth century. Indigenous people found their culture and way of life under threat. When they tried to resist they then found their lives under threat. That simple statement is more than historical fact; it remains the reason for an underlying tension between many Maori and other people in NZ today.

History in NZ schools widely ignored the oppression of Maori culture until the late twentieth century, so it is not surprising that many non-Maori New Zealanders do not understand why Maori continue to make an issue of matters that seem to belong to the past. But there is a growing view that NZ

needs to talk about some of its difficult history before it can heal. Puke Ariki is playing its part in ways that can be extremely challenging, but we have had some very positive results so far.

Bill Macnaught is Manager, Puke Ariki, New Plymouth, New Zealand. Bill spoke at the CILIPS annual conference. The National Librarian of New Zealand is interested in joint projects with Scotland – Bill welcomes ideas e: macnaughtb@npdc.govt.nz.



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Networking

A day of skills-sharing

An Open Day in Edinburgh used a variety of interesting formats to help professionals share skills and thoughts on the future of the profession, writes Christine Irving.

An interesting and informative day was had by library and information professionals who attended the ELISA ([Edinburgh Libraries and Information Services Agency](#)) open day. The event is designed to promote networking, exchange of experiences and the chance to learn – and it certainly succeeded.

Attendees came from a variety of roles, sectors and different stages of their career. The short breaks between the sessions allowed attendees to talk to each other over a cup of coffee, and people could attend for a particular session/s, half day or the full day depending on their commitments. The programme was a mix of presentations, discussions, debate and information exchange. Alana Macmillan from Idox plc outlined her company's approach to marketing its information service. This was a good introduction to marketing and set us up nicely for Nat Edwards, John Murray Archive Programme Manager, National Library of Scotland, who gave an overview of the challenges in marketing this prestigious archive.

He certainly convinced me and a school librarian I spoke to that the archive was something we needed to visit.

Sheila Cannell, Director of Library Services, Edinburgh University, spoke on the topic 'What is a Librarian?'. She gave us food for thought as she talked about the different roles of librarians including curator, procurer and organiser of information, information expert, promoter of information use, guardian of the knowledge of an organisation, a trusted public servant and change agent. She also highlighted what others think of librarians referring to a recent Research Information Network study.¹

"Library Wildlife Park" gave participants the chance to meet seven different librarians to talk about their different career paths and skills sets. I found this event really interesting and would have liked to have heard all seven speak but with the allocated time I managed to hear Garry Gale who gave a fascinating insight into his life as a Music Librarian (with Edinburgh City Libraries), an area of the profession I knew little about, and Bronwen Brown on her role as a Web Communications Officer (City of Edinburgh Corporate Services). Also included were an Art Librarian and a Botanical Librarian. As to what is a librarian – this session certainly demonstrated the diversity within the profession and the varied roles that we carry out.

The debate "This house believes that the things that librarians do are better done by other people" saw a brave Bette Johnston (Learning & Development Officer Information Services, Edinburgh University) arguing for the motion. She eloquently put forward the case for the expansion of the MacLibrary borrowing the successful business principles of Macdonalds fast food. Cleo Jones (Principal Officer Information and Learning Resources, Children & Families City of Edinburgh Council) argued against the motion and verbalised the passion and commitment felt by professionals for their work and its principles. With a vote of 2 for the motion and more than 50 against, this debate affirmed the delegates' commitment to and belief in their work and their position in society. This was a light-hearted session that many participants enjoyed but also identified some important issues facing the profession.

Angus Ferguson, a member of the Digital Resources Development team, East Lothian Museums Service, talked about technologies available to communicate with current and potential service users. Angus had lots of useful suggestions of free software to use. Whilst he did briefly talk about blogs (simple to update but takes time and not everyone's cup of tea), podcasts (making audio files available for download – a doddle to do) and metadata, I think he lost some of the audience along the way. This is a shame because he was enthusiastic and had a lot of experience which he

was willing to share, such as that the public want new fresh information and the advice to experiment and pull experiences together.

The “Information Exchange” was an experimental activity aimed at pooling ideas and generating a list of good information sources on seven hot topics: marketing; new technologies; funding; information skills; databases; legal issues; and preservation. The results of this activity will be on the ELISA website to make a useful resource.

The Open Day was brought to a close on a high with an inspirational and frank talk by Karen Cunningham, Head of Libraries & Community Facilities, Glasgow. Karen shared her thoughts on making contacts (being out there and prepared to talk to everyone) and building trust and partnerships slowly (delivering what you say you will and giving back as much of your time and commitments as you can).

The ELISA Open Day 2007 ‘Skills to Change’ was hosted by the National Library of Scotland at the Causewayside Building on 15 May.

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Special collections

Knowledge for practice

Ian Watson from the Scottish Institute for Excellence in Social Work Education and Nada Savitch from the Social Care Institute for

Excellence explain how they are working together to enable social care staff to access the knowledge they need.

Social work is changing. The emphasis on evidence-based practice is increasing along with a belief in the importance of research for improving social care services. Encouraging the development of policy and practice based on evidence derived from research is seen as a key aspect of the drive to modernise social care. As a result individuals may find they have a bigger burden of responsibility to keep themselves informed.

The social care sector is diverse in terms of type of organisation, client groups and workforce. The term 'social care' covers home care and residential care for older people, supporting children, young people and families, and assisting people with physical disabilities, learning disabilities and mental health problems. Meeting the knowledge and information needs of such a diverse group is a challenge.

Both the Scottish Institute for Excellence in Social Work Education (SIESWE) and the Social Care Institute for Excellence (SCIE) are dedicated to enabling effective knowledge transfer between the key stakeholders in education, training and research, thereby helping social care agencies incorporate research findings into practice and to share examples of good practice

Taming the internet

SCIE and SIESWE recognise that the amount of knowledge "out there" can be daunting and are committed to the effective use of knowledge management technologies. Google may be excellent and easy to use, but over-reliance on such tools will not necessarily yield the best results. Both organisations offer different but complementary online collections. The collections share key features which ensure that they provide the best sources of knowledge in the field of social care. Key features include:

- Specialist cataloguing and classification schemes which enable users to search on specific terms of interest
- Careful selection of material that is relevant and up-to-date.
- Efficient search and browsing facilities to cater for different types of user
- True online collections – access to the full resource, not just an abstract or description.

The Learning Exchange

The Learning Exchange is SIESWE's interactive library of learning resources. Its rich and varied content includes new multimedia materials created by SIESWE to explain key concepts. As well as this 'rich media'

material the Learning Exchange catalogues many resources available on the open Internet, making them much easier to find. Much of the material in the Learning Exchange can be modified for teaching or training purposes and for this reason considerable effort is devoted to ensuring the content is appropriately licensed.

Access is available, via Athens, to staff and students of the nine collaborating Scottish universities and, through an arrangement with NHS Education Scotland, to anyone employed in statutory, voluntary or private social work agencies in Scotland.

ReSearchWeb

ReSearchWeb is a specialist collection of information on all aspects of social care in Scotland, produced by SCIE. It is available freely on the Web with no passwords or registration required. It contains a comprehensive database of reports, journal articles and websites. The database uses the same search and browse facilities as Social Care Online but each article links to the full-text. ReSearchWeb also has a current awareness service which links to news items of interest to social care professionals and conferences throughout Scotland as well as highlighting new additions to the database.

Encouraging use of these specialist collections

Many practitioners report difficulties in keeping up-to-date, whether through lack of time or lack of access to the internet. However, one of the main barriers to practitioners accessing online sources may be a lack of knowledge about these collections and how easy they are to use. Various initiatives are underway to embed knowledge and research awareness in the day-to-day life of the social care workforce.

The future – get involved

Both SCIE and SIESWE are keen advocates of the effective use of technology to facilitate the exchange of knowledge and information. With this in mind SIESWE has set up a Knowledge for Practice Special Interest Group. The group is for anyone who works or has an interest in knowledge management, information services, research dissemination or knowledge transfer in health and social services in the voluntary, statutory or education sectors.

[SIESWE](#) was established in 2003 as a collaboration between the nine Scottish universities that teach qualifying social work programmes and is now a charitable company limited by guarantee. See or join the [mailing list](#)

SCIE's aim is to improve the experience of people who use social care by developing and promoting knowledge about good practice in the sector. Using knowledge gathered from diverse sources, [SCIE](#) develops resources

which are shared freely, supporting those working in social care and empowering service users.

Access the [Learning Exchange](#) e: support@learnx.sieswe.org.

[reSearchWeb](#)

Knowledge for Practice Special Interest Group contact
e: ellen.daly@strath.ac.uk



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Special collections

All about bees

Una A. Robertson describes a unique library devoted to material about beekeeping.

The Moir Library is a specialist collection of printed material dedicated to the interests of beekeepers. It is owned and run by the Scottish Beekeepers' Association for the benefit of its members. Nowadays 'The Moir' is split: the Moir Lending Library is currently housed in the Fountainbridge Public Library while the Moir Rare Books, some 230 or so, have been kept separately for a number of years due to their monetary or rarity value. In 2002 they were deposited on long loan with the National Library of Scotland.

The collection is named after John Moir who started collecting books on bees and beekeeping shortly after the formation of the national association in 1912. Within four years he had acquired 167 books and by 1933 had amassed over 1200 items. The collection was still housed in his own home and he was still the SBA's Hon. Librarian despite his considerable age and, at this point, contact was made with Edinburgh's Public Library.

The Moir is both a reference and a lending library. The range of subject matter is spectacular and covers every aspect of the craft: the natural

history of bees generally and of honey bees in particular; bees in literature and folklore, in history and archaeology; works on botany, biology and bee anatomy; on bee breeding and queen rearing, diseases and pests; books specifically aimed at children or beginners or those setting up a beekeeping business; on the production of honey and other hive products and their uses; the medicinal and nutritional values of honey – the list is endless. There are books on beekeeping by classical authors; books dating from the 16th century; publications in French, German, Italian and other languages, written by notable beekeepers of their time; and much material from America; also innumerable pamphlets from research stations and government departments. New material is constantly added to keep the collection up-to-date and relevant to the needs of beekeepers.

After 1924, once the SBA was publishing its own magazine *The Scottish Beekeeper*, John Moir instituted a scheme whereby our magazine was sent to interested associations or institutions around the world while their magazines arrived in the Moir. These magazines, dating back across the years, are accounted one of the glories of the collection. The scheme operates to this day.

Members can borrow books by visiting the Library in person, by writing in, or by contacting the SBA's Library Convenor. The Library also goes out to members by means of "Library Boxes". Each box contains 10-15 books and they circulate among the local beekeeping associations affiliated to the SBA.

The story of John Moir is as unusual as the collection itself. In 1878, John and his brother were appointed as joint managers of a newly formed trading company and sailed away to East Africa to follow in the steps of Livingstone. Their mission was to trade with the local people, open up routes into the interior and to abolish the slave trade.

Their methods of management and fair dealing won the confidence of the locals but brought them into conflict with the Arab slave traders. It came to war, which they won although John was severely wounded; thereafter he settled down to farming in the Shiré Highlands which was when beekeeping entered his life as bees were needed to pollinate the crops. Ill health forced his return to Edinburgh where he continued his beekeeping and became a founder member of the newly-formed SBA.

Both the Association and the Library are approaching their centenary; they have witnessed many changes in that time but mankind's perpetual fascination with honey bees will surely continue for many years to come.

Una A. Robertson is SBA Library Convenor and Immediate Past President.

This article first appeared in [TACIT](#), the journal of ELISA: Edinburgh Libraries & Information Services Agency.



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Special collections

Web Focus: Special collections – Part 1 Gems of the Highlands and Islands

The Perth College Library Team provides another roundup of useful websites – on Scotland’s rich special collections holdings.

More in the August issue.

The **UHI Millennium Institute** holds several special collections across its partner colleges.

[Highland Theological College](#) houses two notable collections:

The Fort Augustus Collection: Approx. 14,000 volumes, mainly books and serials, which made up the theological stock of the Fort Augustus Abbey library. It includes a complete set of Migne’s Patrologiae Completus (360-volume set of works of the Early Church Fathers in the original Greek and Latin).

The William Temple Collection: William Temple was the late Archbishop of Canterbury (early 1940s).

Approximately 5,000 volumes, it has comprehensive theological coverage and includes the Martin Luther King section which deals with social sciences. Previously the late Archbishop of Canterbury’s private collection.

[Lews Castle College](#) houses two special collections:

The Frances G Thompson Collection: 1,500 titles gradually being transferred from Frank Thompson’s personal library to the College library. Approx. 500 books and pamphlets are currently on display, mostly on Highlands and Islands history and topography, and Gaelic, with the

remainder of Scottish and Irish interest.

The Shawbost Collection: Journal articles, research papers and reports on the geology, archaeology, flora and fauna of the Western Isles.

[Perth College](#) holds:

The Robert Robertson Collection: An archive collection of monographs, journals, reports and research papers related to industrial geology and its applications, donated by the late Robert Robertson, Scottish geologist and geochemist. The collection dates from 1938-1978 and includes geological data from around the world, fossil samples and industrial samples of minerals (stored at the Hunterian Museum in Glasgow).

[North Highland College](#) has several collections including:

The Highlands and Islands Enterprise Collection, Horological Collection and Dounreay Journals.

Highlands Collection: Books, maps and journals particularly on northern Highlands and islands, with some antiquarian and rare items. Proceedings of the Society of the Antiquaries of Scotland 1914 to date.

SNH Collection: Ecological and natural history journals – 10 titles, from 1907 up to 2001. Aerial photographs of Caithness from the 1960s.

[Sabhal Mòr Ostaig](#) lays claim to a rich collection of Gaelic and Celtic materials.

The Celtica Collection: Approx. 1,600 items collected by a 19th century gentleman scholar, Sir Robert Gordon of Letterfourie (1824-1908) and bequeathed to Fort Augustus Abbey Library. The main strength of the Collection is in Celtic Studies material, especially Scottish Gaelic language and literature. There are also rare books on archaeology, history and genealogy and an impressive range of journals.

The MacCormaig Collection: The life's work of the pre-eminent Gaelic bookseller and collector, Donald MacCormaig (North Uist / Edinburgh). One of the finest collections of early printed Gaelic materials available. Approx. 1,800 items dating from the 17th century. The collection covers Gaelic language and literature and many other topics relating to Highland social history.

78rpm Record Collection: Donated by the BBC Archive, Parlophone, Beltona and Gaelfonn recordings of mainly Gaelic singers, and rare items.

- College librarians' email addresses are on the [UHI Library contact page](#).

Emma Brown, Richard Hughes & Donald MacLean, with thanks to UHI partner librarians for their help.



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Special collections

Focus on: Rare Books in Scotland (RBiS)

Dedicated to landmarks in printing

Scotland is blessed with an impressive range of printed special collections held in its various university, public, private and special interest libraries, as well as the collections in the National Library.

These collections contain not just the printed heritage of Scotland but also examples of the major landmarks in world printing from the 15th century onwards.

For some years it was recognised that library staff working with these collections would benefit from the opportunity to meet regularly to share skills and to provide mutual support. A group dedicated to rare books was also seen as a means of building a co-operative infrastructure to meet the specific needs of the distributed national collection of printed special collections.

The first informal steps towards creating such a group were taken in September 2003 and March 2004 at meetings of Scottish rare book librarians held in NLS and Glasgow University.

Later in 2004 [Rare Books in Scotland](#) (RBiS) became an affiliated group of SCURL. In its current guise RBiS is a forum open to members of staff in Scottish libraries and other organisations (of all sizes and in all sectors) who have responsibility for collections of 'rare books' in the broadest sense. Administrative support is provided by NLS, but the strength of RBiS lies in the number and range of member organisations (at the time of writing there are over 30 members and the list is growing) and the practical focus of its activities.

The forum holds business meetings twice yearly at different members' institutions throughout Scotland and runs workshops at regular intervals. The workshops are free to members and have been a great success, covering such areas as provenance, preservation, bindings, and cataloguing.

As a national forum RBiS takes a particular interest in issues such as increasing provision for training in rare book librarianship within Scotland, collaborative collection development and improving access to collections through cataloguing projects.

The growth in RBiS membership and the interest shown in the work of the forum are encouraging signs for the future of printed special collections within Scotland.

New members to the group will be made very welcome – please contact Graham Hogg, National Library of Scotland for more information e: g.hogg@nls.uk.



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Teaching

A history of studying at Strathclyde

The West of Scotland is celebrating 60 years of library studies. Paul Burton recounts how it has developed at what became the University of Strathclyde.

The current academic year marks the diamond jubilee of the teaching of Librarianship (under various names) in the West of Scotland, first at the Glasgow and West of Scotland College of Commerce in Pitt Street and later at the University of Strathclyde, which was formed in 1963 by the merger of the Royal College of Science and Technology and the College of Commerce.^[1]

The Scottish School of Librarianship held its first classes in September 1946 and the minutes of the College Governors of 10 May 1946 record: “The Chairman reported that along with the Secretary he had met with the President and Secretary of the Scottish Library Association and discussed with them the proposal to form a School of Librarianship. The Chairman reported to the Governors what transpired at that meeting and after some talk it was decided:

I to form a school of Librarianship.

I to appoint Mr William B. Paton, Chief Librarian, Burgh of Greenock as lecturer

I that the course should commence on Monday, 16 September.

I that the fee for the course should be £25 for the session [2]

Things didn't proceed so smoothly, however. A later minute indicates that the decision was not quite so clear cut: at the end of May, the Curriculum Committee noted “that conditions under which the School should be run had not been clearly thought out nor had it been finally decided whether the school should be held in Edinburgh or Glasgow”. [3] These issues must have been resolved at a later meeting, as the next we read is that classes in Librarianship were in operation by September “for both the Entrance Examination and the Final Examination in Parts I, II and III of the Librarianship Examinations” [of the Library Association]: [4] 25 students had been enrolled for what was the first School of Librarianship in Scotland and possibly only the second in Britain (a School at University College, London had been formed before WW II).

Initially, W.B. (“Bill”) Paton was the sole member of staff teaching the classes, although he was formally appointed as Head of the Scottish School of Librarianship in May 1947 – without, it was noted, “change of salary”. [5]

An early prospectus [6] from the 1940s lists the three levels of education and training provided by the fledgling School. The Entrance Exam was for those with Scottish Leaving Certificate or equivalent, and a foreign language was desirable. Graduates of an approved university were exempt. The Registration Exam was for those who had passed the Entrance Exam or were exempt. Three years' full-time service in an approved library after passing this exam led to Chartered membership and election as an Associate of the LA, although the three years included the time spent at Library School. The Final Exam was open only to Associates: its successful completion was a qualification for Fellowship of the LA.

The majority of the students were practising library staff on leave of absence, and their course included lectures and practical work, “particularly in the subjects of Classification and Cataloguing”, while Bibliography was “enlivened by visits to paper mills, printing works, process-illustration works

and library binderies”. That first year, 25 students had enrolled, while numbers in the part-time classes were described as ‘satisfactory’.[\[7\]](#)

The new Scottish School of Librarianship clearly met a need, although in 1950, when Bill Tyler took over as Head, there were 30 full-time students but only one other staff member.[\[8\]](#) In the following years, additional staff were appointed in order to cope with increasing numbers, including Bill Tyler, James (‘Jimmy’) Tait, Alan Whatley, Bill Aitken and Robert (‘Bob’) Walker, names which will be well known to generations of librarians.

The first mention of a link with the Royal College of Science and Technology (RCS&T) is in 1962, when the Board of Governors noted “negotiations with Dr Curran” of the Royal College.[\[9\]](#) A minute of the following May notes the granting of university status to RCS&T and authorised the College Principal to meet the RCS&T’s Principal “to undertake preliminary exploration of the College’s future status and relationship” with the RCS&T.[\[10\]](#) That ‘preliminary exploration’ was eventually successful, for in 1965, after a formal report and an appearance by Bill Tyler before Senate, the School became the Department of Librarianship and was incorporated into the School of Arts and Social Studies in early 1966 [\[11\]](#) with Bill Tyler as Reader and Head of Department.

However, the new Department had already taken its first pioneering step in the education and training of librarians by introducing, alongside the postgraduate Diploma, the first undergraduate degree in Librarianship in the UK, which took its first students (including the present writer!) in September 1966. Five ‘guinea pigs’ began the BA course that year, taking Librarianship in conjunction with another subject from the School and graduating three years later (the joint Honours degree came later). Bill Paton retained a connection with the new Department, as External Examiner in the Library Management. Initial plans to make the Diploma a Master’s degree were not approved by Senate, although they did agree that the Diploma could be awarded with Distinction.[\[12\]](#) A chair in Librarianship was established in 1969 and Bill Tyler was appointed Professor in the following year.

The Department, it seems, was never one to do things by halves, because 15 years later, following Bill Tyler’s retirement, not only was a new Professor appointed but it also merged with the Department of Office Organisation and transferred to another faculty, the Business School, becoming known in the process as the Department of Information Science. The new Professor, Blaise Cronin, immediately set about the restructuring of the Diploma course into the MSc/PG Diploma in Information and Library Studies (ILS), which had a broader curriculum designed to reflect the

increasing number of changes in professional practice, caused not least by the spread of microcomputer technology.[\[13\]](#)

Blaise Cronin was succeeded in 1992 by Charles Oppenheim (now at the University of Loughborough), by which time the ILS course had been joined by the MSc/PG Diploma in Information Management, which was seen as a complementary course. The undergraduate programme had become a BA Honours in Information Science but, it has to be said, was struggling to maintain numbers and it was eventually discontinued in the late 1980s.

Following Charles' move to Loughborough, Forbes Gibb became Head of Department and later Professor of Information Science and in that post he has overseen the most recent major development in the teaching of Library Studies at Strathclyde, another merger, this time with Computer Science, and another Faculty, this time Science, in 2001. The ILS course thus became one of (currently) four postgraduate degrees in the Graduate School of Informatics within the Department of Computer and Information Sciences. The merger gave the course access to a suite of up-to-date computer facilities (see picture, above). The class pictured is carrying out practical work in classification using online Dewey schedules. (It has been a policy to review all postgraduate courses at five-year intervals and this has meant, among other things, that classification and cataloguing have re-appeared in the ILS curriculum, first as an option and, from 2007/08, as a core class taught in the first semester.)

From the start the course succeeded in attracting large numbers of students each year (typically 50-55) and it is noteworthy that this jubilee session will also see the 1000th student graduate, an event to be marked later in July. Graduates and Diplomates of Library Studies in the School of Librarianship and later Strathclyde can be found in all the 'airts and pairts' and as library and information services take on a new significance in the information society, we will continue to provide the professional education and training needed.

A longer publication charting the teaching of library studies at Strathclyde is planned for publication late this year. I would be delighted to hear from former students.

More information on the [ILS course](#).

I am extremely grateful to Margaret Harrison, University Archivist, and Kirsteen Croll, Assistant Archivist, of Strathclyde University Archives for all their assistance in the preparation of this article.

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Endpiece

The retreat

Colin Will relishes space to write, and ponders whether web postings are “publication”.

Writers' retreats are supposed to be places writers go to recharge their inspirational batteries, to create new work, revise work in progress, or to find space to think. Do they work? Well, for me, they do. I'm just back from a Norman MacCaig themed retreat at Glencanisp Lodge near Lochinver, run by the [Assynt Foundation](#). The Assynt community was able to buy four mountains, a hunting lodge, and 44,500 acres of Assynt, under the provisions of the Scottish Land Reform Act of 2003, one of the most enlightened measures passed by our Parliament. The six writers (plus one partner) on retreat were greatly impressed by the energy, commitment and drive of the community members we met.

The Lodge was completely cut-off from the outside world: no mobile signal, no TV, no easy access to the Internet and no radio. We were two poets, two novelists, one short-story writer and a crime fiction writer/playwright. Most days I woke up to a breathtaking view of Suilven from my bedroom. Every day I wrote in my room, every day I walked, either along the track towards Suilven or through the hills to the River Inver and to the village. Every evening we gathered for a splendid meal cooked by the lady who used to cook for the Vestey family in the self-same lodge. The talk, whether of our day's activities and preoccupations or of MacCaig and his Assynt, was warm and friendly.

One day we had a walk round Achmelvich with the local Ranger. It was a joy to stand on a high rock overlooking Loch Roe reading aloud Norman's poem about the loch, to see the thorn bush he wrote about outside Christy MacLeod's house and the seabirds fishing off the beautiful beach. That evening we had a gathering with locals who had known Norman, and it was wonderful to meet Pollóchan's daughter and A.K.'s son. On the last night we had a slot at the Ullapool Book Festival, chaired by Andrew Greig, to talk about MacCaig's influence on us and to read his poetry and some of the work we had written.

What did I write? Astonishingly, one new poem every day, and a haiku (above). I had no preconceived ideas before I arrived, but it seemed entirely natural and right to write about Suilven. Six full-length poems about Suilven? Yes, but all very different, all having a whiff of malt and the sea about them, and all, I hope, reflecting the twinkle in the eye of my favourite poet, whose presence in this landscape is inescapable.

Web publication

Something which is exercising a lot of writers just now is the question, "Does posting a work on the Web constitute prior publication?". Submission guidelines to nearly all competitions include a phrase like: "The work should not have been previously published." The phrase isn't usually qualified by any reference to the Web, although there are exceptions. The Bridport Prize rule states: "Entries... must never have been published, self-published, published on any website or broadcast." That's pretty clear, isn't it? Well, to a point, but is an online forum necessarily a website? If you can Google it, it's probably a website. But is putting a work up for c&c in a closed group legally an act of publication? I'd be interested in feedback on this. In my untested and non-legal view, if publication consists in making a work available to the public, posting in a group with restricted access isn't publication. I hope this is true, because it's often helpful for writers to be able to post drafts for comment. It would be unfortunate if good writers were disqualified from entering competitions or submitting to magazines as a result of posting drafts. [Tyne & Esk Writers](#) recently set up a closed group for just such a purpose, as well as for the exchange of informal news. We regard it, together with our website, as part of our aim to establish a virtual community of writers within Midlothian and East Lothian.

What about literary magazines? Checking my bookshelves I see that most of them just refer to submissions not having been previously published, so they leave the question of web publication open.

Speaking specifically about the world of literature there are several different types of site where work can appear. The loosest and most anarchic are perhaps the unmoderated Usenet newsgroups, such as rec.arts.poems, now sadly infested by trolls, flammers, bampots and second rate poets. At the other end of the scale there are well designed and well edited webzines, such as *Snakeskin*, *Soft Blow*, *Umbrella* and many others. Then there are the hobbyzine sites, produced badly and with limited editorial control. Their site builders realise that the more they 'publish' the more links they'll generate, and the higher-ranked they will be by search engines. And did I mention writers' personal websites? Almost as many as there are writers these days. And then there are the blogs. Let me confess it now: I am a blogaholic. I love writers' blogs, but I'm not fussy. I feel impoverished

if I don't read *Better Out Than In*, *I am Bossy*, and *TheCatGirlspeaks* on a regular basis.

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Aiming Higher

A journey that should never end

Library schools provide the theory but we continue learning our professional skills through experience and sharing with colleagues, says Jill Evans.

The presentations at CILIPS Branch and Groups Day on 13 June provoked thoughtful and incisive discussion and, on occasion, deeply held opinions were voiced from the audience. A debate on “Library Schools” emerged as one of the sessions. ‘W(h)ither Library Schools” presented an informative panel of Alan Poulter of the University of Strathclyde, Sheila Cannell of Edinburgh University Library and Ian Snowley of CILIP. The crux of the debate was the skills, range of subjects and learning delivered in the time available by Robert Gordon University and Strathclyde University, both of which offer an Information and Library Studies Postgraduate Diploma/MSc course, and the skills required to deliver a wide range of services in our libraries. The time available to deliver the information to our prospective colleagues is constrained as lecturers devising and compiling the academic studies programme are also required to follow financial and best value guidance from their university directors.

It was conceded that we work in a climate of threat to our library schools as other opportunities and organisations offer training courses which, on occasion, complement the postgraduate course content. Current conversations seem to revolve around the inclusion of cataloguing in the programme of study, and yet, ask a prospective employer about the skills

they are seeking in employees and their response will focus on management issues.

A suggestion was made to consider mid-career development opportunities perhaps through e-learning thus enabling library schools to offer a top-up course developed specifically for this category of experienced staff.

I would suggest that assimilating the portfolio of skills which a librarian requires is a continual learning curve and that mentoring in each post should be mandatory. Mentoring should occur at every stage of one's career – find a role model in your library and observe their expertise, skills and confidence acknowledging that they too, were once a new start.

The SCURL presentation was an invitation to follow the journey through the National Library of Scotland's Customer Service programme led by Louise McCarron and Olive Geddes. The presentation gave a brief history of the library, the implications of the addition of 5,800 items added to the stock every week, and the challenges posed to the library staff to be able to deliver on demand to a reader an item shortly after its receipt. The journey focused on Service, Excellence, Learning and Commitment. That the Customer Service Objectives were contained within the staffs' Forward Job Plan reinforced the importance the library places on high quality customer service provision from each member of staff. It was noted that the library was fortunate to have a budget allocated for training and development and, in response to an Invitation to Tender, a consultant has been selected to work with the library, providing customer care workshops and training sessions. Mystery shoppers have been visiting the library to test staff members' depth of knowledge and expertise (without any negative connotations). The presentation concluded with a lively discussion with the audience who were obviously intrigued.

The Scotland Northern Ireland Periodical Supply (SNIPES) Group, a SCURL Affiliated Group, held its recent meeting in Queen's University Belfast to discuss the text of a prospective tender. The current contract will expire in 2008 and an Invitation to Tender for the supply and delivery of library periodicals will be published in the Official Journal in October. The breadth of experience demonstrated by the members of this group was impressive and, with the customary resourcefulness of librarians, each of us knew someone who would know the answer to the question or the challenge.

The strength of this particular SCURL group is the consortial approach it takes to working with new guidelines under the terms of the recent McClelland Report and new EU regulations. The Group is fortunate to have on its membership the Assistant Director of Procurement of a SCURL university who advises us on best practice and legal issues. Again the

skills, knowledge and familiarity of developing a tender document, plus the assertiveness, business acumen and negotiation skills required to deal with publishers and suppliers on behalf of the consortium is gained through practical experience and by learning from our colleagues.

Library schools provide us with the intellectual knowledge of librarianship but it is through our employment in libraries that we are given the opportunity to build on and develop the theoretical knowledge to use it, adapt it and increase our range of skills. We should then guide and share these skills with our newer colleagues in the same processes.



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Conferences: CILIPS Presidential Address

Return on investment

Christopher Phillips gave a thought-provoking Presidential Address at the CILIPS conference in June, urging delegates to constantly ask those challenging questions.

In this article I want to reflect on our conference theme of 'Customer first: developing people centred library services'; to consider how this approach impacts on the needs of users and library and information professionals; to highlight some of the features on the landscape that we need to be aware of and finally to talk about CILIP in Scotland as our professional organisation pointing out its key role in our future and our key role in its future as we face threats to its survival.

Customer first

Many years ago when I began my training as a counsellor I came across the work of Carl Rogers and the term "person-centred counselling". Carl Rogers was active in America in the 1930s and 1940s and his book *Client Centred Therapy* published in 1951 was significant in its influence of the direction of the world of counselling. From his work I think the term person-centred counselling came in to being.

I recall the key features of person-centred counselling thus: the counsellor is non-directive, helps the clients to help themselves rather than tells them what to do; the counsellor helps the clients to make contact with their own inner resources and knowledge; the counsellor needs to be genuine, to have an empathetic understanding and to have an unconditional positive regard for clients.

Do you see the overlap with information work? We don't tell our clients what to do but help them to find out and learn for themselves; we help our clients to use their own knowledge to contextualise new information; librarians are neutral, empathetic and do not place any value judgment on what information our clients want or why they want it.

Indeed I sometimes wonder whether Information Counsellor wouldn't better reflect the relationship we have with our clients. Reviewing my notes from those training sessions after 15 years one phrase jumped out at me, "counsellors need to wear their professionalism like an invisible garment". How true for us as well.

Relationship management

I hope you'll agree that there are similarities in the way we work and that we can learn from the techniques and values of another profession. But there are important differences too. Crucially librarians do not respond to or work with clients only at their crisis point of need. Part of our job is to build up relationships over a long period. We work to identify, locate or collect and organise information sources likely to be relevant to our known and potential customers. Then we work to promote and interpret that information so that we encourage them to engage and we help them through our crucial role in promoting information literacy better to understand their own needs. This is all about the need to form a relationship with our customers rather than just to make a quick sale, merely giving them the information they want now and letting them leave.

To each transaction with our customers there are three components of the relationship: the assessment of need, the engagement, and the evaluation of the impact. These three are repeated each time we serve customers and the cumulative knowledge we build up from them defines our long term relationship helping us to predict or anticipate need and to be proactive in promoting or offering new sources of information. We have a role to look ahead and around to see what is new on the information landscape and to see possibilities for new paths to explore with our customers.

This is what should be at the heart of reader development within school and community libraries: a reader focused approach, understanding where customers are and walking with them along new paths. We don't and we

shouldn't deceive our customers with phoney staff recommendations paid for by publishers as appears to happen in some bookshop chains.

Wearing our professionalism like an invisible garment we need to develop better ways of working with customers and not just for them. To understand our customers and to understand our organisations we need to talk. We need to engage with customers in the selection of information, not in the sense of old fashioned book selection committees, but by being transparent and open to suggestion. Customers who feel they have a voice will engage and feel ownership and will return again and again.

Customers have a role in creating information as we have seen in gathering community information, in capturing memories and creating digital content and as the source of that which tomorrow will be the local history of today.

There's one bit of the relationship we need to develop better, and that is learning what people do with what information they take from libraries – evaluating the impact on individuals and on society as a whole.

Recently we've seen a number of studies which try to assess the economic value of libraries. You'll recall the British Library study Measuring Value (2003). The 2007 report from the Americans for Libraries Council Worth their Weight looks at such valuation studies comparing in detail the methods and results of 17 examples. These consistently show a return on investment for libraries of over 300%. We'll need to be cleverer about comparing like with like and finding objective ways of valuing the information we give access to. There's certainly a lot there that's going to influence my work over the next couple of years.

What the studies find it harder to demonstrate is the value to society and individuals of the use of libraries – the social return on investment. Where is the evidence of how information in academic and special libraries has been used to advance research? Where is the evidence to show how information from health libraries has contributed to patient care or survival? Where is the evidence to show how information from community libraries has improved employability, contributed to individuals' personal success? How do you measure the value of the sense of place and belonging that community or family history bring, what that does to create stable and confident individuals and communities?

Despite these difficulties we have to learn how to measure and report – we have to develop our techniques, for without the evidence we won't know that what we are doing is right and we won't get the political, institutional or commercial support we need to carry on.

Working with our customers as the focus of our attention does mean also that we need to be open to change. For too long in the twentieth century customers got what the library and information professionals provided when they were prepared to make it available. Now there is a shift in society to new models of service. Through my travels this year as President, from the work of the CILIPS Council and as a board member of SLIC I can say without hesitation that there are fine examples throughout our profession of how librarians have embraced and sought out change because they have been in touch with the needs of their customers, delivering new services, exploring new ways of delivery. But we need to make sure that such examples are embedded across and throughout the profession.

I am lucky that I actually quite enjoy change. All my working life I have been about responding to customers' emerging needs or doing things differently, using new tools so that we can be better, faster and sometimes cheaper. I'm proud to have worked with colleagues who have been as willing to seek out and try new things for the benefit of our customers. For me it's just part of achieving best value; constantly asking those challenging questions: What are we trying to do? Can we do it differently? Can we do it better? What else is there that we should be doing? What are we doing now that we should no longer do?

I'm not a great lover of management textbooks, especially ones written in America. But I do like a good story and one American management book uses a fable-like story to suggest better ways of dealing with change. I would recommend Spencer Johnson's *Who Moved My Cheese?* The story involves two mice, Sniff and Scurry and two little people called Hem and Haw. The message is simple: change happens whether we like it or not so we are best to anticipate change and monitor it. We have to be prepared to adapt to change quickly and to make and enjoy changes ourselves, and be prepared to change and change again. When I read the book it transformed my approach to change. I wonder how best we should record that impact.

Skilling ourselves as a profession

In exploring the delivery of person centred library services I hope I've been able to suggest that in order to make our knowledge as information managers work we need to develop core skills in three areas: people skills, evaluation skills and change skills. We may think that we are open and inclusive and customer friendly, but surveys show otherwise. When asked a year ago customers in Scotland identified that they would be more likely to use their library if staff were more friendly and helpful. For all the emphasis on customer standards we have yet to win that campaign. I'm sure you can hone people skills through learning, but I'm equally sure that they need to be there in the first place.

I'd like to turn now to look at ways we acquire and develop our professional and operational skills. In Highland we've been having difficulty for some time in attracting professionals to a range of posts so we've been forced to look at other ways of filling vacancies by "growing our own". This doesn't just apply to libraries but has been noticeable in other professions such as teaching and social work. By providing additional support and linking with distance learning opportunities we've been able to offer the possibility of qualification to people without them having to move away from the area. We do need to explore different ways of getting fresh ideas and new blood if we are to avoid stagnation, but at least we are able to build on local experience and on the investment we've already made in our staff.

This approach differs from the single block of formative training that many of us experienced. Perhaps it offers a more relevant option for the 21st century.

Whether it's public libraries, college or academic libraries, or health libraries, there's a major re-evaluation of the role of librarians going on somewhere near you. While these may be national exercises they have been locally conducted and it is clear to me that the results of job evaluation have been far from consistent except in the devaluation of our professional qualification. With new competency frameworks supported by national occupational standards the evidence offered by Chartership is no longer seen by Personnel Managers as either exclusive or entirely relevant.

Instead we have the possibility of more focused learning opportunities based around specific needs which in time will build into something comprehensive, but which crucially do not have to be followed all at once. Now, while this is good in opening up new routes for progression, some will begin to question the value to them of CILIP UK if job vacancies are freely web accessible and the Charter is no longer seen as the evidence of knowledge and understanding, skills and experience.

What CILIPS can do for us

Next year we'll be celebrating 100 years of there being an organisation in Scotland for librarians and information professionals. With over 2000 members, CILIP in Scotland (CILIPS) is today a thriving professional organisation. CILIPS is managed by your Council with experienced officers from within the profession and staff shared in an imaginative arrangement with SLIC. Each year's business plan is carefully reviewed and activities costed. We work on the principle that if it is not good value or we can't afford it then we don't commit expenditure. CILIPS has an excellent track record of delivering on time and on budget.

It provides an active advocacy role to devolved government structures in Scotland. You will be aware of the inappropriateness of some

pronouncements made on 'UK' library matters when they are made in unthinking ignorance of local context. CILIPS provides professional support and advice to its members again reflecting the different political, legal and educational context. It provides relevant locally based and affordable training; It promotes conferences such as this and other opportunities for members to share good practice.

Through all its activities, CILIP in Scotland offers its members the opportunity to participate in policy making and governance in a devolved policy environment.

With active local branches CILIPS supports strong local professional networks. Those who engage locally have the opportunity to learn from each other, identify good practice elsewhere which they can articulate into their local context and contribute to their continuing professional development.

I've said before that I'd like to see it written into job specifications that each year as part of our development we investigate practice elsewhere or in another sector and relate that back to the needs of our customers and institutions. The systematic exchange of good practice and ideas benefits us all as we learn from each other and support each other. Such a lively exchange is the lifeblood of our profession and our professional organisation.

What we can do for CILIPS

The time has come to ask not what CILIPS can do for us but rather what can we do for CILIPS for, to be blunt, if we do not engage with each other professionally our organisation will wither. It is currently under threat both through limited engagement by members and through changes to CILIP UK in London. The close relationship with CILIP UK in London is governed by a formal partnership agreement negotiated in 1995. Of course this was before devolution and there is a case for reviewing whether what was agreed then is still appropriate in the new constitutional climate. The result of the recent elections strengthens the case for review.

You'll be aware of the severe financial pressures facing CILIP UK in London brought about in part by the enormous burden of implementing the Framework of Qualification and Accreditation (not fully costed when it was agreed to go ahead) and in part by expensive investments such as in the website. Expenditure now appears to be being better controlled but savings and cuts which might be viewed as disproportionate are being passed to CILIP Ireland, CILIP Cymru and CILIP in Scotland, or the three Home Nations as they are called (insultingly forgetting that England is one too.) Now CILIP in Scotland as I have said does manage its expenditure well

and will contribute required savings, but I'd argue that CILIP UK in London does not operate quite transparently and I for one do not have the information to comment on whether the cuts requested are fair or equitable. I do know that they will affect what CILIP in Scotland will be able to do and I do know that if our activities diminish too much you will not be as motivated to contribute to your organisation as actively as you have.

The other and larger threat comes from the changes in governance proposed. The council of CILIP UK in London was unwieldy and has to change to meet the requirements of the Charity Commissioner. However, changes are proposed so that CILIP in Scotland, our national organisation, may have to compete for membership as one of the two groups included in your membership. If this is adopted then there is a severe challenge to the membership base and to continuing viability. We'll need to look at appropriate advice to CILIPS members in advance of the CILIP UK AGM in October and remember the possibilities of proxy voting.

Your officers have been in robust discussion with CILIP UK in London and will not rest until a satisfactory outcome is achieved. I think it only fair to say that I have been astonished at the incomplete appreciation of the level and extent of CILIP in Scotland activity and the lack of awareness of just how different our governmental, legal, educational and social structures are.

So then what can you do for your professional organisation? Be active, engage with colleagues locally and further afield; become active in your branches and in Council. Learn from others and let others learn from you. Your council is looking for changes to make it easier for members to engage. It's planned to move the AGM to take place during Conference so that more can take part and throughout this year there will be a consultation process so that we can be clear what it is that you want from your professional organisation.

Conclusion

I said earlier that putting the customer first and developing people-centred library services is about developing relationships. For our professional relationships with our customers to flourish we need to develop relationships between ourselves. We gain from our organisation only as we give to it. I often go back to things that were written long ago and find that what was said then is as true now. The other day I was looking at a Thomas Greenwood's Free Public Libraries (1886). He sums up his review of libraries in Scotland thus: "It would be a good thing for the Scotch Public libraries to form a small association among themselves... There are many points of detail and library economy which could be discussed in a friendly way by occasional gatherings." He was right, they did and we are here. It is

now our duty to engage with each other so that CILIP in Scotland will continue to flourish in years to come.

I look forward to continuing friendly discussions and frequent gatherings.



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Conferences: CILIPS

Varied menu dished up

Tony Ross, winner of the CILIPS Student Medal, found that CILIPS Branch & Group Day provided food for thought about how to define the profession and promote it, but also a sense of great pride in his chosen career.

When asked to write an article describing my experiences at CILIPS Branch & Group Day at Peebles, the first thought to spring to mind was a comment made by a friend on such efforts: namely, that they inevitably follow a standard format, beginning with the narrator waking full of trepidation, and ending with them returning home to find they have, in some way, 'come of age', with critical mention made of the venue, food and weather along the way. This article aims to be less linear, more discombobulated, perhaps slightly rambling, but to give an accurate impression of my experience.

On arriving at the conference, I was reminded of my first day at school, when I felt intimidated at being surrounded by bigger kids who all seemed at home in a place completely alien to me. This was not made easier by the fact that, for the President's address, I was to sit right at the front of the hall, next to Ian Snowley, CILIP President. Fortunately, everyone was very welcoming, for which I must thank them wholeheartedly, and I soon felt (relatively) at ease. Following the President's address, which I shall discuss shortly, I had my three minutes of fame.

The reason I had been invited to attend the Day was to receive the Student Medal for achievement on the MSc ILS programme at the University of Strathclyde. Again I must here thank CILIPS President Christopher Phillips for his kind words in presenting this to me.

With the completion of this first session, I was let loose to network. Given the relative shortage of jobs in Scotland, it is the common wisdom that networking is ever more necessary, as a way of establishing contacts with a view to career development.

I have always associated the concept with superficial interaction and forced conversations, not to mention the sheer terror of having to 'sell yourself.' While it's not clear to me whether I networked, or was networked by a succession of very kind people, my anxiety was soon assuaged as it became clear that I was conversing with people who share the same concerns and passions for the profession as me, people whom I was genuinely excited to talk to and had much in common with.

The most positive theme I took from the day was the feeling of embarking upon a career in which I can take pride. The aforementioned talk by Christopher Phillips was impressive in its scope, and description of the key issues affecting the profession. It infused me with great pride which I feel we must all have for our work, our core values, and our shared desire to recognise the centrality of customers to what we do.

This theme continued into the first discussion, on the future of library schools, a subject in which I, as a current student, have a keen interest. The discussion centred on what library schools should be, their role in shaping the profession, and the need for greater collaboration with employers to determine the scope of teaching needed to produce graduates who will contribute most successfully to the profession. The discussion then evolved into a wider consideration of the profession, of its ephemeral nature; how do you define what library schools should teach when the profession includes such diverse roles?

Whereas professions such as pharmacy, teaching and law have a predetermined set of core skills that employers look for, our profession is more nebulous. The students with whom I have studied this year may all have very different career paths in mind, yet the library school must teach all these students side-by-side. While I have learned core skills, ranging from traditional concepts such as cataloguing and classification to more modern skills, such as managing and marketing and ICTs, can a year of library school education really prepare me for entering a professional role?

Indeed, it may still be that there are people who have not been to library school who are in a better position to add value to a library service than I; people with greater specialist knowledge of a given subject, or ICTs, for example. This point was made by Sheila Cannell, Director of Library Services at Edinburgh University and, if correct, is an uncomfortable thought, particularly for somebody just entering the profession.

This strikes right to the core of the difficulty librarianship faces – how do we now define our profession? This point is perhaps again reflected by the other two talks that I chose to attend, on the subjects of digitisation and disability law in academic libraries. While enlightening, both reflected what may be seen as niche professional interests. Given that this was the Branch & Group Day, this was perhaps to be expected. However, the diversity of interests also speaks of the diversity of professional roles.

The diffuse nature of librarianship and the wide range of knowledge, skills, and jobs that the profession encompasses, makes it difficult to define, and therefore difficult to promote. From glazed eyes at parties when people ask your job, to the fact that many people I meet don't seem to know that librarianship is a profession at all, I'm sure we've all faced uncomfortable questions about our chosen role. This is not something we can blame on the ignorance of others.

I don't think it too controversial to suggest that librarians, considered as a phenotype, might be thought shy or not particularly keen to sell themselves. I personally identify with this description, but recognise that if we wish to avoid red circles and further deterioration of our professional standing, we must make people aware that the job we do is important. Learning, at all levels, is of vital importance, and librarians assist in the enabling of learning. That is why I chose this profession, and should not be a small point of ethical pride for us. What I most valued about attending the conference was the way it reinvigorated my pride in making that choice.

So, as an entrance into the professional world of conferences and networking, the event provided a slightly frightening, but ultimately rewarding, experience. To feel enthused at entering a profession that I believe to have great importance and to meet kind, like-minded people made for a very memorable and enjoyable day. I look forward to many more.

Oh, and the venue was impressive, the food delicious, and the weather rubbish.

Tony Ross is the winner of CILIPS Student Medal for his achievements during the course of his studies on the MSc/PGDip course Strathclyde University.



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Conferences: Twin Cities

Young people - and cats - help show the way

A joint Finnish and Estonian Study Tour revealed innovative approaches to libraries and provided a chance to exchange ideas with Scottish colleagues from a variety of sectors. Silvija Crook reports on an excellent trip.

Ten Scots were invited by the Ministry of Education in Finland to participate in Making a Difference: Towards Library 2.0, a joint Finnish and Estonian Study Tour and Conference. During the trip, 7-10 May, Finland was in a frenzy of excitement in the lead up to the Eurovision Song Contest and Estonia was extremely tense with civic unrest following the removal of a Russian memorial from a square outside the National Library of Estonia. The delegates came from Finland, Estonia, Scotland, Latvia and Lithuania and the common concerns of small nations soon forged lively discussions and a useful exchange of ideas.

The key motivations for attending were to learn more about Scandinavian and Baltic libraries, to present papers and take part in discussions, and to look for new ideas and good practice. There was also a welcome opportunity to spend time with Scottish colleagues from different sectors. We saw very different provision in a varied range of services, often more advanced than here.

Finland's Parliament buildings were the first stop. The Library 2.0 conference discussed the second generation of services on the Web which lets people work together and share information online. Many of the papers related back to a range of social networking sites including Amazon, Flickr,

MySpace, Facebook, and Wikipedia, which all depend on high levels of user participation to expand the value of the website. Kimmo Tuominen from the Finnish Parliament Library recognised that sociotechnical changes afford us the opportunity to engage more and more in collective information literate practices and that ordinary people, as well as the experts, are able to function as components in a collective information ecology. Kai Ekholm, Director of the National Library of Finland spoke about the developing European Digital Library. He noted that 89% of students bypass conventional library catalogues and web pages to go straight to search engines. The concept of customers as producers was ably illustrated by Kai Ekholm, Director of Library 10, Helsinki's dynamic music and IT centre. This centre attracts 60% of its users from the 15-30 age ranges and they are supported by a staff 60% of whom are young men under the age of 35.

The City centre setting allows for evening concerts, comfortable browsing and borrowing and studios and editing suites so customers can record their own CDs leaving them for other library users to enjoy. Later in the week, a visit proved this to be a lively venue and European karaoke was in full flow with couples singing along to Eurovision entries (think Peters and Lee and you won't be far off).

The Scots were ably represented on the platform with Karen Cunningham describing The Bridge in Easterhouse, the integrated public and college library and lifelong learning centre. Christopher Phillips spoke about Am Baile, the dual English and Gaelic website which helps capture the local memory in the Highlands and Islands, forming a digital archive to improve access to collections.

Although the conference required considerable concentration (following the presentations of speakers who are not native English speakers and busy days visiting libraries), the hosts were very generous. The first day culminated in a Reception hosted by the Finnish Parliament. Rather than the expected one glass and three speeches, it turned out to be three courses and one speech. It was hard to prise me away from the Deputy Director, one of the Departmental Heads of the Latvian National Library, discussing political, economic and library-related issues in my native Latvian.

On day two, seven presentations and a library visit meant a packed day before our Seacat journey south over the Gulf of Finland to Tallinn. Vallo Kelder, Chair of Librarianship Studies, University of Tartu, Estonia spoke about being ready and relevant for users, pointing out that a good librarian is constantly aware and knows what is happening and actively participates. Martyn Wade spoke enthusiastically about the need to use our staff effectively as they form 50 % of our costs and to learn skills from retailing,

warehousing, marketing and leisure. Anne Poulson from the School of Oriental and African Studies in London gave an inspiring presentation on strategic leadership skill, noting “the role of leaders is to lead, motivate, support, innovate, take risks and inspire”. Anne Lehtu from the Ministry of Education in Finland and Rhona Arthur shared their concerns about information literacy and developing online tools and key skills. The final two papers addressed reading, with Asko Tamme Director of Tartu City Library in Estonia discussing the motivation behind reading and Tuija Maki from Tampere City Library in Finland who introduced us all to the Library Cat – a simple idea for encouraging children into reading through a website, with Kirjatti, the library cat answering questions and familiarising children with the library through its adventures.

The study tour went first to Aralis, a co-located service housing a Helsinki City Library branch and three university art libraries. This was formed in a redundant factory complex, including the roofing over of an internal courtyard. In general we found that the libraries in Finland and Estonia are beautifully designed, built and furnished. However, stock and display work is a different standard from here. We also found many lovely ideas which health and safety, data-protection or the DDA would never see implemented here – like the open glass walkways in the schools, coat hooks hanging from wires for outdoor clothing and systems which display the names, status and addresses of the current user (and the previous four as well). Libraries were all self-issue, but had good staffing levels and high-quality Wi-fi and broadband connections.

The conference moved south to Tallinn, the capital of Estonia. A fantastic walled city, Tallinn is a UNESCO World Heritage Site, and during our visit it was the scene of escalated security in the light of riots and looting on the part of the Russian minority that had taken place a week or so beforehand. This made for an exciting visit to the National Library of Estonia, as it was cordoned off by police, a precaution against anticipated unrest on this, the National Day for ethnic Russian people.

Tiiu Valm, the Director of the National Library of Estonia, introduced her service and her staff conducted tours later. The Library was built under Soviet rule but has adapted to Estonian democracy and is full of open spaces, public art and a rich collection which makes it the largest library in the Baltic. Aira Lepik, Professor, Department of Information Studies, Tallinn University, spoke about relationship marketing which had all the Scots on the edge of their seats thinking of where to begin with the ideas generated. Hela Ojasaar, National Library of Estonia, put it all into a context of user education and a training programme which forges a link between the librarian and the library user and acts as a marketing tool.

Library tours in Estonia followed, including two integrated library/school/pool/leisure centres, two branch libraries and the Tallinn Central Library. Just before departure, some managed to fit in a visit to Library 10 in Helsinki.

This was an excellent trip, with many memorable moments and significant learning both from the formal inputs and from the informal discussions with colleagues from home and abroad. As well as spending time with Scottish colleagues it was impressive and at times inspiring to hear from the contributors from four nations. Discussing what we heard with international colleagues was both challenging and reassuring. All in all, this was a 'chance of a lifetime' and one undertaken with great relish.

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Public libraries: PLQIM

Quality partnerships

Highland Libraries took part in piloting the new Public Libraries Quality Improvement Matrix. Norman S. Newton describes how the process was of great benefit to libraries – staff and services alike.

No pain, no gain. Last year [Highland Libraries](#) welcomed Elaine Fulton and Rhona Arthur of SLIC (Scottish Library and Information Council). We were getting to grips with something they described as the [Public Libraries Quality Improvement Matrix](#), and presumably now very familiar to Scottish librarians. Our Lifelong Learning Manager, the current CILIPS President Christopher Phillips, had happily volunteered Highland Libraries to pilot the 'Organisation and Use of Resources and Space' section of PLQIM, and so our management team, the Libraries Network Team, found itself undergoing a crash course on acronymic management and performance evaluation techniques.

We successfully completed that exercise, producing an impressive piece of collaborative effort, which, although sometimes tedious and often brain-stretching, gave us the collective confidence and expertise to respond positively, imaginatively and enthusiastically when invited by SLIC to bid to the Scottish Executive Public Libraries Improvement Fund to improve library services in Scotland. Our successful bid involved placing self-issue machines in six libraries and covered the period from December 2006 to March 2007.

Over the last two to three years Highland Libraries have been keenly aware of the need to identify a number of key development issues essential to the continuing evolution of library and information provision in the Highlands. These were:

- >>A need to involve communities across the Highlands – including the new communities of migrant workers – in planning and delivering library services;
- >>A need to minimise exclusion (particularly, but not exclusively in a rural context);
- >>A need to embrace partnership working with other agencies with which the library service shares a common cause;
- >>A need to facilitate the development of the skills of both library staff and the community (IT skills and otherwise) and to provide learning support across the Highland area.

Highland Libraries is a network of 40 branch libraries, some of them very small, and eight mobile libraries, covering an enormous geographical area, from Wick and Thurso in the north to Fort William and Kinlochleven in the south, and from Portree and Mallaig in the west to Nairn, Grantown and Kingussie in the east. There is a large central library in Inverness, with a network reference and local history collection, a scattering of medium-sized libraries in the main towns, and a plethora of small libraries serving remote villages and settlements. The Inner Moray Firth area, encompassing libraries in Inverness, Culloden, Ardersier, Nairn, Dingwall, Alness, Invergordon, Tain, Muir of Ord, Beauly, Fortrose and Cromarty, is one of the fastest growing areas in Scotland. Many of our smaller libraries are single-staffed. Our libraries are grouped together into Areas and managed by Area Libraries Officers who are part of our Libraries Network Team.

Highland Libraries have invested a frightening amount of intense effort in the PLQIM process but are now reaping the rewards. We always knew that our staff was our greatest asset, and that they were an immensely committed group of people who carried out their duties intelligently and good-naturedly. We were all too well aware of the demands we placed upon them arising out of the People's Network and from our own

commitment to extending our library management system (Talis) to all aspects of our work. So, it is especially gratifying that staff can see for themselves how another new technology, the self-issue machine, can liberate staff time to allow staff to engage with the public in new ways.

For our PLQIM project we selected six libraries at which staff were enthusiastic about developing partnerships with a range of different communities, but were constrained by lack of time and resources. At single-staffed branches they were trapped by routine counter processes and unable to find the time to explore other opportunities for extending the reach of the library service. With the support of staff and local librarians we settled on these six libraries, with a wide range of possible partnerships in mind:

>>Achiltibuie Library: in this very remote Wester Ross community the library is housed in the local community centre, but open only for five hours a week, on Wednesdays. A partnership with the management committee at the Coigach Community Centre allows members to access the library, including the People's Network, at any time, and to borrow books using the self-issue machine installed in the library. The public there love it. Issues increased by 15%.

|>>Dornoch Library: located in the former county town of Sutherland, Dornoch is an outpost of North Highland College, part of the UHI network. Our partnership here is with staff and students at the new UHI Centre for History, headed by Highland historian Dr Jim Hunter. This is a busy library open for 21.5 hours a week. The self-issue machine handled 1085 transactions up to the end of March and staff were able to find time to explain the benefits of using the library service to UHI staff and students and to plan a Readers' Day.

>>Inverness Library: our busiest library, open for 55 hours a week. Over 5000 Polish immigrants now live in the Inverness area and our PLQIM partnership is with the Polish community. Staff found time to liaise with the Inverness Polish Association and to help individuals use the library service effectively, including internet facilities. In the three months up to the end of March the self-issue system handled 8189 transactions representing 994 adult and junior borrowers, of which 50 were migrant workers.

>>Lochcarron Library: at this West Ross branch the partnership is with the Howard Doris Centre, a residential and day-care centre for elderly people. The library is located within the centre, in a separate wing, and is open for 10 hours a week. The self-issue machine was placed in the Centre foyer, with a collection of relevant stock purchased as part of the project, selected in partnership with the care staff. In the study period the system

handled 436 transactions, of which 373 (85%) took place out with normal library opening hours. Issues overall increased by 18%. The project gives greater access to the whole community and to users from outlying rural areas.

>>**Mallaig Library:** situated at the end of the 'Road to the Isles', Mallaig Library is open for 17 hours a week and is located in a new Community Centre, sharing the facilities with a Lochaber College Learning Centre, so our partnership was with them. A collection of books was chosen with the assistance of the Learning Centre Manager and student feedback was very positive. However, usage was not as great as expected, as it opened late in the academic year. It is hoped that in the next academic year it will be more successful.

>>**Tain Library:** this particularly busy single-staffed library in Easter Ross is open for 20 hours a week. Here our partnership was initially with an existing reading group, with staff time freed up to promote reader development. A second reading group has now been established. In addition, an adult literacy group meets in the library and has gained much confidence through the opportunity to use the self-issue system. Our happiest beneficiary was a housebound reader who hired a taxi regularly to change over her library books. With access to a self-issue machine the taxi driver no longer had to wait in a queue at the counter, so he was happy, and of course that also saved our housebound reader money!

Two elements in our project were crucial to its success. We developed and delivered training to staff at the libraries involved, emphasising ways in which, for example, we could impress members of the public with our use of the internet. These training sessions lasted for a whole day and also allowed library staff to understand the PLQIM context better and to see how their library fitted into the overall aims of the project. Initially there was considerable suspicion, and inevitably talk of machines replacing people, but all staff went away from these training sessions reassured and at least willing to give it a try. Most staff could see the positive possibilities and were positively enthused.

This initial training and briefing day was then supplemented by training on the use of the self-issue machines. We were able to purchase six machines from the supplier 2CQR. The machines are about the size of a PC and come with a keyboard and printer. They can issue and discharge books and allow readers to view some details from their borrower record. Project funding met the cost of appropriate furniture and the machines were placed on wheeled trolleys.

This PLQIM project produced many other positive benefits. It provided us all with an insight into some of the multiplicity of partnerships which can be involved in delivering a library service in a challenging geographical environment, where a library visit by staff from the Library Support Unit might involve 5-6 hours travelling time and where of course many of our readers routinely travel many miles to their nearest library.

It wasn't planned this way, but a Royal Visit to Lochcarron Library on 11 April by Princess Anne, marking the 10th anniversary of the Howard Doris Centre, felt like it somehow gave the royal seal of approval to our efforts. And yes, we did manage to get a photo of HRH interacting with the self-issue machine (above)!

Looking to the future, Highland Libraries are now making plans for PLQIM2, having successfully applied again to the Public Libraries Improvement Fund. Our next project will explore the idea of targeting different kinds of single-staffed libraries (including mobiles) with the aim of taking on extra staff thus allowing existing staff to develop children's programmes and possibly target other groups, such as lapsed users, migrant workers, Gaelic readers, and tourists. We like the basic concept of self-issue systems freeing up staff time, and can see many applications throughout our network. In the Highlands we positively welcome challenge and innovation, and have an excellent record of developing and delivering library services to our towns, villages and widely dispersed populations.

The PLQIM project produced many other positive benefits – a full report is available from the Project Manager, John Dempster, at Highland Libraries (e:john.dempster@highland.gov.uk) or from SLIC.

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Endpiece

Ship shop books

Brian Osborne says that there's no harm in a quick look back as we steam ahead with CILIPS/Scottish Library Association Centennial celebrations.

It was a reference to Alan Hasson as our Centennial President that reminded me that CILIPS/Scottish Library Association would be 100 years old in 2008. I have never quite understood why being 100 years old gets you the message from the Palace, whereas being 99 just gets you a card and a birthday cake if you are lucky, but undoubtedly round numbers do encourage retrospection and so my mind turned to the Scotland of 1908 and the Scotland of 2008 – the Scotland, if you like, of F. T. Barrett, our first President and the Scotland of A. R. C. Hasson, who will preside over our Centenary.

Francis Barrett was the City Librarian of Glasgow, and had been, in 1877, one of the founders of the Library Association. He was also, fortunately for this column, a member of a small Glasgow dining and discussion club – The Thirteen Club. The connection will emerge shortly, I promise you.

Scotland in 1908 was, of course, very different from Scotland now although some of the concerns were the same. Perhaps the most striking difference was that the Glasgow of F. T. Barrett boasted dozens of shipyards turning out vessels of all sorts for owners of all sorts. A writer in 1907 described the Clyde as *the ship shop* where the world came for its ships. The writer noted: "Clyde steamers, since the marine engine came to being, have had a cachet like Sheffield cutlery or the buns of Bath, so that praise of them is a convention of English literature, and Kipling and Conrad, voicing the sentiments of the seaman, credit their heroic ships, their shrewdest engineers, to the Clyde."

If the Scotland of 2008 is largely post-industrial, with just two shipyards surviving within the Glasgow boundaries, then many of the concerns of our age find their echoes in Barrett's Scotland of 1908. One of these is the care of the elderly and the appropriate pension provision. In 1908 the Liberal Government introduced old age pensions – at the rate of five shillings a week for single people over 70 and seven shillings and sixpence for married couples.

These pensions of course attracted a variety of responses and in a short story, *Pension Farms*, Neil Munro has Para Handy tell how: "Up in the islands now, the folks iss givin' up their crofts and makin' a kind o' a ferm o' their aged relations. There's a friend of my own in Mull wi' thirteen heid o' chenuine old Macleans. He gaithered them aboot the islands wi' a boat

whenever the rumours o' the pensions started... It wassna every one he would take, they must aal be Macleans, for the Mull Macleans never die till they're centurions."

My excuse for dragging Neil Munro into this column, is that Munro was a contemporary of Barrett in the Thirteen Club, joining shortly after Barrett was elected to its ranks. Munro was also the author of the quote about the 'ship shop' which comes from his 1907 travelogue *The Clyde, River and Firth*. Barrett's successor as City Librarian, Septimus Pitt (SLA President 1927-28) also was a Thirteen Club member and, nearer our own time, the late Henry Heaney, the Glasgow University Librarian (SLA President 1990) was a Thirteen Club member.

In 1908 as in 2008 the role of libraries was a matter for debate. Another of Munro's characters, Erchie Macpherson, Glasgow waiter and Kirk Beadle, and his friend Duffy, in *Duffy on Drink*, published in 1908, discuss various ways of passing leisure time. Erchie suggests the value of books as a means of keeping the working man away from drink. Duffy however was having none of it: "There's naething worse for spilin' the eyes; look at the lot o' folk you see wi' specs since Carnegie started a' them fancy libraries."

That Carnegie's and Barrett's libraries had made an impact on society was unquestionable. Earlier Erchie had observed: "There's libraries scattered a' ower the place, I ken, for I've seen them often, and the brass plate at the door tellin' ye whit they are."

Although this hardly suggests that Erchie was a regular user of the City's libraries in *A Bet on Burns* he does speak of the "...Free Leebrary to provide him wi' books to keep him in the hoose at nicht..." as one of the blessings of the age.

Francis T. Barrett might not recognise much of Glasgow's landscape or of Scottish librarianship 100 years on but perhaps he and the CILIPS members of today have more in common than might appear at first glance and it surely will do no harm in our Centenary year to indulge in a bit of retrospection as well as the necessary planning for the future of libraries and of our professional body.

Brian D Osborne e:brian@bdosborne.fsnet.co.uk



President's perspective

Reflect and apply the best

Christopher Phillips has learnt to take time to appreciate all the opportunities met on a journey..

It scarcely seems five minutes since I sat down in front of a blank screen to write my first 'President's Perspective' column. Now the familiar blank screen (before which I have spent many hours gazing into the virtual distance waiting for inspiration) beckons again. There are still jobs to be done, events and three Branch AGMs to attend – more of that next time I expect. However it's a good opportunity to take stock and reflect on what I've been doing and on some of the things I've learned.

If I were to characterise my year so far I'd have to refer to it as a journey – literally in that I've covered many thousands of miles travelling the length and breadth of Scotland and beyond, professionally in that I've had the privilege to see at first hand many different examples of thoughtful innovation and dedication which continue to challenge my own experience and thinking, and personally as I have made new friendships as well as deepening old ones. Indeed my conclusion so far is that without some way of reaching out beyond our boundaries it's difficult to get a clear perspective on where we are and what we are doing.

During the year I've realised more than ever how important it is to have the opportunity to share thoughts and ideas with others. I've realised that it's my responsibility to give other people the chance to talk and discuss and I've tried to make it a priority to get to meet as many of you as possible. Working in the Highlands can make this difficult given some of the distances involved but many of you work in even more remote places. In September I was especially lucky to go to the Shetland Islands. Silvija Crook from [Shetland Islands Council](#) arranged an exciting programme for me which gave me the opportunity to see a range of libraries as well as most points north, south east and west of the islands. I was impressed by the setting of the [North Atlantic Fisheries College](#) Library. I liked [Shetland College Library](#) – a really welcoming space in an otherwise impersonal building. I was glad to be able to look over the new [Shetland Museum and Archive](#), just recently opened. I'm involved in the design of the Highland Archive and Registration Centre at the moment and it was helpful to see

some of the good solutions. The Shetlands have done well for new facilities in recent years and the main library in Lerwick makes good use of the features of the converted church it occupies. I liked the way the space is already being adapted to meet changing needs and I commend the staff on their ability to see how things can be altered.

I'm used to lots of small libraries. In the Shetland Islands the pattern seems different, with users prepared to travel further to a central location. Even here though there are limits as I discovered one day when an early start from Lerwick followed by two ferry crossings brought us to the most northerly library in Britain at Baltasound. Here there is not only a well-stocked school library but also a small community library run in the main hall from fold-away bookshelves. Accountants would argue against such provision, but as always the difference that library makes to people's lives has to be measured in different ways. It was a foggy day when we were there but I was reliably informed that the scenery is wonderful.

While I was there both the Film Festival and the Literary Festival were taking place. There was a good buzz-and the library staff were busily involved. I particularly liked the Poetry Salon where you could retreat for a few moments' peace to explore new poems or refresh with old. I returned home with many new insights and with a different perspective on library services to remote communities. I am really grateful to Silvija and her colleagues who all made me so welcome and gave up so much of their time.

While I was away in the Shetlands I was reading *The Testament of Gideon Mack* by James Robertson in preparation for the Sutherlands Readers' Day which I was at the next week. I came across this passage: "Elsie was the more outgoing, warm, carefree one. She could light up any room with her friendliness [...] She was training to be a librarian but didn't really have the patience for books. She dipped in and out of them, lost interest, started some thing else She preferred conversation to reading." I'm not sure about the patience, but in my travels I have found that the best examples of service are where there is that personal engagement with customers. Our best colleagues do light up rooms with their friendliness.

I am enjoying my journey so far this year – and I am sure I will to the end. I am learning so much by having the opportunity to look wider than my own sector and geographical area. There are already opportunities there for everyone to do the same – Branches and Groups, showcase events, training events and so on. We need to take those opportunities and use what we learn to inform what we are doing. I am convinced that as a profession we need to create more opportunities to work together and learn from each other if we are to survive. We will only make a difference if we

take the time to reflect on what we have seen or learned and apply it to our own context.

Rather like climbing a hill I know I need to stop, take breath and look around both to appreciate where I have come from and to have a look at the new lie of the land. (Of course there are days when you can't see anything, just as when it was foggy at Herma Ness. Then you have to be prepared to go back and try again.) It's all too easy to underestimate how far we've come and be so focused on a particular goal that we don't see other opportunities that the subtle changes in the landscapes offer us. Once I used to be tired of never getting there. Now I am always excited to see what new possibilities are there for us to notice.



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Aiming higher

Career development. All round benefits?

Jill Evans grills two successful Chartership candidates on what it has meant for their careers.

The opportunities open to those who gain Chartership status is probably well documented, but I thought it would be a good idea to 'interview' two colleagues here at the National Library of Scotland – they are both successful candidates – on the benefits of chartership. Graeme Hawley (GH) is the Library's Corporate Information Officer and Angus Wark (AW) is Deputy in Inter-Library Services. Both have been successful in their applications to appointments to higher graded posts since achieving Chartership status, but their varied responses to the same questions reveal some stark differences in opinion and experiences.

What were the immediate benefits of gaining Chartership status?

AW spoke of an improved self belief, with the opportunity to develop oneself and of becoming ambitious. Improved self confidence came from the knowledge and practical experience that he gained during his

determined commitment to work towards Chartership. He also would now consider the possibility of applying for other posts in the library. However, the negative aspect of working towards Chartership was the work/life balance, as it involved a significant personal commitment. He also stressed the importance of a supportive manager.

GH thought it was difficult to associate his promotion with Chartership but considered that colleagues who accepted the invitation to work towards Chartership would subsequently develop their career.

However, for GH, the Chartership programme did give him the opportunity to meet senior managers and discuss issues which he would otherwise not have encountered. It provided a networking opportunity which was invaluable when the new post of Corporate Information Officer became available for which he applied successfully.

Has the promoted post offered significant differences in your responsibilities?

GH said that his current responsibilities enabled him to work in conjunction with other colleagues and other teams which offered a nice blend as he is the sole member of staff with this new role – the post did not previously exist. His responsibilities encompass managing legislation and NLS corporate information.

AW considered that his responsibilities now included financial and human resources issues and that as Deputy to the Senior Assistant he now has responsibility for the ILS team. Based within the same team, AW was comfortable with the promotion internally and, with incremental change in his responsibilities, he considered it easier to adapt to evolving responsibilities.

Did the Chartership programme equip you with the necessary skill set for the new post?

AW was clear that the programme gave him confidence to interact with colleagues on different grades and in a harmonious working environment with his fellow Chartership candidates. In contrast GH admitted that the skills required for working with Freedom of Information requests, Data Protection legislation and budgetary demands were so specialised that they could not be covered in the programme.

Is the post a 'stepping stone' to new opportunities?

GH said that as his post is new, there is still opportunity to develop both the post and himself and this, he considers, is an exciting opportunity, as the library moves towards a strategy of managing corporate information. AW said his promotion was a gradual step to new opportunities and that he was open-minded about further opportunities but that he would wish to make each future post bigger and better as his confidence increased.

Has Chartership status given you the confidence and skills to consider applying for posts outside the NLS?

AW was confident that he would be comfortable working in any sector of the library and information community while GH said that he was very happy in his current employment and was naturally inclined to stay within the NLS.

Do you consider that you now have the skills to critically evaluate and analyse human resources situations and strategic policies – and to contribute to the successful management of your institution?

GH thought that as his post was placed within the Human Resources team that he had benefited from ‘spin-offs’ with the nuances of staffing and management issues as a central component to the library so he was accustomed to thinking strategically. AW acknowledged that composing documents and reports for the Chartership programme helped him to be critical, opinionated, and with a mindset to grasp library issues. Through the programme AW became familiar with the NLS Strategic Plan, Divisional Plans, and that he was more confident to state his opinions and very interested in the next strategy.

Do you consider that the Chartership programme was ‘value for money’ for the National Library of Scotland?

AW considered that it had given him the skills to become more engaged with the library, more confident and competent – a better employee. He would recommend the programme to other colleagues but he considered that the library was very fortunate to have such a well-designed and constructed programme. GH considered that it was healthy for internal recruitment to retain the expertise within the library. Some tangible outcomes are that the Chartership candidates are asked to assist with guided tours of the collections, and that they also learn so much about the library from their senior colleagues and this reciprocates goodwill around the library.



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Aiming higher

Career development. Getting started.

Tony Ross and Richard Fallis have a blueprint for a successful career right from the start.

Given that the theme of this issue of Information Scotland is that of continuous professional development, we should begin by stating the obvious: that we, having only just completed an MSc in Information and Library Studies, are not best placed to give an insight into this topic. However, we are well placed to describe our experiences in seeking to develop our careers from scratch, by following such avenues as joining CILIP, work placements and volunteering, networking and getting published.

We each decided to enter this profession having no practical experience of working in libraries. Our reasons for doing so were a mixture of pragmatism, i.e. wanting to put an end to a few years spent drifting following completion of our undergraduate degrees, and idealism, linked to a love of libraries and an interest in their function in society.

Such idealism, and the possibility of a fresh start, might have carried naïve expectations that attaining an LIS MSc would be a golden ticket that would open doors leading straight to the 'dream' job. However, on first encountering the Recruitment section of the CILIP Gazette we were left with a sinking feeling, as we realised that jobs in our chosen sector are scarce in Scotland. This was compounded by a lecture by practising librarians, who broke the bad news that the dream job was most likely a long way off, and that we might need to pursue part-time or temporary work, jobs at para-professional level, or at the very best professional positions in less sought-after sectors, in order to gain entrance to the profession.

Therefore, while struggling with the heavy workload of the MSc, we recognised early on that academic success was just one of many factors that would affect our employability. Since neither of us wished to move south, it became vital for us to set about quickly accruing the kinds of experience and contacts that would increase our chances of gaining employment in this highly-competitive sector.

Unsurprisingly, joining CILIP was an important early step for us. Doing so made us feel like we were joining a close community, in which we could take professional pride. This feeling was augmented by CILIP's publications, which give insight into professional practice concerns, and by our experiences as members of CILIP's special interest groups, which serve as channels for current awareness, keeping members informed of

the latest developments within specific areas of the information sector, while also offering chances to attend conferences and contribute to professional publications.

Another crucial step was undertaking a five-week work placement during our MSc studies – one of the most valuable parts of the entire MSc programme. We both were lucky enough to be placed within our preferred specialist library sectors – academic and health – and we both found that our placement experiences affirmed we had made the right career choice, and gave us a real insight into the challenges of applying our academic knowledge to real-life situations. In each of our cases, the work placement was so instructive that we continued to volunteer one morning per week with our placement providers. This invaluable experience built up our level of skills and knowledge, and forged links with key contacts who might later become employers.

This was also our first opportunity to network – connecting with other information professionals and making sure they know your face, name, and organisations or projects with which you are associated. Face-to-face, at conferences, for example, may be the most effective networking. From our own experience though, this can be quite intimidating, and it is not unusual to feel that you have made little or no impact.

Journal articles serve the practical purpose of getting your name in print. This is a less direct method of networking but it also facilitates the sharing of experiences and opinions. We have developed journal articles based on projects undertaken at university. This has been challenging, but wholly worthwhile, since it has allowed us to feel that we are making a contribution to our profession and, on a pragmatic level, it gives us evidence of a degree of professional engagement to which we can point during job interviews.

In short, as people starting out in this profession, we have learned that, while it is necessary to take pride in the value of the work we do, you must accept the need to work long and hard to secure the role that you have in mind for yourself. To this end, we have come to recognise that, for the first few years of our careers, we may feel less like information professionals, so much as professional CV builders.

The main thing is, of course, to remain flexible. Admittedly this can be difficult, with the multitude of other commitments life entails. Juggling university studies, with part-time work which pays the bills, and with gaining real-world library experience, can leave little time for anything else. We have, however, recently completed our dissertations, and expect to graduate from university in October. Now, we feel that the way ahead for us

is a little clearer. We must see our recent efforts for what they are: an investment that has, hopefully, brought us a few steps closer to achieving our career goals, and put us in a position where we can begin to contemplate undertaking continuous professional development through Chartership and other professional involvements.



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Career development

Interview. Career crescendo.

Chris Banks is the new Aberdeen University Librarian. Chris moves from the British Library to her new post as the university embarks on the creation of a new GBP 57million library.

Why did you enter the library/information profession?

I came to the profession through the field of music. I took a taught Masters degree in Historical Musicology – a skills-based course which included elements of paleography, transcription, editing, etc., – before entering the book trade working for an antiquarian music dealer. My first foray into librarianship was with the Library of English National Opera and then in 1986 a job came up on the British Library Curatorial Team in Music. This was a cataloguing post which also involved working with manuscripts, exhibitions and reader services. In 1995 I was appointed Curator of Manuscript Music at the British Library (BL) with a remit to implement the integration of the manuscript music collections with the printed collections and the move of the manuscripts to St Pancras where they are now available as part of a holistic music service. In 1999, I additionally became Deputy Music Librarian. In 2003 I was appointed Head of Music Collections. My last big move took me out of music librarianship to become Head of Reference and Research with additional responsibility for the budget for electronic resources. I moved from managing a team of 13 to a large staff of 95.

What do you consider to be your biggest achievements in your career so far?

I think these have been in the areas of opening up collections to wider audiences both from the resource discovery point of view (working in partnership with HE) and also through activities intended for wider audiences: exhibitions, public events and via the broadcast media. The BBC Radio 4 series Tales from the Stave, presented by Frances Fyfield, reached large audiences through the unlikely route of talking about one manuscript and examining it from the physical, biographical and cultural perspectives. Inter alia the programmes helped illustrate just why we keep such historic documents and what else, aside from the main intellectual 'content', those documents might reveal.

What prompted your wish to move to the academic sector... and to Scotland?

My last task as a Head of Music Collections took me to Aberdeen and while there I asked for a tour around the Library. Not long after it emerged that the job opportunity was there. I was very interested in the chance to move on to something bigger, and to be involved in such a landmark building project – a chance that few librarians get in their lives. I find the prospect enormously exciting: we are creating a national resource, one which will enable us to open up our historic collections alongside our main library resources. I have friends in Scotland and I adore the countryside. Everyone has been incredibly friendly and welcoming. I love Old Aberdeen and the way it has a collegiate feel and also that it is so close to a bustling and culturally-alive city centre. On top of that I have exchanged a three-tube commute in each direction for three minute walk!

What do you expect the biggest difference will be between working at the BL and working at the University of Aberdeen?

I'm sure it will be different in all sorts of areas – not least students that borrow materials! There will be the opportunity of working closely with the academics on developing the library's collections so that they are immediately relevant to the research and student communities. As I have only been in the post a week it is too early to say much more at this stage!

What do you consider will be the biggest challenges in your new post?

I thought the greatest challenge would be building up a new network from scratch but that is happening really quickly. A big challenge will be working with the fundraising team on raising the remainder of the capital for the new building. Resource discovery is also very important in enhancing access to the heritage collections.

What will be your main priorities in your new post?

These are multifaceted. Getting to know the institutional priorities and who the key players are is important. As for the new building, we will be bringing together two elements of the collections which have been separate – historic collections and the main library collections and their associated staff and functions. Engagement with the wider community is another priority: the ground floor of the new building is designed as a public space and will have a wider role to play

What do you think are the current major threats to – and opportunities for – the academic sector of the profession?

For some there can be a general perception that everything relevant is available on the web, that it is full-text and that libraries are no longer 'places' – a challenge for an institution building a new one! We know that many students will start their research with the web and that alarming numbers don't necessarily feel the need to know about library catalogues. There is the gap between aspiration and funding: electronic resources and digitisation programmes are expensive; increasing and varied demands on library spaces brings a cost; ensuring that we remain relevant don't stand still has all sorts of resource implications and we shouldn't lose sight of ensuring that our unique items are discoverable. The technology brings opportunities – it is there to help us open up collections, especially for those not physically able to get to them.

How would you encourage someone considering entering the library & information profession today?

I love it that no two days are alike; that there are some really wonderful and talented people (worldwide) in our profession; and that the opportunity to be entrepreneurial in a public/'not for profit' environment exists.



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Career development

Opinion. Small acorns...

Isabel Hood urges members to grasp the opportunities of the Revalidation process as a building block in professional development.

Sometimes I think the profession creates its own realities, its own self-fulfilling prophecies. We say “this hasn’t worked” citing evidence x and y and take appropriate action to re-jig or to try another approach with something else. The underlying why it has or hasn’t worked, however, is usually more interesting to reflect upon before signing up to the reality offered. Sometimes it’s just to do with perception – how the profession, and all the individuals involved in it or related to it, think about and perceive things.

A current example concerns Revalidation. At the moment murmurs are to be heard in some places that Revalidation (voluntary Revalidation of the Charter, done in three year cycles, submission by portfolio) hasn’t worked as anticipated, and the evidence they cite is the numbers who have submitted and the numbers who have passed.

The comparison tends to be made with the same figures for the other new qualification creation of [CILIP’s Framework – Certification](#) (paraprofessional qualification and entrance route into being eligible to become a registration candidate for a later Chartership submission under the Chartership Regulations). Certification, on that analysis, has done far better in its first two-and-a-bit years of existence. The figures show that far fewer people have, to date, submitted Revalidation applications than have submitted applications for [Chartership](#) or for Certification. Does this mean [Revalidation](#) is failing? Or does it mean it needs encouragement through more explanation, promotion and support?

There are many LIS qualifications in existence, and I sometimes think we’ve invented the full panoply of them over the decades just in order to ensure no HR Department will ever understand which ones should usefully apply to what level of post or type of job or salary without the expert tuition they’re very unlikely to seek out from their staff. And this also goes for benchmarking qualifications across different disciplines and professions within multi-functional organisations.

So, as somebody who already has a slight unease about the sheer plethora of available qualifications, and about their ease of use in how other people apply and grasp them, why am I ascribing a need to promote and support Revalidation?

This is because I believe it is a useful ongoing process and tool for individuals who are mid-career, which enables them to reflect upon and

evaluate how far they've come, where they are, maybe where they want to go and what they want to do next. It necessitates stepping back from being submerged in the day-to-day concerns of the job, your users and your organisation. It allows for creation of a neutral space in which you can concentrate on yourself as an individual and focus on your development through your career within an overall professional context and to look at those in broad terms. It brings useful clarity and breathing space within a busy job, day, and life. As a technique it can make you more effective.

While I've always been more than delighted to 'finally get rid of' any portfolio I've submitted, I've always missed it afterwards as a means of providing something to go and work on after a bad day and to get back a sense of proportion, objectivity and connection to the wider profession. It can also reinforce an overall belief in the worth of what we do and its place in the wider scheme of things.

It's good to have things you can control, make a difference to and believe in – especially in times when opening some of the professional press can feel very depressing and disillusioning. The only way to fight such feelings is to be proactive on something that will give back energy and commitment. There are all kinds of options on that front, but one is taking control of your own professional development and deciding you want to do something because you find it useful and personally worthwhile.

Revalidation is a public commitment to the idea that we are part of a profession. We all need regular continuing professional development in order to stay up-to-date and to inform our ability to carry out our roles and responsibilities effectively. These are things most of us fully believe in and do anyway and that we try to get across the importance of to our employers. We just don't necessarily sort through all the paperwork and think about re-using parts of it in a more comprehensive way as part of a wider qualification submission.

Revalidation is voluntary and fairly new and, as with any LIS qualification, the regard or otherwise given to it by employers is always a key concern. People often say that one of the reasons they feel it's not worth doing something is that it is not going to move them up a level or pay grade. Another is that it is not supported by their employer or practically acknowledged. But in reality, employers aren't going to need to do anything about recognising it unless people revalidate in enough numbers to make having a policy on it necessary. Perhaps the first step to take is to ask your employer if they will support you. If more support is given more people will opt in and it will get to the stage that the organisation of its own accord will start drawing up a policy.

This is motivating for the individual too – tell people you’re doing something and you’re far likelier to actually do it. Agree with your employer you’re doing something and if they’re supporting it they’ll chivy you on too, because they have an interest in gaining a return on the resource they’ve investing in your qualification.

If you’re subject to any kind of ongoing appraisal process or performance evaluation and you need to find appropriate things to put into those, why not mention Revalidation? And if your organisation can’t or won’t support it, you could maybe think about a [CILIP Mentor](#) to support you through the process?

At the end of the day in order to be willing to give good professional development support employers need to understand the complexity of what library and informational professionals do in order to value it appropriately, not just see the outcomes. If they don’t understand in the first place then support is a lot less likely.

There are also various candidate and mentor support sources and networks for all the CILIP qualifications (through the [Career Development Group](#), [Personnel Training & Education Group](#) and [Affiliated Members](#)) and they do what they can to promote, inform and advise individuals with questions and concerns about all the CILIP qualifications.

Revalidation doesn’t give rise to any new postnominals but it is measured against the assessment criteria by professional peers who sit on CILIP Assessment Panels. The Panels include people from all sectors who are interested in the profession and the individuals within it and want to support their development. Submissions don’t have to be big ‘belt’n’braces’ entities, they just have to fulfil the assessment criteria and be in the form stipulated in the Revalidation Handbook.

I talk to a lot of people who say they want to Revalidate, they have the intention to do it, but they just haven’t quite found that momentum which we all lack at times to actually start compiling as opposed to just thinking about it. I also know people with substantially-compiled Portfolios that have been languishing in corners and just need a small effort to submit. And there are many people who like the theory of it, but Revalidation didn’t exist when they Chartered, so they don’t necessarily have readily available a silo of consolidated paperwork from over the years that they may feel they need to start compiling, without lots of digging back in files and diaries. In busy lives, that’s a major disincentive. But then I also know very busy people who successfully submitted and got through without sending in an application anywhere near the size of a Himalayan mountain. It’s not

everything; you are expected to be selective and sort out your personal reflection and highlights. That can be quite fun and thought-provoking.

Revalidation is a very new qualification, relatively speaking, so it is only natural for people to be a bit unsure about it and precisely what's involved. I don't think it's failing. I think it's more out of small acorns great trees, given time and a bit of nurture, have the potential to grow.

Isabel Hood is CDG Past President and Chair of CDG Scottish Division. e: Isabel.hood@semplefraser.co.uk

Information:

The Career Development Group (CDG) is a Special Interest Group within CILIP. It is dedicated to the encouragement of personal professional learning and development activities at their widest, and is split into local geographic committees across the UK called Divisions.

It is entirely cross-sectoral and cross-issue though it has traditional emphases ranging from qualifications support through to international work.

For further details contact: CDG (Scottish) Division Secretary, Jennifer Hosie e: jenniferhosie@aol.com

Further information on Revalidation: Amanda Quick, CDG (Scottish Division) Candidate Support Officer for Revalidation. e: manda_quick@yahoo.co.uk

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Innovation funding

Content on the go

Cumbernauld College grasped the potential of MP3/MP4 technology to create 'learncasts'. Barbara Grigor describes the Innovation and Development-funded project.

We consider our Learning Centre and Library at [Cumbernauld College](#) to be a relaxed, learner-focused environment in which we continually identify opportunities for improvement. In the past few years we have developed the service to include laptop lending, laptop touchdown zones, short-stay zones, buddy stations and adjustable workstations. In March 2006 the College converted newly available space in the Learning Centre into a student group workroom. Innovation and Development Funding from SLIC ([Scottish Library and Information Council](#)) enabled us to develop the space further and to research the use of PDA/MP3 equipment by students for audio/visual podcast, or learncast, content.

To enhance interest in the project, the iPod was the preferred MP3/MP4 player and the student space was launched as the 'SLiCpod' in August 2006. The SLiCpod project was very exciting as it prompted greater footfall from students, staff development opportunities and excellent potential for further development in utilising new technologies to meet learner expectations.

The SLiCpod is available to all students as a group study space and is kitted out with WipeWall, SmartBoard/PC, Microphone/popshield, Podcast software, Teleprompt software, Wireless keyboard/mouse, Surround sound speaker and MP3/MP4 docking stations.

Dell Wireless PDAs, Apple iPod Video and Apple iPod Shuffles were issued to participating pilot group students and staff for the 2006-07 academic session. There was recognition at the outset of this project that some learners may not have access to the Internet or a PC at home and a key role of the SLiCpod was to allow those learners to dock, recharge and download. Adapters were also issued to students to allow recharging at home. When the project finished the mobile equipment was made available as short-term lending stock for students from the 2007-08 session.

A key aspect of this project was to inform purchasing decisions on moving away from the traditional lending DVD/video/audio materials to mobile-ready content delivered from or via the College network. We learnt a lot about the ease of access to suitable, sustainable mobile-ready content for learning. We believe we can develop content further, and give students the choice of whether they watch it, read it or listen to it, facilitating study on the move or while undertaking other tasks.

Initially we thought we could buy or subscribe to audiovisual content. However, although there is a wealth of learning podcasts, or learncasts, available, there are a number of potential barriers and likely sources of frustration.

We were fortunate that the start of the SLiCpod project coincided with the conclusion of COLEG IDI (Instructional Design Initiative) where we investigated avatar and text to speech (TTS) software.

TTS enables the conversion of documents to MP3 in a natural-sounding computer voice in a matter of minutes. For colleges to convert documents and circulate or broadcast to students, a voice distribution licence is required and, depending on the supplier, can be fairly expensive for each voice type purchased.

The alternative – enabling the student to use TTS software to convert materials to MP3 for their personal use – has several advantages:

- Student has a choice of selection of material to convert to MP3
- Student can select speed of playback
- Student has a choice of computer voice
- No distribution licence required.

We installed [TextAloud](#) to the SLiCpod PC and [Natural Reade](#) to a number of Learning Centre PCs. The range of voices and accents with these products offered more options for students. The avatar animation software enables very quick production of visual content to which the TTS MP3 file can be very easily attached and in cases of use with human faces, lip-synching is effortless.

Another option for mobile-ready content is the e-book. This gives a greater range of products available for single installations to the MP3 lending kit and accessed on the move or from any PC, for example iSpeak Spanish for the iPod Video.

The mobile equipment was also very useful in promoting the Learning Centre and Library, SLIC and the SLiCpod project and the long-term loan to students participating has been very worthwhile. Retention for the HN Music students involved in the Pilot has been excellent. Of 25 students initially enrolled in the programme only two have been withdrawn. This

represents 92% retention compared to 75% at a similar point in the last academic session.

The pilot group staff participants' knowledge of MP3 technology ranged from very basic to advanced. However, no-one had used the technology to facilitate learning either for themselves or for students. The pilot therefore re-dressed a balance of knowledge in podcasting mobile content and MP3 equipment. It also prompted innovative ways in which the equipment could be used by students.

We anticipate that this fast-changing MP3/MP4 and PDA technology will present further new opportunities and we will seek further funding opportunities to enhance the SLiCpod facility and content development.

Barbara Grigor is Learning Centre Co-ordinator at Cumbernauld College.



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E-learning

Positive intervention

Digital content created in educational institutions should be shared more and stored better, and librarians should lead on this important issue, say Jackie Proven and John Casey.

Our educational institutions are faced with growing information management challenges in the technical and legal domains as e-learning matures and collections of digital content increase. After a two-year study into the issues concerned with managing [Intellectual Property Rights \(IPR\) in digital learning material](#), a JISC-funded project has issued guidelines which offer realistic and practical solutions, based on information management principles.

[TrustDR](#) was funded under the [JISC Digital Repositories Programme](#), and examined current practice in the creation and use of e-learning content

produced in institutions. The project noted low levels of sharing beyond formal agreements, even within institutional boundaries, and very little use of central services for storing and managing this internally-created teaching and learning material. The reasons for this are varied, but case studies showed a tendency to project traditional, individualist ways of teaching into the digital environment, creating 'silos' of material. Thus, content is often managed in relative isolation, without clear knowledge of IPR issues. This fails both to realise the potential for reuse, and potentially leaves institutions open to the consequences of copyright infringement.

This research formed the basis of TrustDR's main output – *Managing Intellectual Property Rights in Digital Learning Materials: a Development Pack for Institutional Repositories*,² which argues the case for a positive intervention by librarians in a process of systematic institutional change.

The approach taken by the TrustDR project team is to 'turn the IPR problem around' and view solving it as an enabler for institutional change. TrustDR considered the management of digital content holistically, as part of the delivery of flexible and sustainable e-learning.

Starting with an examination of institutions' core educational business, the project explored the need for systematic process change, and went on to investigate and outline policy development that recognises the relative values of content and teaching. If properly devised, communicated and monitored such policies can then create an environment that can harness the advantages of shareable resources.

[TrustDR](#) concluded: 'To manage IPR in e-learning we require effective information and records management procedures – most of what is needed can be achieved by simple policy formulation and administration'. Policy is important because it acts as an expression of relationships, cultures and values in a community – it also needs to reflect real underlying needs. This point is also emphasised by [HEFCE guidance for senior managers: IPR in e-learning programmes](#).

Fundamental issues concerning ownership and control need to be resolved, and senior management need to engage with the issues in order to improve awareness levels and good practice among institutional staff. The arrival of digital repositories also represents a significant change, described by [Lynch](#) not as a piece of technology but as a 'set of services' requiring an 'organisational commitment'. Repositories represent a significant information management challenge, and need to be operated under an appropriate IPR 'regime'.

Once we recognise the fact that institutions have become de facto digital publishers, enjoying both the legal rights and responsibilities that brings, information professionals are in a good position to support this scenario. TrustDR proposes that the library is the right home for a repository to manage reusable e-learning content as it:

- >> has a facilitative and service oriented ethos
 - >> has experience in making best use of resources
 - >> has, or can develop, skills in collection management, metadata etc.
 - >> already liaises with academics as both users and creators of content
 - >> has copyright and licence expertise
 - >> can promote shared resources from a central point
- understands the need for advocacy.

The TrustDR Development Pack gives some specific actions that can be taken on by the academic library as part of a concerted institutional policy development that can result in positive outcomes, including:

- >> Reducing risk – organising audits of material, choosing appropriate licences to apply to content
- >> Advocacy – promoting a centrally managed service (the greatest risk for a repository service could be lack of use)
- >> Quality control – metadata creation, collection management
- >> Sustainability – designing effective records management processes
- >> IPR awareness – guidance and training on copyright.

Viewed in this way, the library is therefore not just the best home of a digital repository, but the pivotal support mechanism on which successful and sustainable e-learning depends. IS

Jackie Proven is Support Materials Officer, SQA, Glasgow (during the TrustDR project she was Digital Rights Research & Development Assistant, UHI). John Casey is Learning Materials Manager, UHI.



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Health libraries

A systematic remedy

A unified library management system for Scottish health libraries is mid-way through its ten-month implementation schedule. In the first of a two-part article, Andrew Jackson explains the background to this important project.

There are approximately 70 library sites within the [NHS in Scotland](#), varied in nature and remit. They include hospital-based libraries, serving the needs of medical students and clinical staff; public health libraries, serving the needs of NHS management and specialising in literature searches; and health promotion libraries, providing health professionals and the general public with health improvement literature for use in the community.

Some of these services are allied to universities, with HE institutions responsible for both medical and nursing degrees. In Lothian Health Board, for example, most hospital libraries have their catalogues managed by the University of Edinburgh and are included on the Voyager library management system. In the main, however, services are managed at local level in terms of library systems.

With patient care and evidence-based practice a priority, the primary focus of NHS Scotland services is on journals rather than bookstock. The demand for journal articles generates a high amount of inter-library requests, both internally within the NHS (Scotland or England) and to the British Library. Within Scotland, the Scottish Health Information Network (SHINE) facilitates this document delivery process, with a database of journal holdings available to library staff and a voucher scheme in place to track requests between services.

There has been no similar inter-lending mechanism for books and other library stock, with a dependency on the British Library to fulfil inter-library loan requests. This has been compounded by the nature of library systems within NHS Scotland, and the lack of online catalogues.

The Iron Curtain – a network problem

Network security for the NHS as a whole in the UK is managed by BT. Formerly known as NHSnet, and now upgraded as N3, this network is protected by a national firewall which allows for no incoming data from the Internet. The sensitive nature of NHS data, including patient record information, is reflected in this single-level secure zone. The result is a virtual Iron Curtain, in effect, blocking all connections from the outside world.

Library systems work entirely on the basis of information exchange, and the result of this Curtain was to effectively disable the NHS with regard to system deployment and development as it is known in most library sectors.

Library systems operate on a minimum of one database server and one web server communicating with each other in a 'live' environment. New data registered on the database server (new bibliographic records added, item A issued to borrower X) is reflected immediately on the online catalogue via the web server. Activity on the online catalogue (item requests, borrower X logging in to access their account information and renew items) is similarly relayed back to the database server. The N3 rule of 'no incoming from the Internet' made this live connection between the two servers impossible, if the database server was hosted within the NHS and N3.

There were only two options available to library services:

- host both the database server and the web server within N3, thus restricting access to the 'public' online catalogue to internal NHS users only.
- manually transfer bibliographic data from the 'internal' (N3 hosted) database server to the 'external' (Internet hosted) web server each day, thus creating a relatively up-to-date online catalogue but with no live functionality, e.g. no requests, no user log-in, no reliable circulation status for items. 'Incoming' includes Z39.50 requests, so the first option would not allow for any interrogation by external services – even if NHS systems had Z-server capabilities, which (HE environments aside) they did not.

The library system landscape

The Knowledge Services Group (KSG) within NHS Education for Scotland (NES) is responsible for the funding, management and development of the eLibrary (www.elib.scot.nhs.uk) and has a remit to support library and information services across NHS Scotland. Between 2003 and 2005, KSG commissioned a survey into the library system landscape in order to assess the possibilities for a unified approach to the problems described above.

The key findings were:

- A diversity of library systems, policy frameworks, funding streams and management arrangements. Funding for library services was generally a low priority.
- The most common system in use was Heritage (version 4), with others including Calm, Alice, Cardbox, InMagic, AdLib, Reference Manager, and

locally developed Access databases. Within a single Health Board, three services might be using three different systems; others (e.g. NHS Fife) had taken the joint decision to use Heritage across all services.

- The majority of Health Promotion services were using HPLib, an Access-based system originating from the video hire shop environment.
- Some library services had no automated system.
- Only 30% of the 54 services represented in the survey had a web-based catalogue, either restricted to internal NHS access or without live data.
- Server support from local IT departments was variable and not prioritised. Available system upgrades were often not installed because the existing server was too old.
- Due to the nature of existing systems, cataloguing was not done to MARC standard; knowledge of AACR2 was also limited.
- With no inter-lending agreements between Boards, and often no indication of holdings available, average spending on inter-library loans from the British Library was £172,000 per annum in total.
- Only those services operating within a University-funded environment (e.g. School of Nursing and Midwifery Library at the University of Dundee) had the advantage of a high-level library management system and OPAC.

The ULMS project

The business case for a Unified Library Management System (ULMS) for NHS Scotland was accepted by NES in 2005. The proposal was for a system to be centrally-funded and managed by the KSG. In August the post of Senior Information Manager was filled within KSG – and this is where I come in, as project manager for the purchase and implementation of the new system, and as system administrator.

My first job was a hearts and minds exercise in persuading library services to commit to the project and to promote the advantages of such an approach. Given that any system implementation is possibly the greatest (and most stressful) change process any library service will undergo, it was to be expected that library staff would need to consider their commitment with due diligence. The sheer scale of the implementation, and the creation of a union catalogue from so many diverse data sets and cataloguing practices, was also a source of anxiety. For example, it was difficult to answer the librarian who demanded to know what would become of her extensive in-house subject index, so painstakingly created over the previous five years.

Most crucially, perhaps, the inter-lending of stock between NHS Scotland services was a new and untested workflow, and policy decisions of this kind were entirely in the hands of Boards and services. Library staff imagined that they would be inundated by requests, that their stock would fly off the shelves, that local users would be disadvantaged. With services unused to working on a collaborative, strategic level of this kind, the early prospects of a high take-up on the project were not good. I began to wonder what I would do with my days if everyone said 'no' – a project manager without a project, a system administrator without a system. As the months passed, however, and with a Working Group set up to discuss the knotty issues, the commitments were made: of the geographical Health Boards, Ayrshire and Arran, Dumfries and Galloway, Fife, Forth Valley, Grampian, Lanarkshire, Shetland and Tayside; of the national services, the Health Management Library and Blood Donor Centre in Edinburgh, NHS 24, NHS QIS, and NHS SIGN. In addition, two non-NHS health libraries were taken into the fold as partners: the Scottish Motor Neurone Disease Association in Glasgow, and the Dementia Services Development Centre at the University of Stirling. The courage and vision of these services is not to be underestimated.

This, then, was the scope of 'Phase 1' implementation: 42 libraries (roughly 60% of the possible total), with an estimated 200,000 bibliographic records between them. The first outline of a single library system at the heart of the Scottish Health Information Environment had been defined. Whether it would actually work remained to be seen.

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Conference report

Making an impact

The i3 conference held in June explored the relationship and interconnections between information behaviour, information literacy and the impact of information. Konstantina Martzoukou reports.

The Department of Information Management at The Robert Gordon University in Aberdeen held a conference recently aimed at scholars and practitioners involved in researching, developing and delivering information and knowledge services. i3 (Information: interactions and impact) offered a four-day forum for the exchange of innovative ideas and brought together

an international group of delegates and leading experts from many parts of the world, including Europe, the US, Australia, and Asia.

The keynote speakers came from both academia and industry. Carol Kuhlthau, Professor Emeritus in the School of Communication, Information and library studies at Rutgers, the State University of New Jersey, placed emphasis on using information for problem solving and creativity in the workplace and daily living, reflecting on her research on information seeking. Amanda Spink, Professor in the Faculty of Information Technology research at Queensland University, presented an integrated theoretical framework for examining information behaviour, drawing on evolutionary, social and cultural aspects of information behaviour.

Dr Martin Westwell, the deputy Director of the Institute for the Future of the Mind at Oxford University, and Dr Bonnie Cheuk, the Head of Knowledge and Information for Environmental Resource Management, delivered equally inspirational talks, which may have spurred a few peripatetic discussions along the River Dee and some new directions for collaborative research. In particular, Dr Westwell explored the landscape of current and future technologies and how they can change the way we think, while Dr Cheuk called for a better understanding of information literacy in the workplace and the role of the information professional in managing knowledge and addressing the problem of 'information overload' in an organisation.

The research-based presentations reported new research and methodological issues related to information interactions and impact in community and society, online environments, lifelong learning and education. Each presentation offered valuable insights and provided an excellent platform for reflection and stimulating discussion, which continued throughout the networking opportunities. We also enjoyed the presence of the National Librarian of Scotland, Martyn Wade, who gave a very entertaining speech at the conference dinner.

In the plenary sessions, some interesting common patterns across sessions were revealed. These included the meaning, value and characteristics of information literacy in different contexts and the implications for information literacy instruction; the impact of new technologies and emergent directions for developing services and information literacy programmes for the new generation; the challenge of measuring the impact of information literacy; the value of new models/frameworks for examining information behaviour; the need for pedagogical interventions and the significance of learning theories in the teaching of information literacy; and the need for different methodological

approaches for understanding the interconnections between information interactions and impact.

i3 helped us learn a great deal from interacting with a good mix of expertise and stimulated creative and interdisciplinary dialogue which, we hope, will continue long into the future and perhaps until the next i3 conference in 2009.

A selection of full peer-reviewed papers and keynotes from the conference will be published in a special issue of Libri in March 2008. PowerPoint presentations from some of the conference papers are available at: [i3 conference](#)

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Endpiece

Writing with difficulty

Colin Will on the importance of allowing everybody the right to their own writing.

I recently attended an excellent workshop on creative writing for those with learning difficulties. It was organised by NAWE, the [National Association of Writers in Education](#). NAWE aims to put creativity at the heart of education, and believes that everyone should have contact with practising artists – and especially writers. It supports the practice and teaching of creative writing in all kinds of educational environments.

Some of my own work in teaching poetry writing takes place in environments which aren't strictly within an educational framework, and it's true that I work with individuals who may include those with learning difficulties but who also reflect a broader spectrum of issues, from

behavioural problems and neurological disorders to psychoses. Nevertheless this was one of the most stimulating, informative and inspiring workshops I've attended in recent years, and I'm certain I'll make good use of the lessons learned in my own practice.

We start with the premise that we must accord the people we're working with the recognition that they are the writers. We aren't there to rewrite their work, or to give our interpretation of what we think they may be trying to communicate. They have an absolute right to have their words, thoughts and feelings made public, and the writers working with them must support them in achieving that. Of course it's difficult, but as with many difficult things, that challenge is what makes the work worthwhile. If it was easy, it wouldn't be worth doing, as I've said before.

The [British Institute of Learning Difficulties](#) recently presented a submission to the Joint Committee on Human Rights. It's startling in its evidence and ideas, but more significantly in its language. It eschews the meaningless management-speak that so infests local authorities, government departments and funding bodies. It says, for example, that those with learning difficulties "do not want services but that they want a life".

Let me give you a longer quote, from the paragraph "Getting a Life": We believe that the following outcomes should be available to people as a right:

- take part in everyday activities
- People treat me with respect
- I have friendships and relationships
- I am part of the local community
- I get the chance to work or to do other activities that are valued by others
- I am safe from bullying and abuse
- I get help to stay healthy
- I make everyday choices
- I make important decisions about my life
- People listen to the views of people who are important to me.

I find this list quite profound in its implications, and it makes a much stronger impact by being expressed in everyday language. I would argue further that it shouldn't just apply to those with learning difficulties – these are general expressions which apply across the whole area of human dignity and human rights.

What does this have to do with teaching people how to write poetry? We have a responsibility to ensure that in the environments we work within, in the attitudes that we embody, and in the way we work, we don't just 'tick the boxes'. We don't just respect the rights of the people in my groups, we cherish those rights.

In practical terms, we learn about the everyday activities of individuals, what they like, and what they don't like; what they want, and what they don't want. We explore the possibility of using these activities as a basis for their poetry. If some individuals want to work with their friends or carers rather than as individuals, we allow for that. We aim to extend to them as writers the same opportunities for publication, readings etc which would be extended to all other writers. We're facilitators, encouragers, developers, translators, communicators, but never dictators.

Deconstructing a poem

I recently had the chance, at the [Callander Poetry Weekend](#), to deconstruct one of my poems in front of an audience. It involved taking it to bits, pointing out all the influences on my work, and the poetic devices I used in its writing. I've never tried this before, so it was a bit of an experiment, but I was very pleased with the audience response, apart from one heckler.

The poem below is how the poet Rowena M. Love remembers the event.

[Colin Will](#) e: colin.will@zen.co.uk

The Heckler (for Colin)

Callander garden with four ponds;
The Heron appears, not in search of koi,
but conjured by the company of poets
who circle the square marble table,
overflowing into ragged lines beyond.
Its allusion-tinted plumage is ruffled
by their search for deeper meaning.

Deconstruction is in full flow
when the cat descends.
She bounds into the group
with 'See Me!' determination,
in shades of shadow-striped Dalbeattie granite.
She nudges feet and dangling hands,

persuades poets to smooth her fur,
or disturb the discussion
with their whispered encouragement
and smothered winces
when clawed pads work at laps.

Not content with teasing single threads
from the tapestry of concentration,
Whisky swirls off to the garden's far reaches;
she stalks a lone poet intent on her work,
germinating a new poem
amongst crocosmia and marguerites.

Ignored,
she returns to the group,
conquers the table itself
in a flourish, whisk of the tail.
It's not enough;
she scampers away
with a twitch of irritation.
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President's perspective

Sharing the good things

Christopher Phillips reaches his final destination as President, after collecting many experiences.

In my most recent column I said that my year as President has been like a journey – literally given the miles that I have actually travelled and professionally given what I have had the privilege to see and experience. As I write what will be my last column I feel that the announcement has just been made that we are about to reach our final destination and that I must

make sure I have all my belongings with me as I leave the train! I've been trying to collect my thoughts as well given my firm belief that experiences only make a difference if we take the time to reflect on what we have seen or learned and apply it to our own context. Just to be perverse though I feel that my experiences this month probably call for me to spend more time looking forward than nostalgically reviewing the past year.

In November I have been out and about at CILIPS Branch meetings – three branches in as many weeks with meetings in Aberdeen, Stirling and Inverness. North East Branch joked that they usually arranged bad weather for their AGM and with cold winds and flurries of snow this year was no exception. No such problems in getting to Central Branch and it was a pleasure to be on home ground for the North Branch.

It has been good to meet with so many members who are active locally, who meet to do things together, who are such good company and who will engage in lively discussion. Each Branch has a different character and make up with representatives from different sectors but there were common themes to the discussion and some similar conclusions. Not surprisingly we talked about the challenges to us as a profession and as professionals. (I was going to say “emerging challenges” but as this subject has formed a large part of the discussion and work of the Policy and Resources Committee for the last two years I think the time has come to recognise that the challenges are very real and immediate now!) None will surprise you: the pay and status of professionals challenged by job sizing or evaluation across all sectors; the changing skills we need and different ways to acquire them; and changing structures within CILIP. All three meetings came after the CILIP Annual General Meeting so the message was clear both about new arrangements for membership of Groups and Branches and about flat rate subscriptions. Our conclusions were not comfortable and we know that we will have our work cut out to retain existing members and recruit new ones.

Everywhere I have been this year I have met some of the best ambassadors for our profession – colleagues who are passionate about what we do as librarians, ready to learn from each other and from other sectors, creative in their approaches to engaging with all our different users. But there's evidence too that not all colleagues are of this calibre: there are still libraries I have been to where before you ever get to meet a member of staff you will have encountered many notices telling you what you must not do, and there are other libraries you walk into where you will interact more with the top of a member of staff's head than with the person if you can ever attract their attention.

No wonder some of our customers when surveyed say that more friendly and more helpful staff would encourage them to use libraries more often. I

haven't met these staff at Branch meetings because they probably don't see the value of sharing practice – good, bad or indifferent – or of learning from each other. But we do need to engage with them as their current practice devalues the work that everyone else does. It's up to us to seek out bad practitioners and encourage them to change, to infect them with our enthusiasm and professionalism. If we don't then our public will judge us by their low standards.

CILIP in Scotland is uniquely placed to respond to the needs of the profession in our country. CILIPS has the knowledge of the political and institutional frameworks within which we operate and is able to support us as individuals and together through its knowledge of our needs. Without us as individuals CILIPS, though, does not exist and unless we take an active part in its life it will wither and die. So my parting challenge to you is to be active, to share and to learn from each other because by doing that we will ourselves grow.

I have been ably assisted this year by Vice-President Alan Hassan. I take this opportunity to wish him well for his own presidential year. Past Presidents have been generous in their help and kindness. Elaine, Rhona and Cathy and all the staff at Hamilton have given me excellent support and much needed encouragement throughout the year. My colleagues in Highland have been understanding of my absences and long suffering in hearing about the latest good ideas I have seen. I am grateful to Debby Raven who has been a tolerant and patient Editor to the last.

Above all I would like to thank you all for the honour and privilege of allowing me to serve as President throughout 2007. I have been lucky to have had so many opportunities to learn and reflect and to have such fun at the same time. Thank you to you all.



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Read (and blog) to succeed

Ross McGregor describes the new 'Read To Succeed' Blog at James Hamilton Academy, Kilmarnock, where he is Librarian.

'Read to Succeed' is James Hamilton Academy's new reading scheme for S1 and S2 English. It is a structured scheme where pupils work through different levels of authors to complete stages in their reading.

The [Read To Succeed blog](#) is used as a space for pupils to submit reviews of their books, read other pupils' reviews and enter discussions about what they have read. They need to complete a review in order to proceed to the next level.

I developed a general Library blog using Blogger after seeing some excellent examples from other schools [Cumnock Academy](#) in particular. Although this served as a useful notice board for the library, pupil contributions were minimal. I felt there was huge potential for this kind of website as a means of getting pupils to contribute, so I began to think of other uses.

In May 2007 I approached Paula Galbraith, PT English at the school, to ask if there were any activities that pupils in English could use Blogger with. She was already planning a new S1/S2 reading scheme, so it seemed natural to incorporate a new method for reviewing into this. I produced a rough version of how I thought it would look and work, then after some discussion we pressed ahead. We organised an in-service session for the English department during which I talked the teachers through the site. They were also able to flag up any practical or design issues before it went live with pupils. The response was extremely enthusiastic. Teachers were keen to try something new that would be appealing to pupils.

As a school librarian it is so important to get support from teaching departments when getting involved in new developments and putting forward ideas. I have been lucky enough to have an excellent relationship with Paula and her department, which has made this idea come to fruition.

How it works

The blog contains posting areas for each teacher in the department. Each teacher's post contains basic instructions for the pupils and any other bits of information the teachers would like the pupils to see. I can also use the sidebars on the frontpage to add elements such as favourite authors, review of the month and so on.

Pupils read the teacher's post then go into the comments section. They can enter their reviews, read other reviews and respond via the comment

function. Reviews and comments then appear on the site with the pupil's name so that teachers can keep track of who is saying what.

Moderation

It is essential that full moderation of all contributions is activated. This means all comments made on the blog are emailed to me before they appear on the site. This is very important to avoid abuse of the website by pupils or by non-pupils. It does mean that I have to keep a close eye on my inbox and sometimes receive about 30 emails in an hour. This can be time-consuming and pupils expect to see their reviews instantly!

Pupils have responded really well to the blog. They are keen to see their reviews on the site and for others to read them. Pupils are encouraged to access the blog during class but also independently, so reviews are not corrected by teachers. It is being seen as an informal way for the pupils to respond to books – there is no assessment or marking involved. Parents can also access the blog from home if they wish and indeed make a comment.

The future

The first year of using the blog has been really successful. There are many areas of potential development using this technology.

I would like to see more interaction among pupils on the site. Re-design might help with this, for example having a separate area for book chat and an area for reviews. Other possibilities are giving each class its own blog entirely with more teacher/class control over the content.

I am already involved in producing blogs for pupils in other subjects, as a means of promoting activities, trips and fundraising. I will also be looking at other software, for example, wikispaces or flickr for these purposes.

The possibilities are endless and the great thing is the software is free, flexible and easy to use. It is a great way for the school librarian to get involved in cross-curricular projects as well as English and reading-based activities. All it takes is a little time to play with the technology and some supportive staff to welcome your ideas.



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Aiming Higher

Challenging access

Karen Brown and Karen Macdonald report on the seventh annual E-books Conference, which addressed the theme of accessible e-content.

Delegates from cross-sectoral library backgrounds came together recently at the Edinburgh Training Centre for the seventh annual e-books conference.

Emma Beer of the [Strategic Content Alliance](#) (SCA) described the development of a UK-wide common policy framework for key public sector organisations, to be delivered in spring 2009. This will help them to make better use of limited funding through collaboration and co-ordination of their e-content activities. The six organisations sponsoring the project, all providers of significant online content resources, represent the sectors of cultural heritage, public broadcasting, health, education and research. The initiative is a manifestation of the UK's commitment to the European Union's i2010 strategic policy framework which aims to develop a more unified European e-content landscape.

The need for a national information policy for research-level electronic resources was highlighted by Carl Clayton, Director of [SINTO](#) (the information partnership for South Yorkshire and North Derbyshire). [SYALL](#) (South Yorkshire Access to Libraries and Learning) is part of the national Inspire library access programme. While [Inspire](#), and its Findit! website, has opened up public access to the print material of UK academic libraries, the issue of access to their electronic material has not been fully addressed and Carl questioned how well equipped public libraries are to do so. He warned of the dangers of social exclusion if technological developments were not matched by a national policy. This, he said, was a challenge yet to be taken up by both the Government and the library profession.

The UK academic vision for e-books seeks to meet both the requirements of the UK academic community and the e-book market, said Hazel Woodward, Collections Manager at JISC Collections. A feasibility study into the role of [JISC](#) in improving the acquisition of e-books by HE libraries found that the majority of HE libraries were both eager and under pressure to develop their collections of core text books in electronic format, yet were

deterred from doing so by a lack of choice and high prices. Publishers and aggregators, on the other hand, were not convinced of a sufficiently high demand to offset their perceived loss of revenue in print sales. As a result of the study, [JISC Collections](#) has undertaken the role of consortia in the acquisition of such e-book collections. GBP 6,000.00 has been made available to provide a national site licence for 32 titles which are freely available from September 2007 to August 2009 to HE institutions on publisher and/or e-books aggregator platforms.

Dr James Dearnley discussed recent research on e-book provision in UK public libraries by an MA student at Loughborough University. Some common barriers to their implementation are having to justify costs, concerns about platform stability and actual format. Problems with integration into existing library catalogues and a lack of compatibility between e-book collections and MP3 technology could have serious implications for user access in public libraries. He concluded with a call for standards for accessing collections and a greater sharing of e-book experiences.

Aviva Weinstein, Strategic Marketing Manager, [MyiLibrary Ltd](#), said that e-books can disseminate information more freely, improve, widen and speed up access. They can also improve your Inter Library Loan (ILL) workflows. The current average time between the end user requesting a print book loan and receiving the title through ILL is 9.3 days. Those of us who request ILLs on behalf of our users can be met with bewilderment by those used to internet access when we have to explain timescales, and that there have been recalls or even lost books. Aviva focused on the 'E-Book Loans' service provided by MyiLibrary. Certainly ILL e-books allow libraries to improve access for remote users and support distance education users. Both university librarians and students are aware of the benefits of multiple loans for the same item. It can be argued, however, that print books are less expensive or free. Aviva countered this by claiming that hidden costs such as staff time, book storage, ILL system and processing (including travel time or recalls) must be considered. She prompted listeners to examine further issues, financial or otherwise, in relation to meeting libraries strategic aims regarding accessibility.

The final speaker of the day was Simon Bains, Digital Library Manager at the National Library of Scotland. The challenges of digital preservation are of great concern for legal deposit libraries responsible for the preservation of items such as e-books and websites. Simon's fascinating overview of current work being undertaken by the [NLS](#) included a slide of the BBC Domesday Disk System, which brought home the difficulties. Physical preservation is not enough on its own. Legal Deposit Legislation in 2003 provided the momentum for much of the NLS's work, seeking to lobby for

standards while working collaboratively to find solutions. To this end NLS is a member of the International Internet Preservation Consortium and through a shared services agenda NLS also hopes to provide information for others in the sector. Simon discussed The [Trusted Digital Repository](#) (TDR), a repository system that allows NLS to preserve and manage digital content and undertake web archiving. TDR has become a massive part of NLS, creating an exciting metamorphosis that will see the NLS change, adapt and ensure good practice.

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Buildings and design

Space on the web

The Perth College library team provides another roundup of useful websites.

Learning Space Theory

[Library Space Planning](#) is a website run by a Librarian at Yale who is running a project to match the design of learning spaces with the institution's values. It looks at the steps that should be worked through in order to achieve a learning space that fits the needs of the institution and its learners and thinks about how the space might affect learning. The author of the website is surveying staff and students at different institutions about how they feel about study spaces, the aim being to identify successful learning spaces.

[Designing Libraries](#) is a website for sharing good practice and showing examples of recently completed projects. It also works as a network to share information through forums and email lists.

[Learning Spaces](#) is an e-book available online, featuring chapters written by different authors on the theory or picking out case studies.

The [JISC website on learning spaces](#) leads to some useful publications and also to an infokit that gives practical advice for your own project, including a section helping you to imagine what your space might look like.

Learning Spaces

Recent innovators in the field include [Telford College](#), which has created a 21st century campus with learning streets, learning café areas and technology available throughout (see page 10). The [Saltire Centre in Glasgow](#) is an example of cutting edge design. It features wireless technology, meeting pods, learning café areas, a services mall and a four-floor atrium. [Aberdeen University's new library](#) will cost somewhere in the region of £57m and is the largest fundraising project in the University's long history. The [JISC Learning Spaces case studies page](#) gives further details about these spaces, and more.

Innovation

[Building futures and Resource](#) (the Council for Museums, Libraries and Archives) explore the libraries of the future, the demands they face and how these considerations should impact on the spaces that are built. The current trend towards all things green has highlighted the ways in which future buildings may be required to be more environmentally friendly. This [Libris Design report](#) examines the extent of the need for sustainable buildings and examines how these ideas might be incorporated into library construction.

The learning technology and support service at the University of Bristol examine the type of investment required to construct effective learning spaces. The [report examines the issues faced at Bristol](#) and on a wider scale.

Finally, the issue is considered from an American perspective. The Director of Educational Technologies at the University of Wisconsin-La Crosse provides an in-depth [presentation on collaborative learning environments](#) and the impact they have on a students learning.

Perth College library team is Emma Brown, Richard Hughes and Donald Maclean.



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Buildings and design

A little restraint, please, this is a library.

Tony Ross and Richard Fallis are going to write a regular column for Information Scotland. First, they have something to say about buildings.

Earlier this year, the design was announced for the [new National Library of the Czech Republic in Prague](#). The design of this building certainly provides a contentious talking-point, which would seem to be its main aim. Therefore, in the spirit of contention, let us state that, in our view, it is ugly, misguided, and indicative of a key preoccupation of contemporary architecture: courting controversy through extreme innovation, thus producing carbuncular landmarks which act as vulgar advertisements for place, purpose and architect. How has it come to pass that that most venerable, stately, and elbow-patched of buildings, the library, has become swept up in this rush for such upstart architecture?

Designers of libraries have always tried to make statements, but in the past they seemed less concerned with creating a sensation than with embodying ideals of wisdom and knowledge. An influential report from the [Commission for Architecture and the Built Environment](#) (CABE) and Resource (now MLA), entitled [Better Public Libraries](#) (2003) describes how the public library has traditionally been considered a “Temple of Knowledge”, an inspirational place warranting respect, even a measure of reverence. This notion was reflected in the Neo-Classical design of the libraries which resulted from Carnegie’s bequest, and we should be thankful that these libraries were commissioned in the Edwardian period, when Neo-Classicism was still valued both aesthetically and as a means of signposting, even celebrating, wisdom and knowledge.

So why is the situation so different today? Why is the design of modern libraries being entrusted more and more to talented, but self-aggrandising, individuals who seem oblivious, if not disdainful, of the noble precedent that may best be represented by the Carnegie libraries? In the UK at least, the answer appears to lie in the perceived need to rethink libraries in the face of such diverse factors as: falling user figures; rapid changes in demography and population spread; ever-accelerating revolutions in ICT; the fervour for lifelong learning; and the fusion of leisure and personal development in an increasingly individualistic culture. It seems that libraries, particularly public libraries, must rebrand themselves in order to project a confident and vibrant identity that will attract new users. Rebranding, however, is fundamentally a business strategy for ‘making

over' a failing product or organisation, one that is not commercially viable in its current form, so as to make it more popular in the eyes of consumers. Which raises the question: are libraries failing?

If success is measured by libraries' traditional aim of providing users with access to dedicated staff and a range of quality resources, then no, it is patently not true that they are failing. Given that statistics show user numbers to be in decline, however, there is an undeniable need to re-engage people with their public libraries. To state the obvious: libraries operating in the public sector are paid for by the public, and therefore have a responsibility to provide users with services they want to use. Hence, convergence with other community and educational services is seen as the path to increasing the overall relevance of libraries. This has coincided with the development of Idea Stores, Discovery Centres, Love Libraries initiatives, all of which have seen libraries remodel themselves along commercial lines, with specific emphasis placed on replicating aspects of the retail sector, such as bookshops. Indeed, Better Public Libraries points out that non-library users are in the habit of "...comparing libraries with their experiences of bookshops – and bookshops are coming out better. People say they want libraries to be modern and welcoming." (p14).

Design needs to encompass vitally important issues such as accessibility for the disabled and the provision of security and access to out-of-hours services. However, the need to be "modern and welcoming" also requires more superficial changes, resulting in a move to give libraries a less formal and more inclusive image. In fact, Better Public Libraries reimagines the modern library, not as the "Temple of Knowledge", but as the "living room in the city". It is our view that, while a rethink of libraries is necessary, it is essential to show restraint so that, in making libraries more welcoming, they are not reduced to serving as cosy drop-ins, mainly used to check emails and borrow airport fiction.

To state things more bluntly, libraries are public spaces whose purpose is the storage and dissemination of knowledge; library design must, first and foremost, reflect this purpose. It is therefore wholly inadequate for libraries to operate on a purely superficial level, serving as a kind of bland hybrid of the local Internet café and the high-street bookshop. Libraries must deliver user-focused services, while still venerating and valuing knowledge. Libraries should be inspirational places, and unabashed about being so.

Knowledge and education are held to be crucial to democratic participation, to economic prosperity, and to living a healthy and happy life. Libraries really are, in a literal sense, temples of knowledge; this fundamental role must not be forgotten. Libraries are in a difficult position; acting as the embodiment of ancient ideals while pragmatically delivering public services.

This is what makes them so truly important. It is unfortunate that modern library design contrives to be excessively modern, at the expense of all that is most trusted, and valuable, about the library as an institution.

Change is necessary, but, at the risk of sounding Luddite, a little restraint, please. We are librarians, after all.



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Buildings and design

Working on air

Kirsty Crawford describes how the new BBC Scotland building has placed library services (now the Media Management Department) at the heart of the production process.

BBC Scotland's new headquarters officially opened on 20 September. The building was described by the Director General of the BBC, Mark Thompson, as "not just the most advanced broadcast centre we (the BBC) have anywhere, but one of the most advanced in the world".

The vision for the building was to create great spaces for people to work in, make it open and accessible for our audiences, and it had to deliver end to end digital production.

And it is a great space to work in. It is light, bright, spacious, open and accessible. What looks like a square glass box from the outside reveals a giant red sandstone 'street' or staircase moving up through the centre of the building. This has been described by an architectural commentator as looking like a Tuscan hillside, and by a colleague as a Mayan temple. Each landing has space for meetings and casual seating, and has the technology available to record a radio or television programme. These public spaces are well used, as no-one has an office any more, not the Controller, the Chief Operating Officer, or any of the Heads of Department.

The reception area is open to the public – there's an exhibition of television through the ages, you can experience High Definition TV in one of the 'digital cinemas', there are listening pods, and you can buy a coffee. Our audiences can now interact with us in a way impossible at Queen Margaret Drive.

In terms of end-to-end digital production, our new building was not only a move from the West End to the South Side of Glasgow, it was also a move away from an analogue, tape-based way of working, to a tapeless, file-based environment. This presented the library with a number of challenges: how to keep track of material in a content production system which would be ingesting many hours worth of material a week; how to store material often required urgently for news, sport, and general TV; how to facilitate delivery of content to all platforms – TV, Radio and online; and how to archive this material for future re-use, re-broadcast, and re-versioning.

We took it as an opportunity to position ourselves at the heart of the production process, instead of at the end of it. It was an opportunity to restructure the Information and Archives Department into the Media Management Department. It was an opportunity to build a digital library on a large scale, where users would be able to see their TV content, and be able to listen to their radio content on their desktop. They'd be able to clip out the bits they want, and send it back to their content production systems in radio, tv and online. All our users (around 1,500 in Scotland) should be able to search the library from their desktop, incorporating the old text-based catalogues so they only search in one place, not several.

It did seem simple, but there were a lot of challenges. Firstly there weren't many media asset management systems out there. A few claimed to be, but in terms of full library functionality it really came down to only one. Then there were all the different systems it had to interface with: the text catalogue, the television content production system, the radio content production system, the news scripting system, the television playout system, and the storage solution.

We've had to make many compromises along the way. But we finally have a digital library. It is accessible to everyone in Pacific Quay on their desktops. Users can carry out their own searches, and can see the footage and hear the audio without having to order tapes, find a viewing or listening machine, and spool through hours of footage or radio to find what they want.

It is revolutionary. [BBC Scotland](#) is the first in the world to do this on such a scale, and we've had all the teething problems of being the first, but we're getting there.

And what happened to all our tapes? Well we have a huge new vault in the centre of the building that not only holds our legacy archive, but will also hold the tape back ups for all our newly completed programmes. It is four times the size of the storage we had in the old building, and has gleaming glass panels which make a dull vault look like it belongs in this modern broadcast building.

Unfortunately we don't have the budget to go back and retrospectively digitise all these tapes, not to mention the 10,000 film cans we hold in storage, and the 75 years of radio archives. We couldn't afford the storage even if we did, but over time we will build up an incredible digital repository of content from BBC Scotland that will be available to all users across Scotland, and hopefully beyond.

The new building and its new opportunities have given us the chance to be at the heart of the production process, work in a spectacular building, and connect with our audiences like never before.

Kirsty Crawford is Resources and Operations Manager, Media Management Scotland, BBC.



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Buildings and design

A learning curve

The design of the new Learning Resource Centre at Edinburgh's Telford College is flexible enough for it to accommodate changing student needs. Mark Glancy describes its success one year on.

Edinburgh's Telford College is one of the largest FE colleges in Scotland. During the summer of 2006, the college moved into a GBP 70million purpose-built single campus at the Waterfront in Granton. The college's learning strategy outlined plans to "provide a first class learning environment with state of the art facilities" and the Learning Resource

Centre (LRC) was seen as a key element in this, expanding to meet the needs of increased online and resource-based learning delivery.

When designing the LRC, in conjunction with the architects (HOK) and specialist library designers (Library Services Scotland), we were keen to incorporate key concepts that had worked in the college's previous study centres:

- **Zones:** there had to be clear separation of the individual and group study areas in an open-plan, one-floor space.
- **Flexibility:** rooms in the LRC had to be adaptable, suitable for a variety of uses.
- **Increased access to IT:** available in every area.
- **Social spaces:** for relaxation and social interaction.

With an open-plan design, it is important to try and get users to their destination before reaching the central study areas, to avoid disturbing other students. Consequently all IT and project rooms, social spaces and recreational collections were located close to the entrances and service desks. Zones were distinguished using different furniture and upholstery colours, separated by shelving to reduce the ambient noise. Desks from the original Scottish Parliament were imaginatively integrated.

The LRC opened with 95 group study spaces, 45 individual study desks and recreational seating for 25 users. Five IT rooms housed the majority of the 100 computers, interactive white board and an audiovisual console with video and DVD playback facilities. Traditional corridors were replaced by two Learning Streets – open-plan spaces providing access to 60 computers (in clusters of six) adjacent to the IT labs; and more than 100 study spaces (for groups of six) adjacent to the classrooms.

The new LRC and Learning Streets proved to be very popular with students – usage for session 2006/7 increased by an average of 36% compared to the previous academic year, and loans went up by 21%. We surveyed our users in January. Feedback was very favourable about the environment, study facilities, staff and stock. However, there were two issues that required further action: 51% of the respondents thought a quiet study area was very important to them, while 32% said they had some difficulty getting a computer. We revisited the zoning of the LRC, particularly as the polished concrete walls and ceiling amplified the ambient noise created by groups. As an interim step, one of our project rooms was turned into a silent area for individual study.

For the current session, the LRC was changed into one large, quiet study zone. Groups of four or more are now situated in the project rooms and

lounge seating was split into smaller sections and distributed around the LRC. Although this move has reduced the overall number of group study spaces, groups based in these rooms now have direct access to IT, so it has proved popular. In College focus groups with second year students, only 4% of the LRC comments now concerned noise. Usage has dropped slightly over lunchtime, but has increased at all other times of the day as the quieter environment is encouraging the students to study for longer.

To address heavy demand of the 160 open-access computers, additional PCs are being introduced into the Learning Streets, and WiFi will be available in the LRC from January. An online booking system (MyPC) is being installed to encourage students and tutors to book in advance.

The service has been responsive to student and staff demand during its first year as the college adjusted to the new accommodation. A Staff Learning Centre is being established to assist with staff development activities. Student inductions are now hands-on practical sessions, covering not only library services but IT network, VLE and print accounts. An electronic library (IDEA) will provide one point of access for information on LRC and IT services with subject zones containing links to websites, e-resources and digital galleries of student work.

One year on, the success of the LRC can be attributed to a clear vision of how it should operate, a design that was flexible enough to adapt to the changes that inevitably occurred during a “bedding in” period; and the continued commitment of the staff to make it work.

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Marketing: ELISA

A new face for the public

When the Edinburgh Libraries & Information Services Agency (ELISA) started planning a festival of libraries for the public, it became clear that a rebranding exercise was in order. Wendy Ball describes the difficult but successful process.

In 2006, ELISA ran a successful Edinburgh Libraries Fair that fulfilled a useful role in raising the profile of services within the profession. This led ELISA to think about running another large event, but this time aimed at raising the public's awareness of services based in the Capital. It was decided that there were numerous benefits to be gained through such an event, counterbalanced only by practical considerations that could be overcome with good planning. Work on the event began under the working title of Edinburgh Libraries Fair 2007.

An organising team of about 15 people, representing over 11 different services began the planning process. But as work continued, I had a persistent uneasiness about the name of the event, in my role of ELISA Development Officer. 'Edinburgh Libraries Fair' implied an event targeted at the profession, as in a trade fair. As we hunted for an alternative name and banner for this event, we realised that we were having to find the public face of ELISA. The current branding and tones of communication were fine for the profession but something radically different was needed to reach the general public.

I asked for help from people with marketing expertise including, as one contributor termed it, people "untainted by the library experience". We are grateful to Colman Getty Scotland, Elmwood Design, and Publishing Scotland for their valuable input at this stage. The result of these deliberations was the proposal that the event should be called Edinburgh's Festival of Libraries. Firstly, Edinburgh does festivals well and everyone understands what they are. Secondly, the whole purpose of the event is to celebrate what libraries have to offer. Thirdly, library is a perfectly good word that says it all. This might be stating the obvious but there is a lack of confidence in it within the LIS sector. As soon as the name was decided, there was nervousness about whether people would come to a 'library' thing in their spare time, and whether the public would believe that festiveness and libraries can go together. On the day our fears were proven unfounded.

The idea that libraries in Edinburgh are worth celebrating was then carried through into the redesign of the branding. A clear, simple message was created with a bold clean design. Thanks are due to the Design Team at City of Edinburgh Council for this work.

In any development work it is important to look at existing, successful models, but as we did so we realised we were doing something new. Many library services have achieved excellent results in raising profiles through themed events, such as the [Aye Write Book Festival](#) in Glasgow, or through the efforts of one sector such as the [Look@Libraries' Festival](#) organised by the East Renfrewshire public library service, or as part of a larger event such as the [Scottish Learning Festival](#), but we were planning to showcase libraries for libraries' sake. We have in fact been pipped to the post in our claim to be the first festival of its kind in the UK by three days. The [Festival of Libraries in Wales](#) opened on 3 October! This is a juggernaut in scale, being a month-long national festival, and it will be very important to listen to our Welsh colleagues' assessment.

Edinburgh's Festival of Libraries emerged as a one-day event to be held on a Saturday in an easily accessible location in central Edinburgh. Over 40 Edinburgh-based services needed little persuasion to exhibit. We had every confidence that once through the doors, the collections and resources libraries had to offer would provide plentiful entertainment and interest. What was becoming crucial was the need to find the components that would get people through those doors in the first place.

The first step was to consider who we wanted to attract. We identified the following target audiences: children and families, readers and writers, family and local historians, book lovers, and specialist information seekers.

The stalls were to be the main vehicle to showcase the services. The stalls were to be manned and the aim was that they would be as interactive as possible. All the exhibitors went to a lot of trouble to make their stands look attractive and to provide a range of activities for visitors of all ages - and a generous supply of freebies. A programme of talks was designed to offer a range of interesting topics. The final programme consisted of 16 short talks, of about 20 minutes each, taking place in two rooms adjacent to the main exhibition area.

The programme of speakers were of exceptional quality and without their generous contribution of time and effort this feature of the event would have been impossible. A third element of the event comprised additional features that we hoped would hook in visitors. This included the involvement of a high profile person. Lesley Riddoch kindly agreed to attend and to give a talk on her new book. Unfortunately, there was mismatch in audience and intentions which led to Lesley adding great value to the talks but not drawing a large audience. There was a traditional leather bookbinding demonstration from Colin McArthur of Riley Dunn and Wilson, paper art by Joanne Kaar, and a large green balloon-bedecked

mobile library parked outside. We had wanted live music but were thwarted at the last hurdle.

Marketing the event was always going to be crucial for the event's success. However, several factors were conspiring against us. There was a lack of support at institutional level. Individuals worked hard but often the message did not translate into the institutions at large. Some services needed a lot of prompting to even advertise the event. Although attempts were made to find sponsors, there was insufficient time. There was no budget. Responsibility for the success or failure of the event rested on one individual - me. In spite of these hurdles, the situation was radically improved by the proactive engagement of City of Edinburgh Corporate Communications staff who devised a communications plan, pushed through the design and printing material, offered concrete suggestions on distribution and publicity. Significant help was also afforded by the serendipitous involvement of the Scotsman Photographic and Digital Archive who were key to getting advertisements in the press. In addition, the public libraries distribution networks worked well, and colleagues in adjacent local authorities very generously distributed publicity.

On the day, the organisers and a band of 15 volunteer helpers, together with over 60 staff manning the stalls, were bowled over by the buzz and interest. Approximately 700 visitors came at a fairly constant pace throughout the day. There was a 30% return of feedback questionnaires and these revealed a very high level of satisfaction, with 63% of visitors stating they would definitely come back next year. The exhibitors also recorded a high level of satisfaction, with 20 out of the 25 respondents stating that they would definitely want to exhibit another time. Interestingly, 21% of people providing feedback stated that they were infrequent library users. Of this group 61% said they would definitely come back another time, and 30% said they would perhaps come back.

There were three key points that emerged from visitors' general comments. A large number of people commented on the atmosphere of the event and on how friendly and helpful the stall holders were. Secondly, many visitors found the great variety of services all together under one roof a stimulating and valuable experience. Thirdly, nearly all the feedback singled out stalls or talks for praise, indicating that the range was huge and that the event had attracted a wide range of people with different interests.

Although there is an established library fanbase, Edinburgh's Festival of Libraries has proven that it was an immensely effective way to reach out to existing and potential audiences. ELISA nurtures the professional community based in Edinburgh, but this event also seems to indicate that there is value in creating a sense of community amongst library users.

We were trying to raise public awareness about the vast range of knowledge and information resources accessible to all. It demonstrated that we can believe in a 'library concept' that can be appreciated and understood by the general public – libraries can be appreciated for libraries' sake.

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Health libraries

All systems go

Andrew Jackson continues his account of implementing a unified library management system for Scottish health libraries, going live in February.

The ULMS Working Group was established in September 2005, with a remit to formulate policies on cataloguing and indexing, inter-library lending, the evaluation of shortlisted systems, and the final recommendation of a preferred system. In the main, membership was made up of NHS Scotland library staff. Having sought the advice from Gordon Dunsire at the CDLR during the Horizon implementation across the Glasgow Colleges Group in 2003, and given his vast knowledge of both practical and strategic matters, I asked him to sit on the Group as an external consultant. Also invited was Lynn Corrigan, Information Systems Manager at Napier University, for her expertise in library systems and health-related library services.

One of the key decisions was how to approach subject indexing. As with most aspects of existing systems and practices, there was no unified approach. MARC authority records were not used, due to the absence of MARC cataloguing. Those services which dealt with NHS management or

public health did not favour a clinical thesaurus, but rather ones which were perceived as being more user-friendly.

It was essential that we agreed on a core scheme to allow for effective searching across the entire database, and the decision was made to go with MeSH. Only two existing schemes would be retained: the topical keyword list as used by the three Health Promotion services in the project, and the Department of Health Data Thesaurus as used by the Health Management Library.

It was a far easier decision to move into the MARC 21 cataloguing environment, with as many records as possible to be matched and upgraded with MARC records from the National Library of Medicine catalogue and other available sources.

The tender

For our Operational Requirements document (the point by point specification of what we wanted the system to do), I visited nearly all of the 42 libraries (including Shetland, as I happened to be there on holiday) in order to meet library staff and get an accurate sense of their existing data and any requirements unique to that service. No less important was the opportunity to make those human connections which reinforce commitment and responsibility on both sides of the project table: system implementation is as much a social process as it is a technical one, if not more so. I was acutely aware that I was about to change the daily practices (and daily mood) of 60-70 library staff across the country. The only way to achieve success was by working in close partnership, and with as much good humour as we could muster.

Responses to tender were invited via the European Journal in April 2006. Six library system vendors replied, some with ring binders as large as breeze blocks, some with suspiciously slim-looking folders, and the gruelling task of marking each one began. We wanted a shortlist of three or four vendors. After two weeks of point-counting and weighting, we were left with three front runners.

In November 2006, our three shortlisted vendors were invited to demonstrate their systems over three days each: the first two days were to cover basic functionalities, attended by library staff, and the third day to focus on technical issues surrounding NHS network security and server set-up. We were looking for a vendor who had clearly understood the nature of the service environment, who had committed their energies in providing solutions to our requirements, and who had a system capable of managing a consortium-style group of services with a multi-layered,

'internal' inter-lending workflow. Above all, it had to be a company we felt we could work with.

Vendor demonstrations are a challenge: how to see through the sales pitch, how to spot a potentially thorny issue being glossed over. One vendor, in a momentary lapse of restraint, described their UK implementation schedule as being like "a sausage factory". Needless to say, I didn't much like the idea of being a sausage.

In the end, thankfully, there was a clear first choice as recommended by the Working Group: the Aleph library management system from Ex Libris. Its inter-library loan module had the capacity to manage mediated ILLs between Health Boards, with normal request functionalities operating within each Board. The bookable-items functionality was essential to Health Promotion services, and Aleph was unique in being able to offer Z-targets on a combination of elements, e.g. a single collection, a single library, a Health Board group of libraries, a group of Health Promotion libraries across different Boards. With so many services involved, the ability to target specific elements of the database was essential.

The groundwork

With 42 services about to migrate onto a single system, it was necessary to ensure that each and every item of stock had a unique barcode. Some services used the same barcodes supplied by Heritage, and therefore the potential for duplicates existed; some services had no barcodes on their stock at all.

With limited time available before data export, and with services being one-person operations in the main, we decided to employ students from Strathclyde University's library course to visit each site and undertake the laborious job of barcoding or re-barcoding all the stock and updating the information on current systems. The new barcodes were taken from a single stock order, and thus guaranteed unique. In some cases, the students would also transfer data from card catalogues into an Access file. The other key necessity was staff training. Services were facing a new system and a new world of cataloguing practice. In order to prepare them for the new environment, I wrote a six-part cataloguing course covering the basics of AACR2 and MARC 21, with exercises to be returned for assessment and comment. One of the great pleasures of this project has been to contribute to professional development in this way, and to see library staff reviving the skills they left behind in library school.

The implementation

The particular problems caused for library systems within the NHS network were outlined in my previous article. A solution was achieved – after almost

a year of internal discussion with NHS security staff in Edinburgh, IT consultancy, and recommendations from the Ex Libris project team. The servers are to be hosted by Atos Origin in Livingston, a company with close links to NHS services, and with their own link into the N3 network.

A single database server is fronted by two application/web servers: one on the N3 side, one on the Internet side. Although linked, a combination of Atos firewalls and DMZs ensure that the Internet-side server can generate the online catalogue and receive incoming Z39.50 requests (and provide client connectivity for the two non-NHS libraries on the project) without compromising the N3 network. Clients installed within NHS libraries are then connecting to the N3 server directly on the N3 network, thus avoiding the unreliable and unmanageable Internet connections (via Citrix clients) which have dogged similar projects in NHS England in the past.

The Systems Librarian

By the middle of 2006, it was clear to me that I could either implement a library system across 42 sites on my own or retain my treasured sanity. I recommended creating the post of Systems Librarian. Fortunately, we gained one of the best system librarians in the country: Judith Smart, previously at National Museums Scotland, and before that, the V&A.

Data programming by Ex Libris on 42 catalogues was prohibitively expensive, in project terms. Judith took on the task of creating a mere two data sets: one drawn from the Heritage systems, and one set from all the rest. This involved a huge amount of mapping work and data manipulation. Judith is also a master of UNIX-level database administration (what I like to call The Dark Side) and has ensured the successful implementation of Aleph in a fiendishly difficult network environment. The final reality of this project is a testament to her skill and experience.

The second data load has just begun, with cataloguing and circulation training almost complete. The system is due to go live in February, with the online catalogue to be branded as Shelcat (Scottish Health Libraries Catalogue). For a sneak preview of the work in progress, visit www.shelcat.org – log in as Guest, and click the Databases option in the top toolbar to search the various data sets, SHL01 being the union catalogue view.

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Endpiece

Standing down

Brian Osborne has stumbled upon an excellent new subject for a book, and he tells us about his new series of articles for Information Scotland.

As a writer I am never happier than when I stumble across a subject that seems to be fresh and uncharted territory – I suspect this is partly because I know that nobody can then say “Osborne’s book on X isn’t nearly as good as Smith’s or Brown’s.” I was lucky with my first biography, the life of Henry Bell. There had been a biography of him previously, but it was published in 1844 and I didn’t think it presented too much competition. Since then I have done another two biographies of people who hadn’t previously been written about at any length.

Now, with all that experience, and the wisdom of old age, I wonder if the fact that nobody before me had written a life of Lord Braxfield or MacDonnell of Glengarry should perhaps have told me something. This brilliant insight may not be unconnected to the presence of several large boxes of remaindered copies of the Glengarry book in my garage. The secret, I now think, is not only finding a fresh subject but also finding one that people actually want to read about. Of course what is also needed is a subject that the writer wants to write about. There are lots of subjects that I could write about which might be more commercially successful than Glengarry but which I would find insufferably boring to write about. Let’s be quite clear about this – I am a hack, but a hack with some principles!

Well, some years ago I came across a fascinating subject which not only did I know nothing about and about which little or nothing had been written but which nobody I spoke to seemed to know anything about. While researching Glasgow, a City at War I came across references to the Home Guard manning anti-aircraft rocket batteries at a number of sites across Scotland. Not only did I not know that there were anti-aircraft rocket batteries in the Second World War but I certainly had no idea that the Home Guard operated them. My knowledge of the Home Guard was, like most people’s, largely based on the TV series Dad’s Army and I had

thought that it consisted solely of groups of men like those in the photograph (below) of the Yarrows Shipbuilders detachment. Anyway some reference to the rocket batteries found its way into the book and being keen on recycling material I developed it for an article for the Scots Magazine. Along the way I discovered that there was a lot more to the Home Guard than the Dad's Army stereotype and that, although there were a number of UK histories of the Home Guard, oddly enough nobody had done a book on it from a Scottish perspective.

A little bit of preliminary research, scoping the subject and looking at sources, convinced me that there was indeed a book in it; a carefully composed pitch went off to Birlinn, and, with surprisingly little delay, a contract and an advance was forthcoming and the whole project was underway.

It is particularly strange that such a book hasn't been done before because the sources for the Home Guard in Scotland are rather rich. When the Home Guard "stood-down" in 1944 the army commander in Scotland circulated all Home Guard battalions and instructed them to complete a historical and statistical return for their unit. Even more usefully he then arranged for the seven bound volumes containing these unit histories to be deposited in the National Library of Scotland (MS 3816-3822.) There are also surprisingly large numbers of files in the National Archives at Kew, with far more Scottish records surviving than for English areas with equivalent population. Scattered across Scotland, and retrievable via the very useful [Scottish Archives Network](#), are collections, small in scale but often rich in fascinating local detail, in places like Ayr, Hawick and Stirling – so I have had an enjoyable autumn of visiting some rather attractive archive offices, with a special mention for the Hawick Heritage Hub and the delightfully rural Angus Archives at Restenneth Priory, outside Forfar.

As I break off from grappling with Chapter 7 to write this Endpiece I am fairly confident that it will all be finished by April 2008 and sometime in that vague publishing season called "Autumn 2008" The People's Army: The Home Guard in Scotland will hit the bookshops.

Like the Home Guard I am also "standing down." This will be my last Endpiece for some time. No, the Editor hasn't fired me, but I have been asked to write six historical articles for Information Scotland to celebrate the SLA/CILIPS centenary and the feeling was that you can have too much of a good thing! So the plan is for guest writers to be slotted in to alternate with Colin Will in this space. If I am very lucky and still able to work my computer I may be back here in Endpiece land in April 2009!

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