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After Helsinki

Stephen Parker

By the time you read this, the World Library and Information Congress, 78th IFLA General Conference and Assembly, held in Helsinki, Finland in August, will be over and we will already be looking ahead to next year's congress in Singapore. To provide a taste of the Helsinki conference, we will be publishing a selection of some of the best papers in the next issue. For the present, however, we present a varied selection of other papers which reflect in some small degree the wide range of interests of IFLA and its membership.

The first paper deals with a topic that we think has never been covered before in these pages. Carnival 2013 may be some months away still, but Lorraine M. Nero of the University of the West Indies in Trinidad and Tobago, brings carnival into the pages of *IFLA Journal* with her paper on 'Cataloguing costume designs from the Trinidad and Tobago Carnival'. The author discusses the approaches to cataloguing carnival costume designs adopted by the National Library and Information System Authority (NALIS), the Carnival Institute of Trinidad and Tobago (CITT) and the Alma Jordan Library, University of the West Indies, in Trinidad and Tobago. Aiming to determine similarities and differences in the approaches as well as highlighting some of the issues encountered in cataloguing costume designs, the research shows that in addition to core elements found in metadata standards there are other data elements that the cataloguers have identified as being important for the documentation process including the relationship of the costume design to other pieces in the performance as well as the cultural context.

The second paper comes from a part of the world that has only rarely been represented in our pages in the past. In 'Library and information science alumni of Kuwait University: Tracking positions and functions', Taghreed Alqudsi-ghabra and Nujoud Al-Muomen of Kuwait University present the results of the first survey designed to investigate where alumni of Kuwait University's Master of Library and Information Science program are working and what different functions they are performing. The paper draws inferences about the graduates' skills, positions, functions, aspirations and behaviour and shows that the job market is fluid and evolving, with many graduates performing diverse and untypical functions. Questions related to the profession's image and professional expectations are considered, and suggestions for future planning discussed in the light of the survey results.

We move to a different country and a different professional field with the next paper, 'Changes and challenges: The new information environments in schools – a British perspective', by independent consultant Andrew K. Shenton. The author notes that the nature of the learning resource areas found in Britain's schools has changed dramatically in recent years, with traditional libraries becoming increasingly uncommon and being replaced in many institutions by computer-oriented 'study centres'. These different environments pose a range of challenges to those who manage them. This paper explores in some detail questions related to such aspects as the physical environment, the virtual world to which the study centre offers access, the role of traditional materials, the functions of staff responsible for the facility and the purposes for which the area should be used.

Further changes of location and focus are reflected in the next paper, 'Showing the green way: Advocating green values and image in a Finnish public library', by Harri Sahavirta, Chief Librarian of the Vallila and Suomenlinna libraries in the Helsinki City Library system. Vallila Library created its own environmental strategies and policies and reviewed such activities as recirculation and recycling, but found that the greatest challenge was that nobody had spelled out the concept of 'green library': the library had to view the issue on a broader scale, showing others the road to becoming green(er). The library offers easy access to information on ecological issues

and arranges events that focus on environmental issues. Commitment to green values may increase environmental sustainability and help libraries to take a new and visible role in changing society.

The final paper in this issue deals with another country that has rarely featured in these pages. 'Developing libraries in Lesotho', by former Peace Corps volunteer Joey N. Lehnhard. The paper describes efforts to create effective and sustainable school and community libraries in Lesotho through professional development both in literacy education and librarianship. A library effectiveness survey of 170 school and community libraries started since 2008 led to the formation of a team of Peace Corps volunteers and local educators and librarians to create and lead a series of workshops to guide local library leaders. Piloted in September 2010 and revised with feedback, this workshop series was intended to aid the creation of 32 new libraries in 2011 by focusing on topics most relevant to the developing culture of reading in Lesotho.

Arabic and Chinese abstracts

The first issue of *IFLA Journal* for 2012 included, for the first time, Arabic and Chinese translations of the abstracts of papers published in that issue. For technical reasons, it was not possible to include Arabic and Chinese abstracts in the second issue, but they have now been published online, and this issue is complete with the Arabic, Chinese, French, German, Russian and Spanish abstracts of the five papers described above.

Article

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Cataloguing costume designs from the Trinidad and Tobago Carnival

Lorraine M. Nero
University of the West Indies

Abstract
The paper discusses the approaches to cataloguing carnival costume designs adopted by three institutions in Trinidad and Tobago. These institutions are the National Library and Information System Authority (NALIS), the Carnival Institute of Trinidad and Tobago (CITT) and the Alma Jordan Library, University of the West Indies. Catalogue records from these institutions were examined to determine the similarities and differences in the approaches as well as to highlight some of the issues encountered in cataloguing costume designs. The research shows that in addition to core elements found in metadata standards there are other data elements that the cataloguers have identified as being important for the documentation process including the relationship of the costume design to other pieces in the performance as well as the cultural context.

Keywords
cataloguing, metadata, costume designs, carnival, Trinidad and Tobago

Introduction

Carnival is a pre-Lenten festival that has taken place in Trinidad and Tobago since the 18th century and has influenced similar festivals in the Caribbean and diasporic communities worldwide. Currently, after months of preparation, the festival culminates with two days of street parades throughout the islands. Each year, costumes on various themes are showcased during the parades and in many instances thrown away after use. This tendency to discard has made it difficult for institutions to comprehensively document the costumes designed annually. Despite the long history of carnival, the acquisition and archiving of carnival costume designs are spasmodic activities carried out by a few institutions in Trinidad and Tobago, including the National Library and Information System Authority (NALIS), the Carnival Institute of Trinidad and Tobago (CITT), and the Campus Libraries, University of the West Indies (UWI). These repositories have undertaken separate projects to describe the costume designs in their holdings; as a result, each project provides good case material to discuss the issues associated with cataloguing carnival costume designs. The approach adopted in this paper is to examine the records from these three institutions, paying particular attention to unique facets of information which are considered important for the description of carnival costume designs.

Carnival costumes are usually presented during the parades as a performance of one individual or in groups referred to as Carnival Bands.[1] The size of a carnival band varies and in a medium to large carnival band one would expect a mixture of the following costume types during the presentation: Kings and Queens of the band, (these costumes are usually larger than the other costumes); Individuals, which refer to unique designs for a person in the band; Section Leaders, which describe the frontline costume leading a section during the performance; and Section Players, which are the common costumes worn by several persons. These designs can also be made specifically for male and female adults and children. Cataloguers interested in working with carnival designs are encouraged to learn about the structure of a carnival band and the order in which costumes are presented on stage because this knowledge allows one to assign

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user-friendly descriptors and to understand the relationship of one piece of costume to the entire performance.

Costume designs are available in various media; this is largely influenced by the advertising methods adopted by band leaders to market the bands. Within the three costume projects discussed in this paper, the earliest media available for consultation were design drawings or illustrated plates from 1956, with the bulk of the material being from 1965–2000. The designs were often created and illustrated by artists of national distinction such as Carlisle Chang and Wayne Berkeley, two artists whose works will be referred to extensively in this paper. These types of early carnival art are currently sought after by collectors and fetch favourable prices on the local art market. In the contemporary carnival environment bandleaders are using glossy handbills of models wearing costume prototypes, live stage shows and Internet services to entice the public to purchase costumes and participate in the parades. Each advertising medium used by the designers provides different challenges for cataloguers as it involves working with ephemera, photographs and original art. It therefore means that several cataloguing standards would have to be considered to create templates for costume descriptions.

Literature review

There are several standards available for cataloguing graphic materials, cultural items and works of art. The *Anglo-American Cataloging Rules* (1967) and its later edition, AACR2 (2005) are the early forerunners and have influenced the creation of other standards through their strengths, but more so through their weaknesses. In 1982 the Library of Congress published a separate set of rules entitled *Graphic Materials* which was meant to work in conjunction with the rules of AACR2 Chapter 8. The Introduction to *Graphic Materials* states that

> "This manual not only augments the original rules found in Chapter 8, but it also departs from that base in several instances in an effort to meet the requirements for cataloging original and historical graphic materials." (*Graphic Materials 2002*)

One intention of *Graphic Materials* is to provide enhanced guidelines for bibliographic description of original and historical resources by incorporating elements from the archival profession and expanding the idea of the "chief source" of information as articulated in AACR2. As prescribed in *Graphic Materials,* cataloguers can use additional documentation and reference text as sources for description since the items in hand oftentimes lack enough information for the bibliographic record. Even though *Graphic Materials* has improved the options for describing costume designs, it is recognized that costume designs by their nature are works of art, blueprints to works of art and museum pieces; consequently other standards like *Categories for the Description of Works of Art (CDWA*) and *Cataloguing Cultural Objects (*CCO*)* are needed to satisfy the requirements of some cultural institutions. This became more evident after perusing several online digital projects and the literature on costume designs.

Cataloguers have used the knowledge base of various communities along with metadata standards to create templates for costume projects and it is noted that institutions have categories of information specific to their needs. Bregman and Han (2010) revealed in their discussion of digital projects involving theatre, photography, and design collections of several institutions that the core metadata elements observed in a cross section of records were: title, description, subject, rights, relation, source, type and format. In the case of their project, which entailed making a design collection available online, it was necessary to expand the core fields listed above to 18 elements, including categories for performance history, production notes, associated people, and provenance. According to Goodrum and Martin (1999), a Drexel University project on historical costume design conceived of an initial metadata template with 200 fields, along with data entry guidelines for each. They indicated that the design was influenced by the library, archive and museum professions; therefore the template accommodated data for Accession, Description and Additional documentation (including books articles, videos). Castronovo (2010) also highlighted additional categories of information which were considered important in a Shubert Archive project. A category was created for problems identified with the design media, such as damaged paper; interestingly the cataloguing record also held research notes on the steps taken to identify costumes which were previously anonymous. Each of these projects shows that the descriptive tools can in no way be considered exhaustive and that more categories for description have to be considered at the local level.

The categories for description continue to evolve as attempts are made to anticipate the interest of future costume researchers and make the catalogue record satisfy these needs. The influence of researcher needs on the metadata output has been mentioned by King (2010), who suggests that one expectation of this user group is that the metadata should be tailored to their subject needs. Goodrum and Martin (1999) indicate

that their metadata template was based on an assessment of user needs. To create custom type metadata, therefore, cataloguers have to ask themselves what type of information would the costume researcher require apart from the standard access points which are placed on a record? Studies on the information seeking behavior of visual and costume researchers have made attempts to specify these user needs (Hemming 2008, Mason and Robinson 2010). Jörgensen (1999) presented a model from her earlier research which suggests that visual researchers look for information in six broad areas: Text-based information (creator, title, period, nationality, technique and genre), Specific Object (size, location, texture, shape and orientation), Topical search (time location, event), Event searches, Affective (lighting, colour, emotion) and Conceptual (abstract, symbolic, thematic). Medaille (2009) pointed out in her research, which focused specifically on the searching behavior of theatre artists, that information is desired for six primary reasons, some of which are highlighted by Jörgensen's research, but also include information for inspiration, career and historical research. How cataloguers are to realistically capture all these components in a record is an issue each institution undertaking the cataloguing of costume design has to determine in order to satisfy researchers' information needs and at the same ensure expediency in the execution of the project.

Despite the multiplicity of tools available to cataloguers for describing collections or individual items, the cataloguing of costume designs has produced challenges for different organizations. The Theatre Library Association's *Documenting Costume Design* (2010) highlights the projects from several institutions involved in managing these types of collections. Coco (2010), who has an article in this volume, records one of the main challenges encountered during the cataloguing process at the Margaret Herrick Library as being the identification of the creator versus illustrator of works and assigning appropriate responsibility on the records. She also points out that in cases where designers use the talent of illustrators, cataloguers have to determine who gets primary responsibility for the work. Even when the designers are known, Goodrum and Martin (1999) suggest that finding authoritative sources for identifying the designer of a costume is challenging.

The anonymous designer on a costume design plate is an even greater challenge for cataloguers and costume researchers. Ferris (2009), writing about carnival art, highlights the anonymity of costume designers in documentary sources as a major issue when conducting research in this area. She notes that in many publications where photographs of designs are reproduced, the names of the designers are omitted. In the cases of the Wayne Berkeley and Carlisle Chang collections held at NALIS and UWI respectively, the designers also functioned as illustrators and have also inscribed many of the design plates, thus the anonymity issue was not encountered. At the CITT, where there are designs from various sources, this issue is more apparent. To deal with this challenge as much provenance data as possible is gathered during the acquisition process in the hope that researchers can help identify the creator in the future. When the persons responsible for the designs are unknown, the carnival band as a corporate entity is assigned as the creator.

Another issue which presents a challenge is the subject indexing of costume designs and locating appropriate thesauri to assign headings. Bregman and Han (2010) also discuss this, and Castronovo (2010) writes that "one of the most important and challenging aspects of metadata creation relates to names, subject headings and the thesaurus." For the Shubert Archive project, Castronovo states that the archive staff, after considering several controlled vocabularies, decided to create and use local subject headings because of the scope of the collection. Other projects have employed multiple thesauri to capture the essence of the design elements; Zeng (1999) points out that "subject indexing for historical fashion items relies on more than one source of subject headings" to adequately describe the resource. Zeng (1999) notes that the Library of Congress headings provide a small list of general terms; some of which have also been reproduced by King (2010). Other thesauri she discussed were: *The Thesaurus for Graphic Materials: I Subject Terms* (1995) and the *Vocabulary of Basic Terms for Cataloging Costume* created by the International Committee for Museums and Collections of Costumes (n.d.). The availability of thesauri is an advantage to any cataloguing project; however costume designs produced in a localized environment like carnival oftentimes require descriptive terms specific to that resource, which may not be available in the international standards. Thus institutions have to invest some time in working on localized headings to be used for costume projects.

Approaches to cataloguing carnival costume designs

Wayne Berkeley collection at NALIS

NALIS has the largest collection of costume designs by the artist Wayne Berkeley, (1940–2011), who was one of the foremost designers of costumes in Trinidad

Title of the Costume: Sunset
Title of the Band: Secrets of the Sky
Year and Country: Trinidad Carnival, 1973
Description: This band, co-produced by Wayne Berkeley and Bobby Ammon, depicted everything that happens in the sky, from comets, eclipses of the sun and moon to regular things like sunsets and sunrises. It told the story of the sky in one day. Vera Ammon won the 'Queen of the bands" title, portraying "Look for the Silver Lining", and Colin Edhill won the King of the Bands with his fierce "Jup iter Super-Star, Ruler of the Skies". The band also won the "Band of the Year" title.

Figure 1. Record by Wayne Berkeley
Source: Record from Berkeley (1999). Image from NALIS.

and Tobago. The collection, according to the online description, ''consists of original costume drawings of Wayne Berkeley from his 'Mas' producing career. It spans the period 1966–2000'' (Wayne Berkeley Collection). Wayne Berkeley began his design career in 1959 by producing stage sets; from 1965 he produced carnival bands almost annually and won the Band of the Year title twelve times.

In a catalogue of selected costume designs created during his career, Berkeley (1999) talks about his work and reproduced several images of his costume designs accompanied by brief descriptions. These descriptions are important in discussing the approaches to cataloguing costume designs since the work did not emanate from the library fraternity; it therefore presents data that the designer considers significant for researchers and the general reading audience. The entries in the book contain four elements: Title of Costume, Title of Band, Year and Country, and Description. The Description holds various types of information inclusive of performance history, awards and innovative approaches used for costume construction. Since the publication only showcased the work of Berkeley, the Creator field was omitted. Figure 1 shows a sample entry from the publication.

From this publication it is evident that the relationship between Title of Costume and Title of Band is important, as this helps to explain the development of the band's theme. In traditional library cataloguing, where the emphasis is primarily on the item in hand, this type of relationship information would be an optional element to be included at the discretion of the cataloguer. For carnival costume descriptions, the context of the larger performance may be considered core information, and documenting the name of the carnival band, if known, is one means of providing context information. The inclusion of Title of Band can also help with historical research on the themes portrayed through the years. It is not unusual for different designers to use similar names for costume designs, especially for themes from nature. Title of Band information would clarify these cases, for although the theme maybe repeated, the overall production title is rarely reused.

The Country and Year of design are also important because themes have been repeated over the years by different designers. The 'China' theme has been recreated in three popular presentations: 'China the Forbidden City' in 1965, designed by Carlisle Chang; 'Six Days and Seven Nights in Shanghai' in 2002, by the group Trini Revellers; and 'Kingdom of the Dragon' by the group Legacy in 2009. In the case of Wayne Berkeley, he designed several costumes in different years using the 'sunset' theme: 'Sunset' from the band Elements in 1998; 'Arctic Sunset' from Mirage in 1994; 'Lake at Sunset' from Swan Lake, 1991; 'Clouds at Sunset' and 'Sunset' from the band Secrets of the Sky, 1973. Note that along with these he also had other designs using the sun as the object of inspiration. Contemporary designers also produce costumes for carnival presentations in several countries and providing information on the location will assist researchers to identify the design traits of a particular country and designer.

The Berkeley catalogue preceded the cataloguing and digitization project undertaken by NALIS. Out of this project, NALIS has provided an electronic database of Berkeley's designs along with digitized images via its website. This is one of the first online resources to provide access to the works of a carnival

Title: Aquamarine Crescent
Author: *Berkeley, Wayne*
Description: Section in the band: Les Bijoux.
Female costume consisting of a back piece, head piece and suit. The head piece is a helmet with large blue and white jewels, grouped on one side of the head. The back piece is an arc of blue and white jewels, like a brooch. The suit is a cold-shouldered blue bathing suit with a dark blue insert and the rest sequinned. The costume is completed by the blue sequinned armband.
Berkeley, Wayne 1997
Subject: JEWELS; COSTUMES − FEMALE
Copyright: NALIS

Figure 2. Record from NALIS
Source: Wayne Berkeley Collection, NALIS Database.

costume designer. Thus, project leaders willing to work with carnival costume designs can learn from the strengths and challenges of this online resource. The information that the NALIS indexers provided in the online descriptions has also been instrumental in identifying the elements needed for the carnival costume design plates. A sample record from NALIS is shown in Figure 2.

The descriptions in the Berkeley publication focused on providing context and historical information for several of his carnival band productions; however, the NALIS records, shaped by AACR2 as the data entry guide and Dublin Core as the structure for the template, gave descriptive information primarily for the item in hand. The distinction between the book publication and the NALIS record is most evident in the Description field, where NALIS used this to describe the information as seen by the cataloguer. The NALIS approach expanded the description to include details on colour and costume construction. The Description field also functioned as the all-purpose area for NALIS, and as such other categories of information, including accompanying props were placed here (see Figure 2).

Unlike the Berkeley record, a separate element was not created to accommodate the band title and country of performance; consequently these pieces of information were also embedded in the Description field and, in some examples, under Subject headings. The extensive use of the Description as a 'capture all' field ultimately affects the quality of database recall when search queries are entered. Users have to depend on keyword searches to locate information about the title of a band presentation. This explains the challenge that Ferris (2009) encountered with information recall from the database. While evaluating this resource, Ferris (2009) noted that there are difficulties in retrieving information by the title of the band and the year of production. The different uses of the Description field employed in the book record and the online database each have their benefits and would satisfy the research needs of different clienteles; however, the ideal situation would have been a combination of the two approaches in a single database.

It is to be noted that the NALIS records went one step further than the Berkeley publication by adding three elements considered core in many metadata schemas, namely, creator, subjects, and rights, while omitting information such as the dimensions of the design plates and the medium used to create the designs. These records represent early attempts by indexers to fit carnival art into metadata schemas using existing guides such as AACR2. From this experience other institutions have considered other approaches and guides for describing carnival costumes.

The Carnival Institute of Trinidad and Tobago

The CITT was established to ''collect and conserve all forms of information in response to some of the crucial questions that are relevant to the many festivals which occur in Trinidad and Tobago'' (National Carnival Commission of Trinidad and Tobago 2010). One aspect of CITT's work is to collect carnival costumes and their designs. Since the CITT functions as a resource centre and museum for carnival artefacts, the data recorded on the cataloguing forms serve multiple purposes. The records provide access to costumes, accompanying designs, provenance, conservation issues and acquisition data including the status of costumes upon acquisition. Whereas the NALIS approach was primarily to provide access to the resources for research, the CITT engaged in extensive

Producer of the band:	Tribe
Title of the band:	What Lies Beneath
Section Title:	Angel Fish
Gender of Costume:	Female
Date:	2006
Types of Objects:	N/A
Number of Objects:	N/A
Acquisition type:	Gift
Class number	

Figure 3. Record from the Carnival Institute
Source: The internal records of the Carnival Institute of Trinidad and Tobago.

documentation to satisfy user access and artefact management.

A sample record from the CITT is shown in Figure 3.

After examining a cross section of the CITT records it was noted that overall the descriptions are lengthy and are, in some cases, miniature essays. In the example shown in Figure 3, the description was not reproduced because of its length. Noticeably, both NALIS and the CITT used the description element to record extensive details. In the case of NALIS, the indexing of the costumes took place before the digitization process and as such the descriptions helped to distinguish pieces in the collection. For the CITT, a large portion of the description is for curatorial purposes. Some of the features captured in the descriptions were: measurements of costume components e.g. length of a feather, size of a hem; detailed description of all pieces making up the work e.g. construction materials, techniques, type of fabric, and stitching; the construction and/or sale prices for the costume; name of the band leader and where available the design concept as written by the designer. In one particular case of a Wayne Berkeley design held at the CITT, the cataloguer also included information on the order in which the sections proceeded on stage for the performance. While the indexers at this institution attempted to capture as much information as possible, data was omitted in cases where no information or provenance was available to help with the cataloguing process.

What is also interesting with the CITT project is that the documentation process is being spearheaded by an artist/theatre designer; as such the enhanced descriptions in these records reflect a practitioner's knowledge and skills. While the information provided would be valuable to researchers, the CITT approach to cataloguing is labour intensive and requires an understanding of costume construction and design concepts. Of the three projects, this is the only case in which a subject specialist is performing the cataloguing of the designs; as such the details identified can be beyond the scope of generalist cataloguers. Another outcome of the CITT approach is that the record holds information for both the design and the costume artifact, thereby reducing the number of catalogue records to be created; it also means that location information for the different formats is captured on the same record.

In the cases of the CITT and the Berkeley publication, where designers influenced the documentation process, 'Title of the Band' was given a separate field, thereby confirming that this element is of importance to persons in carnival costume research. The CITT also used another metadata element not available in the NALIS records, namely, 'Producer of the Band'. This is also noted in another carnival costume design project outside of Trinidad and Tobago, the online Carnival Collection of Tulane University in New Orleans, which also provides search options for the producer of the band referred to as a 'Krewe'(The Carnival Collection 2012).

The University of the West Indies, St. Augustine

Admittedly, the cataloguing of costume designs at the UWI is the newest of the three projects and as such the indexers were able to draw on the experiences of the aforementioned projects. The carnival costume design drawings housed at the Main Library form one series of the Carlisle Chang collection and were all done by Chang. Carlisle Chang (1921–2001) was a professional artist who participated in many aspects of art and culture in Trinidad and Tobago. He spearheaded the committee that created the designs for the national flag and coat of arms of Trinidad and Tobago. The papers that document his life's work were bequeathed to the University of the West Indies in 2004 and were named to the Trinidad and Tobago Memory of the World Register in 2010.

Unlike NALIS and the CITT, the cataloguing of the costume designs from this collection occurred in tandem with the digitization process. This had the effect of influencing the standards and the workflow adopted for the project. The costume designs were digitized and the surrogates placed in the online Institutional Repository, UWISpace. Preliminary records were populated with information by the Digitization team with the understanding that the Metadata team would enhance the records in due course. The Institutional Repository operates on a DSpace platform with Dublin Core as the metadata schema for input. The Dublin Core metadata schema is not as granular as specialist schemas such as the CDWA and the Visual

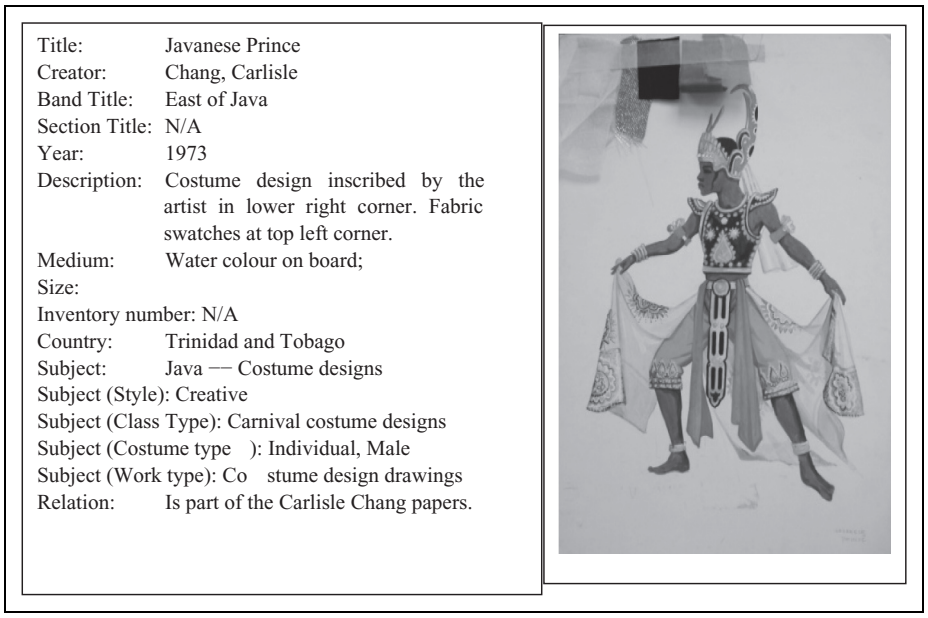

Figure 4. Record from the UWI, St. Augustine
Source: The University of the West Indies.

Resources Association (VRA) Core, consequently once the essential elements for carnival costume designs were identified, a crosswalk to Dublin Core had to be prepared to guide the bibliographic description. A sample of a UWI record is shown in Figure 4: note that the selection of elements was influenced by the CCO standard.

Table 1 shows the guidelines used to accommodate the crosswalk between the elements identified for costume designs and Dublin Core.

One outcome of using Dublin Core as the metadata standard was that an element had to be repeated to accommodate various categories of information, as is evident with the Description and Subject elements. The Description fields in many of the UWI records were kept at a minimum because the costumes were not in hand and a decision was made to catalogue the costume design and not the costume itself. It was also felt that the primary role of the cataloguing function is to provide access to the resource and other research data can be incorporated at a later stage if needed. This approach is a departure from that used by the aforementioned institutions which had historical information and costume details in this Description area; instead, information on inscription, presence of fabric swatches, props drawn with the designs and stains were some of the things identified in this field.

Although the UWI records contain some similar elements noted in the NALIS and CITT projects, they also introduced some issues for consideration. The first of these is the use of a third title element labeled Section Title, because a band can have variations in the costumes for different sections. Rather than use an Alternative Title field which would accommodate all titles that the cataloguer felt would be significant, a decision was made to separate them so that whenever data migration has to take place the mapping process would be more efficient. This was then mapped to DC 'Is Part of" which is meant to give the hierarchical relationship between the pieces and the carnival band as an entity.

Other cataloguing issues

In reviewing the work done for the cataloguing of the costume designs, two questions that consistently arose were how much information should the catalogue record contain and how much research is expected of the cataloguers? In the introduction to the CCO, the authors, in addressing the issue of 'How much information should a catalogue record contain?' suggest that the ''focus of cataloguing should be twofold: promoting good access to the works and images coupled with clear, accurate descriptions that users will understand''(Baca 2006: 7). Therefore the thin balance between providing information to enable access and conducting extensive research has to be managed for projects involving the cataloguing of original materials. What experience has shown in each of the approaches to cataloguing discussed above is that some research on the costume design and its cultural context has to be undertaken to fill gaps in the bibliographic record. In the UWI project, attempts were made to locate documents from the Carlisle Chang collection that dealt with the design ideas as well as inventories of the costume plates. Further attempts

Table 1. Dublin Core crosswalk for costume metadata

Label	Dublin Core	Guidelines
Title	DC Title	Required.
Creator	DC Creator	Enter the name of the costume designer surname first. e.g. Chang, Carlisle.
Band Title	DC Is Part Of	Provide the title of band
Section Title	DC Is Part Of	Provide the section name, if different from the costume title
Year	DC Date.Created	Year on item, or year the band was presented
Medium	DC Format.Medium	
Size	DC Format.Medium	Enter the measurement of the design drawing medium as: Height X Width cm.
Description	DC Description	Include in the description marks of inscription and position of inscription on the work e.g. signed Chang at lower left corner. Include details of whether fabric swatches were added. Mention accompanying props drawn with the designs e.g. drums, standards, rags, etc.
Inventory number	DC Description	
Country	DC Subject	Controlled by Library of Congress Name Authority
Subjects	DC Subject	Controlled by LCSH
Style	DC Subject local	If Known, assign a heading for the costume plate from the List "Categories for the Style of Carnival Costume Designs."
Class Type	DC Subject local	Use the default "Carnival costume designs"
Costume Type	DC Subject local	Select a term from the list of costume types.
Work type	DC Type	Required. Use the term "Costume design drawings". The term is taken from the TGM
Relation	DC Is Part of	Is Part of the Carlisle Chang papers

were made to establish for each of Carlisle Chang's carnival bands the number of sections, individuals, kings and queens so as to limit the number of items assigned the term 'Untitled'. This was greatly aided by the fact that the archive resides at the institution as such additional documentation was used to complement the chief source of information.

Additional documentation for carnival bands can include the design philosophy and the meaning of the costumes as articulated by the designer. This is a particular strength of the early costume designers; however in some contemporary advertisements, for example handbills, this type of information is not available. To illustrate how a theme is developed into a carnival band, one can look at an example of Carlisle Chang's work. In 1974 Carlisle Chang designed costumes for the carnival band 'Terra Firma' and he describes the design idea in the following text:

> "Terra Firma, the earth's story, is based on our knowledge of the earth, its structure and behaviour, and is inspired by environmental concern. The twenty four sections fall into four basic groupings the fiery core and centre of the earth; the mantle of rock and minerals; the outer crust of curious subterranean and terrestrial phenomenon and the fourth group the underworld of myth and mystery."(Carlisle Chang Collection, box 5, folder 37)

The costumes designed for this theme included glacial waters, diamonds, rubies, electrons and neutrons, among others. In addition to the overall thesis, he provides a full description of various costumes; below is a portion of the text from the essay written on the King of the Band costume, 'The Alchemist':

> "... Tony Superville portrays a mythical character, the Alchemist, a sorcerer or wizard who stands at the heart of matter making his electrons and molecules dance to create all things living or inanimate.
>
> The costume depicts an ancient personage heavily bearded and with wildly streaming hair. He is enclosed in the fiery core of the earth amid an explosion of atoms which seem to split the world asunder ..." (Carlisle Chang Collection, box 5, folder 37)

For cataloguers, a text like this is important for source information because the descriptions can assist in providing titles for 'Untitled' works or in making the task of creating a descriptive title easier. Helpful headings can also be assigned for performers and other subject associations based on the text. According to documents in Chang's papers, he created 50 costume designs for this band Terra Firma and these were numbered within the range: 7401–7450. Amongst these designs are individual costumes, section players, king and queen. The cataloguing challenge therefore is not only to present data on an

individual plate like the Rubies costume design, but also to provide enough information in that record that would allow researchers to understand the relationship of a design to other pieces and also to gain an idea of the collective performance.

One observation made after examination of metadata records is that there is need to establish a thesaurus that can accommodate the nuances of carnival costume designs. As highlighted in the literature, controlled vocabularies to describe the costume designs at times can be limited, and this was the case with the three projects. In the local practice of carnival there are terms used to describe the costume types and styles which are not all available in controlled vocabularies selected for use, such as Library of Congress Subject Headings. Consequently, additional documentation had to be developed by the institutions to describe these elements. At the UWI, where the metadata element DC Subject holds information on style, class type, costume type, the subject and country of design; two short lists entitled 'Categories for the Style of Carnival Costume Designs' and 'Costume types' were created to describe the styles of carnival costume designs. Style as defined by the CCO "identifies the named, defined style, historical or artistic period, movement, group or school whose characteristics are represented in the work being catalogued"(Baca 2006:156). The element is considered core for the description of works of art and by extension carnival costumes. CCO further recommends that the terms used to express style should be drawn from a standardized list. Consequently, the terminology selected to name the styles of costumes should aim to be consistent, approved by the constituents, and place the work in the context of similar entities. In an effort to prepare a working list for the UWI project, the terms used by the National Carnival Bands Association of Trinidad and Tobago (NCBA) were adopted[2]. Every participating band in the carnival parade must register with the NCBA and indicate the category under which the presentation is to be judged. A consolidation of the costume categories is presented in Table 2 and a short list of costume types in Table 3.

Adopting the terminology established by the NCBA ensures that the costumes will match the registration archives of the NCBA and the history of carnival. It was also necessary to provide a description of the characteristics associated with each costume style; therefore several works on the carnival characters were consulted and appended to the list to provide guidance on how to identify each with a possible photograph from a published source. There were several categories that were difficult to define and these were as follows: Creative, Creative topical, Fantasy and Original. The NCBA was consulted for clarification on these definitions, but even with the explanations, there were no traits that one could list to help the cataloguers make a distinction. One consideration was to look at the themes that were assigned to these categories over the years and use these as guides, but this approach can also provide misleading information. For example, in 2011, the winning carnival queen costume was entitled D' Jeweled Chandelier, worn by Peola Marchan. Based on the title and look of the costume, one may be tempted to assign it to the Creative category. However, this costume was registered with the NCBA under the Modern History category because it is part of the band D' Big Dance: Sel Duncan at the Palm Club. The band's presentation tells the story of a renowned Trinidadian musician, Sel Duncan and the dances at which he played his music in the Palm Club ballroom. The D' Jeweled Chandelier, when presented on stage, had an accompanying text that explained to the audience that this costume represented the chandelier that

Table 2. Categories for the style of carnival costume designs

Categories for style	
Ancient History	Fancy Sailor
African History	Fantasy
Authentic Indian	Historical
Baby Doll	Jab Jab
Bat	Jab Malassie
Black Indian	Jammette
Burroquite	Modern History
Cow*	Minstrel
Clown	Military Forces
Creative	Moko Jumbie
Creative Topical	Ole Time carnival
Dame Lorraine	Original
Devils and Demons	Pierrot Grenade
Dragon *	Robber
Fancy Indian	

Note: *these were not on the NCBA list, but were added because they are traditional characters once popular in the carnival.

Table 3. Costume types

Costume types	
Costumes, Female	Queens
Costumes, Male	Section Leaders, Female
Individuals, Female	Section Leaders, Male
Individuals, Male	Unisex
Kings	Kids

hung in the ballroom for these dances. Therefore without the context of the costume design and presentation it would be difficult at times for cataloguers to determine the style. As such, rather than make this category mandatory, cataloguers were advised to leave it out if there is uncertainty. These issues of terminology and definition make it even more difficult to create standardized headings on a wider national level.

Conclusion

The projects at the three institutions are significant in attempting to document one aspect of the multifaceted Trinidad and Tobago carnival and like other categories of non-print cataloguing these provide their own challenges. Cataloguing continues to be a fluid process that evolves with each project undertaken. While cataloguers prepare records for global consumption with standardized elements guided by international standard, what is also evident is that the cultural context of the costume pieces in performance should also influence some of the data elements designated as important. This was highlighted with the recurring use of several titles on records such as band title and section title, to reconstruct hierarchical relationships, and attempts to link records to the design ideas expressed by the creators. As more institutions undertake the description of these resources in the Caribbean, the development of supporting resources such as a terms dictionary for style and costume types can also evolve.

An examination of the records presented by the three institutions also shows that each institution has data elements that they deem more significant. Overall the institutions followed the standards available and used the description fields to collapse information. However, the data was not consistent for all records and since the records are not integrated in a single national database the challenges of interoperability have not yet arisen. To facilitate any future considerations for an integrated catalogue, standardization would have to take place. Thus to assist the process one would like to recommend the following elements be considered core for cataloguing carnival costume designs: Country of Production Creator, Description, Title of Band, Title of Design, Title of Section, Style (as listed on the NCBA website), Subject and Year of Production. Even with these prescriptive fields, it is also important that the cataloguers continue the dialogue with researchers and designers to ensure that the records adequately capture information to serve the respective clientele.

Notes

1. A carnival band is an organization of designers, artisans, event managers and costumed players. Designers create costumes for a Band on a particular theme, subject, or place. A band can be as small as 2 persons or as large as five thousand persons. Designers compete for the best costumed band and receive prizes and boasting rights for the year.
2. National Carnival Bands Association http://www.ncbatt.com/index.cfm?Content=23

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Library and information science alumni of Kuwait University: Tracking positions and functions

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Abstract
This is the first descriptive study that uses the survey method to investigate where alumni of Kuwait University's Master of Library and Information Science program are working and what different functions they are performing. The survey method was used to collect mainly quantitative data from alumni. Inferences about the graduates' skills, positions, functions, aspirations and behavior are made from the data collected via the questionnaires. The market is fluid and evolving, and graduates are doing diverse functions that are not typical. Problems that have to do with the profession's image and expectations are voiced. Implications about professional titles and job salaries as well as suggestions for future planning are discussed in light of survey results.

Keywords
library and information science alumni, career tracking, employment, surveys, Kuwait University

Introduction

Information professions are evolving generally, and this is happening more so in Kuwait, where a modern education system goes back to the 1960s. The master's degree program in Library and Information Science (MLIS) started out within the College of Graduate Studies at Kuwait University. It is the only library and information science (LIS) professional degree in Kuwait. It began admitting students for the 1996–1997 academic year. At the time, it was a significant accomplishment to offer the MLIS without a corresponding undergraduate degree, let alone to have English as its language of instruction. Developments led to the program's expansion, and it was awarded academic department status within the College of Social Sciences in 2001. In 2002, a minor in Information Studies was added for Social Sciences College students.

The master's program is a 36-credit program modeled after the American Library Association's accredited LIS programs. The program has core courses covering basic competencies and functions of the profession, followed by a number of electives to supplement students' work. The program went through two external evaluations, a process very similar to accreditation and usually required by the College of Graduate Studies for all its graduate programs every 5 years. The first group of students graduated from the MLIS program in June 1998, and between 1998 and 2010 a total of 167 students graduated from the program, of whom 41 (24.5 percent) were men and 126 (75.5 percent) were women.

The study at hand uses the descriptive survey method to determine the market characteristics of Kuwait University's MLIS graduates from 1998 to 2010. Surveys are useful methods of study when there is an interest in collecting data on aspects of human behavior that need to be quantified and are difficult to observe directly because the number and/or circumstances of the subjects studied are unmanageable. Inferences, both qualitative and quantitative, about the graduates' skills, positions, functions, aspirations,

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and behaviors are made from data collected via the questionnaires.

This research is the first attempt to map where MLIS alumni are and what they are doing. Obtaining accurate contact information for alumni proved to be a challenging task prior to administering the survey. The core of this study comprises analysis of a survey questionnaire and the implications of its results. The significance of this study is its contribution to the literature in this field generally and in Kuwait specifically.

Relevant literature review

The literature on LIS career opportunities has been growing in the last decade as an increasing number of scholars have been paying attention to the subject of the LIS market and future careers. Most of these studies have been carried out in Europe and North America (e.g. Raguotis and Petuchovaite 2010; Marshall et al. 2009a/b; Ard et al. 2006; Shontz and Murray 2007; Davis and Moran 2005; Khoo et al. 2001). Their number is an indication of the increasing importance of this area and implies that librarians and information professionals have realized how critical it is to analyze the job opportunities and future careers of LIS graduates in order to improve the field.

An examination of the literature shows that previous studies of the LIS job market and its graduates have not looked into the careers and employment of LIS graduates in the Middle East in general, and no studies of this kind have been undertaken in Kuwait or anywhere in the Gulf region. Alqudsi-ghabra and Al-Ansari (1998) summarized the justification for the MLIS degree in Kuwait and how it had evolved in light of difficulties, in addition to accomplishments achieved with the establishment of the MLIS at Kuwait University. Since 1998, no study has been carried out to follow up on the status of students who earned the MLIS degree and the implications this degree had for their careers.

Recently, Belzile et al. (2010) produced a report on competencies for librarians of the Canadian Association of Research Libraries (CARL). Competencies fall into seven major areas: foundational knowledge, interpersonal skills, leadership and management, collection development, information literacy, research and contribution to the profession, and information technology skills. This report highlights the areas upon which any LIS program should focus when considering improvements to the field. Undoubtedly, investing in such competencies can only be achieved when there is a systematic evaluation of the career paths of LIS graduates and tracking of whether they have acquired some, if not all, of these competencies. A review of the literature shows that few studies have called attention to marketing issues related to the LIS market.

Two recent studies have looked into career tracking strategies. Raguotis and Petuchovaite (2010) aimed for a systematic way of collecting information about the careers, job positions, and pay levels of LIS graduates. The researchers explored the career experiences of LIS graduates in Lithuania using a Web-based questionnaire and found a high percentage of LIS graduate employment. Results showed that more than half of all respondents (51.9 percent) were working in libraries. One major recommendation of the study was closer interaction between faculty and potential employers. Results also highlighted the importance of promoting research benefits to alumni clubs and professional-based social networks. Marshall et al. (2009a/b) conducted a study in two parts to explore LIS workforce issues. In the first part of the study, the authors investigated educational, workforce, and career issues facing LIS students to explore the possibility for a career-tracking model. The second part of the study sought to develop an alumni-tracking system that can be used by a wide range of LIS programs. The study found that the LIS workforce is aging and that most LIS graduates tend to work in libraries. Findings of the study highlighted the need for an alumni-tracking system and revealed that most LIS programs have limited resources available for this task.

In addition, earlier studies have focused on LIS alumni tracking. For example, Ingram et al. (2005) reported on the development of a systematic process for locating instructional design alumni and recruiting them to provide feedback from their workplaces. Two major issues were noted in contacting alumni: the first was to locate alumni current contact information, and the second was to facilitate a large response rate through instruments.

It should be noted, however, that some studies have focused on issues other than alumni tracking, such as the motivations of LIS graduates and professionals and their attitudes toward their fields. Warraich and Ameen (2011) surveyed the perceptions of junior and senior LIS professionals in Pakistan on LIS curricula and their relevance to market needs in enhancing employability. Through questionnaires, focus group interviews, and observations, it was found that the curricula were up-to-date and well-designed but were not fulfilling the needs of young graduates and their employers. Ard et al. (2006) conducted a survey at the University of Alabama's school of LIS to study the career motivations of MLIS students. The authors

explored reasons for entering the field, salary expectations, and perceptions of the job market. Based on the findings, the study proposed several recruitment strategies with special emphasis on the key role of reference librarians in future campaigns. The survey showed that working in libraries significantly elevates the chances of entering the LIS profession. Davis and Moran (2005) provided an overview of how LIS students were being introduced to issues related to the development of LIS programs. The authors looked at specialized courses dealing with various aspects of scholarly communication. They also looked into modifications made to some courses and explored the benefits of field experience, graduate assistantships, and participation in institutional projects.

Two recent books provided an overview of job opportunities and careers of holders of MLIS degrees (Shontz and Murray 2007; Haycock and Sheldon 2008). For their part, Shontz and Murray described 95 different jobs held by people with MLIS degrees. The authors attempted to show the diversity of what professionals in the field do and can do; they indirectly presented the interdisciplinary aspects within the library and information field. Haycock and Sheldon provided an overview of the LIS profession, the importance of professional education for the profession, and the basic functions and competencies of librarianship.

Apart from perceptions and motivations, some other studies of LIS graduate schools have focused on analyzing the status of their students and applicants in order to predict future careers. For example, Khoo et al. (2001) surveyed students and graduates of Information Studies in Singapore to find out whether there were well-defined and coherent clusters of LIS students and applicants who preferred similar subjects. Two clusters were found: a library-oriented one and a non-library group that was more oriented toward information technology and information management.

Building on previous studies and the literature cited, this study aims to add to the literature a descriptive study profiling the status of MLIS graduates in Kuwait.

Methods of study

People's networks proved highly effective in locating email addresses of respondents, who are all Kuwait University MLIS alumni. Communication with respondents was accomplished through email, mobile messaging, phone calls, and personal encounters, when possible, to solicit contact information of additional alumni and increase participation. Email messages that bounced back were checked several times and corrections were made when possible.

A message indicating the purpose of the study was accompanied by a questionnaire (see Appendix A) consisting of 27 closed- and open-ended questions that sought information in the following areas:

Area 1: Demographic information including name, age, gender, nationality, marital status, and whether the alumnus had children or not during his or her master's studies.

Area 2: Educational background and performance, including GPAs.

Area 3: Reasons for joining the MLIS program and means of knowing about the degree and program.

Area 4: Job titles and salary ranges before and after earning the MLIS degree.

Area 5: Functions that MLIS alumni perform at work, whether they work in the government or in the private sector, and whether they work in libraries, information centers, or other places.

Area 6: Skills needed on the job, whether or not their LIS education prepared them for the job, and the skills learned while studying that proved beneficial to them on the job. Haycock and Sheldon's discussion of competencies (2008) and the Special Library Association (SLA) Competencies for Information Professionals of the 21st Century (1997, updated 2003) were reviewed. The Belzile et al. study mentioned in the literature review was also examined. They all provided a framework for the skills investigated, and all fall under professional and personal competencies.

Two open-ended short-answer questions provided an option for respondents to write their opinions. Furthermore, an email address was provided at the end of the survey for those who wanted to communicate more information. These were all text analyzed. Two questions soliciting job titles of alumni before and after obtaining the MLIS degree were text analyzed as well.

Reminders were sent weekly to those respondents who did not respond or who had any unexplained delay in submitting the survey. The survey began on 11 March 2011 and closed on 12 April 2011. Messages were sent throughout the survey period to email addresses as they became available. To cater to the convenience and schedules of all respondents, the survey was sent several times, alternating between weekdays and weekends and mornings and evenings. The respondents are a diverse group of professionals, doctoral students, and academic faculty members in and outside of Kuwait. As in all self-reported studies, data was collected through the survey, a fact that

made the information heavily reliant on descriptive analysis. However, quantifying the data was used along with the qualitative data to strengthen the analysis. In cases where answers of 'other' exceeded 10 percent, answers were investigated and resulting information analyzed to ascertain its significance and its contribution to the interpretation of results. When deemed significant it was added to the analysis.

Over the 13 years between 1998 and 2010, 167 students graduated from the MLIS program. Of the 167 who had graduated by June 2010, 145 email addresses (87 percent) were verified and deemed usable or updated through social and professional contacts. It is true that case studies may not always be very representative, yet the high response rate makes this study representative of the MLIS market in Kuwait. Out of a total of 145 graduates verified and surveyed, 92 (63.5 percent) responded. For email surveys, this is considered a good response rate.

Objectives and strengths of the study

One of the contributions of this study is to lessen the use of impressions and increase the use of knowledge for decision-making, improvements, and legislation favorable to the profession and its members. Facts aid the knowledge that is prerequisite to any understanding of the market for graduates. Until this knowledge is built on facts and is organized, it will continue to constitute only impressions.

With diversification of technology and constant changes in the field and its surrounding environment, information professionals are continuously being defined by what they do rather than where they do it. Does this apply to the Kuwaiti MLIS alumni? To answer this question, there is a growing need in the case of the MLIS alumni market to ascertain what they do for work as well as where they work. This study seeks to understand what MLIS alumni are doing after graduation and the implications of this on the field in Kuwait as well as on the alumni.

It is essential for planning purposes to understand what functions alumni are performing and how information gathered from them can contribute to the program's future development and planning, in addition to what ramifications this could have on the profession in Kuwait, and whether there are analogies that can be made with the circumstances of the profession elsewhere. Lack of clarity in information generally breeds obscurity in decision-making and makes the decision-making process unreliable. Establishing contact with graduates and mapping them decreases obscurity. This is a byproduct of the study at hand as well. Additionally, all respondents have a vested interest in the alumni profile, as they feel it is a chance for them to voice their opinions about the profession, professionals, and their issues. This was clearly evident in the high response rate.

Weaknesses and limitations

The major limitation of the survey method is that it relies on respondents' self-reporting for data collection. Intentional deception, personal biases and grievances, poor memory, distortions or misunderstanding of the questions can all contribute to inaccuracy of the reported data and contribute to the 'social desirability' bias of the survey method. In this study this bias is counteracted by the hig h response rate.

The descriptive method does not offer any cause-and-effect interpretations of the studied phenomena. Thus, this market study of MLIS alumni in Kuwait is a descriptive self-report with inferences and analyses made. The study aimed at a high response rate from the beginning. Since the number of alumni was 167 as of the summer of 2010, there was concern that if a pilot study were done, it could contaminate the results of the bigger study sample in two ways: data from the pilot study would be included again in the main results, and the pilot participants would be included in the main study too, meaning that data would be collected from these people twice.

Close to 50 hours were spent by the researchers to complete alumni contact information. People's networks were used to locate contact information about graduates. In future, this method will present a problem because the number of alumni increases yearly, but it worked to track alumni for this study.

Results of the survey

Of the 92 alumni who responded to the survey, 86 answered all questions and six provided only partial responses. All responses are included in the results of the survey, which are presented in detail below.

Area 1: Demographic information of respondents, including name, age, gender, nationality, social and marital status, and whether or not they had children while attending school

Results show that 75.8 percent of respondents who reported their gender were female (69) and 24.2 percent were male (22). One person did not report gender. This result conforms with the fact that the LIS profession in Kuwait is female dominated, something that was expected prior to the study, and that agrees with what has been documented in the literature on this profession elsewhere. In this respect, the survey

Table 1. Social status while studying for the MLIS

Status	Respondents %	Responses no.
Single	30.4	28
Married with no children	15.2	14
Married with 1 child	8.7	8
Married with 2 children	13.0	12
Married with 3 children	21.7	20
Other	5.4	5
No response	5.4	5
Totals	**99.8**	**92**

Note: Error in percentage total due to rounding.

Table 2. Undergraduate disciplines of MLIS alumni

Discipline	Respondents %	Responses no.
Sciences	14.1	13
Social sciences	13.0	12
Humanities	20.7	19
Education	10.9	10
Engineering	5.4	5
Business	8.7	8
Other	26.1	24
No response	1.1	1
Totals	**100.0**	**92**

respondents were very strongly representative of the Kuwaiti alumni as a whole. Of the total of 167 students who had graduated from the program by the summer of 2010, 75.5 percent (126 cases) were women and 24.5 percent (41 cases) were men.

As noted above, 75.8 percent of survey respondents were female 24.2 percent were male, a clear indication of the extent to which the survey results accurately reflected the composition of the total population of Kuwaiti MLIS alumni.

Regarding age, 50.5 percent of respondents were 3–40 years old, 27.5 percent were 40–50 years old, 16.5 percent were 20–30 years old, and 5.5 percent were more than 50 years old.

Most of the respondents reporting on their nationality were Kuwaitis (71 cases: 78 percent), with 20 (22 percent) replying that they were non-Kuwaitis; 18 of these stated their nationality, while one respondent did not answer this question. All but one of the respondents gave their names, although it was optional.

As for social and marital status while pursuing the MLIS, Table 1 shows that 30.4 percent of all respondents said they were single. The rest reported the following: 15.2 percent were married with no children, 21.7 percent were married with three children, 13.0 percent with two children, 8.6 percent with one child, and 5.4 percent answered "other." Five respondents (5.4 percent) did not answer this question.

Regarding working status while attending the program, 35.8 percent of all respondents said they were enrolled part-time and had a job while studying, 27.1 percent said they were full-time students, 23.9 percent said they were part-time students who did not also have a job and 7.6 percent were full time students and had a job too. Five persons did not answer this question. In terms of work experience at the time of studying, 46.7 percent had been working for more than 10 years, 32.6 percent had been working for 5–10 years and 19.5 percent had been working for up to 5 years. One person did not answer this question.

Area 2: Alumni educational background, including academic undergraduate background and performance

Alumni obtained their bachelor's degrees mostly from Kuwait University (63.0 percent, or 58 respondents) compared to those who responded that they had degrees from outside Kuwait University (29.4 percent, or 27 respondents). Their undergraduate majors are shown in Table 2. They were: the humanities (20.6 percent), sciences (14.1 percent), social sciences (13.2 percent), education (10.8 percent), business (8.6 percent), and engineering (5.4 percent). However, 26.4 percent answered "other" and one person did not answer the question.

As for their undergraduate academic performance, 61.9 percent reported they had a Grade Point Average (GPA) of from 3.0–4.0, 29.3 percent reported they had GPAs of from 2.0–3.0, and 3.2 percent reported that they had GPAs of 4.0. Five alumni did not respond to this question. As for their academic performance of the master's degrees, 65.2 percent reported they had GPAs of from 3.5–4.0, 30.2 percent reported they had GPAs of from 3.0–3.5, and 3.3 percent reported they had GPAs of from 2.5–3.0. One person did not respond to this question.

Area 3: Reasons for joining the MLIS program and how alumni heard and knew about the degree and program

Table 3 shows that the reasons for seeking the MLIS were: obtaining a master's degree (57.6 percent), self-actualization (38.0 percent); interest in the field (34.7 percent); better salary (18.4 percent) and better title (17.3 percent), with 9.7 percent answering "other" and five respondents not answering this question.

Table 3. Reasons for pursuing an MLIS

Reason	Respondents %	Responses no.
Interest in this field	34.8	32
Get a masters degree	57.6	53
Better salary	18.5	17
Better title	17.4	16
Self actualization	38.0	35
Other	9.8	9
No response	5.4	5
Total responses		**167**

Note: *multiple responses possible.

Table 4. Means of learning about the MLIS

Means	Respondents %	Responses no.
Friends, people network	40.2	37
Family member	5.4	5
Newspapers	16.3	15
Media	5.4	5
University site, Internet	15.2	14
Visit to university	20.6	19
Other	8.6	8
No response	2.2	2
Total responses		**105**

Note: *multiple responses possible.

As for how students learned about the degree and the program, as Table 4 shows, 40.2 percent of all respondents knew about it through friends, 20.6 percent learned about it from visiting the university, 16.3 percent learned of it through newspapers, 15.2 percent heard of it though the university Web site, and 5.4 percent heard of it through family members or the media. Eight respondents (8.6 percent) indicated "other" reasons, and two failed to answer this question. Multiple responses to this question were allowed, and the results indicate that some respondents heard about the program from more than one source.

Area 4: Job titles and salaries before and after the MLIS

The majority (56.5 percent) of respondents had their salaries increased after receiving an MLIS, while 38.0 percent did not have any increase in salary and five skipped this question. Table 5 shows the monthly salary range for the graduates. It is assumed that the 38 percent of respondents who answered 'other' to this question have salaries that are above KWD 1000 a month. Two people did not respond to this question.

As for job titles, 44.6 percent (41 respondents) experienced title changes, while 50.0 percent (46 respondents) did not have any change in their titles after obtaining an MLIS. Five persons did not respond to this question.

Table 5. Current salary ranges (KWD per month)

KWD range	Respondents %	Responses no.
400–450	4.4	4
450–500	3.3	3
500–550	1.1	1
550–600	1.1	1
600–650	3.3	3
650–700	2.2	2
700–750	2.2	2
750–800	2.2	2
800–850	6.5	6
850–900	4.4	4
900–950	5.4	5
950–100	23.9	22
Other	38.0	35
No response	2.2	2
Totals	**100.2**	**92**

Note: Error in percentage total due to rounding.

Table 6. Type of institution alumni currently work for

Type	Respondents %	Responses no.
Government	60.9	56
Private	12.0	11
Library in government institution	7.6	7
Library in private institution	8.7	8
Specialized library or information center	5.4	5
No response	5.4	5
Totals	**100.0**	**92**

Areas 5 and 6: Where are they, and what are they doing? Functions and skills needed for the job, and would they do it again?

Tables 6 and 7 illustrate where the MLIS graduates work. Table 6 shows that the majority work in the government sector (60.9 percent). Other employers are the private sector (12.0 percent), a library in the private sector (8.7 percent), a library in a government institution (7.6 percent), and a specialized library or information center (5.4 percent). Five persons did not answer this question.

Table 7 shows that those working in the library and information field described their place of work as being in a public academic institution (20.7 percent), in a private academic institution (10.9 percent), in a

Table 7. Types of library alumni currently work for

Type	Respondents %	Responses no.
Public	4.4	4
Government School	4.4	4
Private Arabic school	0.0	0
Private foreign school	4.4	4
Public academic/university	20.7	19
Private academic/university	10.9	10
Special	7.6	7
Non-library	40.2	37
No response	7.6	7
Totals	**100.2**	**92**

Note: Error in percentage total due to rounding.

Table 8. Functions performed on the job (if still in the field)

Function	Respondents %	Responses no.
Reference	14.1	13
Circulation	13.0	12
Bibliographic instruction	9.8	9
Collection development, acquisition and selection	18.5	17
Organization/cataloging and classification	13.0	12
Administration	17.4	16
Technology	16.3	15
Publishing	2.2	2
Doctoral student	7.6	7
Faculty at KU	10.9	10
Faculty at PAAET	8.7	8
Scholarship student from KU	1.1	1
Scholarship student from PAAET	0.0	0
Non- library	33.7	31
No response	4.4	4
Total responses		**157**

Note: *multiple responses possible.

special library (7.6 percent), in a public government school (4.4 percent), and in a private foreign school (4.4 percent). However, a large proportion (40.2 percent) answered "non-library" and seven respondents skipped this question. These results become clearer when coupled with the results about the functions performed and shown in Table 8.

The functions that MLIS graduates perform and the positions they hold are presented in Table 8 and include collection development and acquisition (18.5 percent), administration (17.4 percent), technology (16.3 percent), reference (14.1 percent), circulation and organization (each with 13.0 percent), faculty at Kuwait University (KU) (10.9 percent), faculty at the Public Authority for Applied Education and Training (PAAET) (8.7 percent), doctoral student (7.6 percent), publishing (2.2 percent), and scholarship student (1.1 percent). Thus many alumni are performing traditional functions such as collection development and administration and technology, in addition to reference, organization, and circulation. Again, however, a substantial proportion (33.7 percent) answered "non- library". Multiple responses to this question were allowed, and the results indicate that many respondents are performing more than one function on the job.

Table 9. Skills alumni wish they learnt while studying for the MLIS

Skill	Respondents %	Responses no.
Bibliographic instruction	9.8	9
Cataloging, organization	5.4	5
Collection development	7.6	7
Internet searching	14.1	13
Web design	50.0	46
Digital media and digitizing	33.7	31
Management	18.5	17
Communication	22.8	21
Leadership	23.9	22
Other	14.1	13
No response	13.0	12
Total responses		**196**

Note: *multiple responses possible.

If looked at in depth, the high proportion of responses in the "non-library" category in both Tables 7 and 8 suggests that many alumni work in non-library institutions and perform functions that are not library-related. In Table 8 the responses in the "non-library" category, when added to those for faculty members and doctoral students could mean that the "non-library" category overall is of a significant size. However, other than the faculty category there could be some who are doing their degree while still working in libraries, performing several functions as well. It was therefore decided to further investigate the 31 "non-library" answers. Only four respondents were found to be in supporting academic roles; the rest were in non-traditional functions. These included research, virtual librarian, information, networking, and other non-library-related roles.

Table 9 presents the results regarding skills that the respondents wished they had learned during the MLIS program. The answers, in descending order, included Web design (50.0 percent), digital media and digitizing (33.6 percent), leadership (23.9 percent), communication (22.8 percent), management (18.4 percent), Internet search (14.1 percent), bibliographic instruction (9.7 percent), collection development (7.6 percent), cataloging and organization (5.4 percent),

Table 10. Skills most useful on the job

Skill	Respondents %	Responses no.
Bibliographic instruction	14.1	13
Cataloging, organization	25.0	23
Collection development	20.7	19
Internet searching	70.6	65
Web design	14.1	13
Digital media and digitizing	18.5	17
Management	47.8	44
Communication	44.5	41
Leadership	33.7	32
Other	7.6	7
No response	12.0	11
Total responses		**285**

Note: *multiple responses possible.

Table 11. Skills learnt while studying for the MLIS

Skill	Respondents %	Responses no.
Bibliographic instruction	42.4	39
Cataloging, Organization	53.3	49
Collection development	55.4	51
Internet searching	73.9	68
Web design	13.0	12
Digital media and digitizing	17.4	16
Management	58.7	54
Communication	47.8	44
Leadership	34.8	32
Other	12.0	11
No response	12.0	11
Total responses		**387**

Note: *multiple responses possible.

and "other" (14.1 percent). Multiple answers were allowed, and although 12 respondents did not answer this question, the results suggest that many of those who did respond identified two or more skills they wish they had learned during the program.

The responses regarding the skills the alumni find most useful on the job are presented in Table 10. They are, in descending order, Internet searching (70.6 percent), management (47.8 percent), communication (44.5 percent), leadership (33.7 percent), cataloging and organization (25.0 percent), collection development (20.6 percent), digital media and digitizing (18.4 percent), Web design and bibliographic instruction (14.1 percent each), and "other" (7.6 percent). Multiple answers were allowed to this question, to which 11 persons failed to respond.

With regard to the skills students learnt while studying for their MLIS degree, Table 11 shows substantial degrees of agreement among the respondents, with 73.9 percent identifying Internet searching and more than half identifying Management (58.7 percent), Collection development (55.4 percent) and Cataloging and organization (53.3 percent). Other skills, in descending order of frequency, were: Communication (47.8 percent), Bibliographic instruction (42.4 percent), Leadership (34.8 percent), Digital media (17.4 percent), Web design (13.0 percent), and Other (12.0 percent). Multiple answers were allowed to this question, and 11 persons did not respond.

When asked if skills learned in the MLIS program were helpful on the job, 83 out of 92 respondents answered the question, with 77.1 percent of them answering "yes" and 13.0 percent answering "no".

Two short-answer essay questions provided respondents the option to give their opinions. First, respondents were asked to write anything they thought would help advance the status of the field, degree, or professionals working in the field. Fifty-four respondents (58.7 percent) out of 92 responded to this question. In the next question, respondents were asked, "If you were to go back, would you still seek an MLIS?" Eighty respondents (87.0 percent) answered this question. Answers to both questions were text analyzed as follows: Qualitative data collected from these open-ended questions was coded according to themes and incorporated into the survey results. The aim of these questions was to explore in-depth information related to perceptions of graduate students toward the field. As the content was text analyzed, themes emerged from the open-ended questions. These themes are job opportunities, advancement of the program, and negative and positive perceptions of the program in general.

Regarding the question of job opportunities before and after joining the MLIS program, text analysis revealed that the majority of respondents worked in the education field as teachers before joining the MLIS program, while a few worked as librarians. However, the majority of respondents said they worked as librarians after getting the degree, while only six said they were teachers. This implies that a good percentage of students changed careers to be in line with what they studied. As the data shows, 44.6 percent changed job titles and 56.5 percent experienced salary increases.

When asked about what might help advance the status of the field, text analysis revealed that the most frequently repeated words and phrases were related to changing the title of the program, offering more training in IT skills, developing more coursework, and specializing in nontraditional areas within the existing

program, such as knowledge management, information technology, and information literacy.

The issue of specialization has also been raised in the literature by Khoo et al. (2001), who found two clusters of LIS students: a library-oriented one and a non-library group that was more concerned with information technology and information management. In addition, the notion of coursework development also reflected work done by Davis and Moran (2005), who looked into modifications made to some courses and also explored the benefits of field experience.

Other important issues that emerged from the qualitative analysis were related to developing a doctoral program in LIS in Kuwait, so students can pursue a doctorate without having to travel abroad should they be interested in staying in academia. Furthermore, textual analysis revealed some negative perceptions of the program. One was that the degree was not useful in terms of employment opportunities. Another was that the title of the program did not reflect current trends in the field. These results have implications for considering improvements to the program, making it more tailored to the students' needs. Results (Table 9) showing that 50.0 percent of respondents wished they had learnt Web design, 33.7 percent wished they had learnt about digital media and 14.1 percent wished they had learnt Internet searching indicate a growing interest in modern trends and technology skills of the field. A look at the skills alumni wish they had learnt while studying for the MLIS (Table 9) may reflect shortcomings in the curriculum and suggest areas where courses need to be introduced or enhanced. If Internet searching is taken as an example, although it gets a high percentage as a skill most useful on the job (70.6 percent in Table 10), and as a skill learnt while working on the MLIS (73.9 percent in Table 11), Table 9 shows that 14.1 percent of respondents still wish they learnt it during the MLIS program, suggesting some shortcomings in that aspect of the course that till need to be addressed. Generally these percentages can be understood better if we compare the results of opinions regarding skills deemed useful (Table 10) and skills alumni wish they had learnt (Table 9). This can explain the differences between skills deemed useful (Table 10) and those learnt while studying for the MLIS (Table 11). Additionally, if the skills alumni see as useful on the job (Table 10) are juxtaposed to the skills they wish they had learnt while studying (Table 11) the results broadly agree with each other.

The results also shed light on the perceived image of the profession and its professionals. Alumni emphasize the importance of changing the name of the program and degree to reflect the new roles and nature of the profession in light of technology advancements. Furthermore, the results point to the importance of more in-depth study of developing specialization tracks within the program in light of the needs of the alumni community already in the job market.

Text analysis of the answers as to whether graduates would still seek an MLIS if they were to go back revealed that out of a total of 92 respondents, 80 (87.0 percent) answered, and 12 (13.0 percent) skipped the question. Out of the 80 respondents who answered, 56 (70.0 percent) answered "yes" and 24 (30 percent) answered "no." Positive responses then were looked at and found mostly related to enjoying the field, getting the degree, and self-development, whereas negative responses revolved around employment issues after gaining the degree and the general negative attitude of people toward the title of the program. These results have implications for different stakeholders, requiring exerting more effort to enhance program marketing, as mentioned above.

Analysis and discussion

The Kuwaiti MLIS alumni market is evolving. It is dominated by Kuwaiti females who are married and are family caretakers, mostly in their 30s. Almost half of surveyed alumni pursued their MLIS as part-time students and have been on the job for more than 10 years. More than half of the alumni came from the humanities, sciences, social sciences, and education. They came mostly from the different colleges of Kuwait University and had GPAs greater than 3.0. There were 24 respondents (26.4 percent) who answered "other" for their undergraduate major. Those other majors were found to be mostly in the humanities, English and communications, and to a lesser extent in business and political science. This means that the LIS major is appealing to English literature students because it is taught in English and to communications majors because it is taught in English and also because of the closeness of the communications and information professions. The fact that this program accepts students from different faculties of the university and the fact that it is taught in English makes it appealing to students from other faculties.

The results, interestingly enough and contrary to what was expected, show that the MLIS is a conscious choice for these students. Data collected shows clearly that desiring a master's degree, self-actualization and interest in the filed are the most common reasons why those alumni sought the degree.

Since obtaining a degree is socially desirable, this presents a golden opportunity for the field to enhance its image and market itself as a nontraditional discipline. The same analysis could apply to political science and business majors, taking into consideration the appeal of management and policy issues to these majors. Other faculties and colleges had minor representation. Interestingly enough, 65.2 percent of the alumni graduated with GPAs above 3.5 and another 30.2 percent of them graduated with GPAs between 3.0 and 3.5. There seems to be consistency in the academic performance of alumni on both the undergraduate and the graduate level. Contrary to what was expected, students coming into the MLIS program are shown by these figures to be very competent students, accomplished as both undergraduate and graduate students.

People's networks seem to be the best marketing medium for the program; Table 4 shows that more than 40 percent of respondents knew about it through their friends. Combined with those who knew about the program from family members, a total of 45.6 percent got their information through personal relationships. This sheds light on the primacy of people's networks and their effect in a culture such as the Kuwaiti one, and it further highlights the importance of capitalizing on social media for any public relations campaign for the MLIS. This could be very powerful if combined with social media on the university's Web sites and campus. This result is in line with recommendations made by Raguotis and Petuchovaite (2010), which highlighted the importance of promoting research benefits to alumni clubs and profession-based social networks. Actually, two existing projects played some role in publicizing this study to the alumni. A 4-year-old blog, developed by one of the alumni when he was a student, acted as a platform for students' opinions, observations, and the exchange of ideas and information. Additionally the same graduate developed a Facebook group account for MLIS alumni, LISKW, in early 2011.

A sizable number of alumni (56.5 percent) had a salary increase and 44.5 percent had a job title change after obtaining the MLIS. This is an unexpected finding that completely dispels existing impressions, and it can be used to market the program and profession. Furthermore, the fact that 38.0 percent, as Table 5 shows, had salaries greater than KWD 1000 a month could be related to the fact that 60.9 percent of respondents were employed in government (Table 6). However the numbers employed in private academic or supporting academic positions in Kuwait University or PAAET shown in Table 8 are expected to stabilize or decrease in the future and make way for the preparation of more professionals in the field and fewer academics. Other studies in the literature have also looked at salary expectations and perceptions of the job market, such as Ard et al. (2006), who proposed several recruitment strategies for improving the careers of MLIS students. When and if strategies are formulated for the Kuwaiti market, findings of this study need to be taken into consideration.

As Shontz and Murray (2007) showed, the functions and jobs performed by holders of LIS degrees are various, and in Kuwait they are, too. It is worth mentioning that 77.1 percent of the Kuwaiti alumni surveyed consider the skills learned during their graduate study to be beneficial to their jobs, answering one of the survey questions.

Respondents' answers about skills they wish they had learned versus skills useful for them on the job were slightly different. Future planning of the program and department needs to take into consideration the skills deemed beneficial on the job. A closer look shows that they combine traditional and nontraditional skills such as Internet searching, management, communication, leadership, cataloging and organization, collection development, digital media and digitizing, Web design, and bibliographic instruction. Most studies that have looked into the skills and competencies of MLIS professionals emphasize the professional and personal components. This is compatible with what has been discussed in the literature review regarding the seven major areas of competencies declared by CARL: foundational knowledge, interpersonal skills, leadership and management, collection development, information literacy, research and contribution to the profession, and information technology skills (Belzile et al. 2010). Raguotis and Petuchovaite (2010), in their study of LIS alumni, pointed to the importance of reporting research findings to alumni, and it is clear that alumni can benefit from professional development opportunities to enhance and update their skills while on the job.

Recommendations

This study points to deficiency in the current tracking system for alumni, and points out the importance of having an efficient online system that tracks alumni both geographically and professionally. Capitalizing on technology capabilities to track and keep in touch with alumni seems to be a very viable method, such as a continuous online information tracking system for alumni through Kuwait University, in which students who graduate from Kuwait University would be eligible to keep their email addresses updated for life. Marshall et al. (2009a/b) conducted a study in two

parts to explore LIS workforce issues and pointed to the importance of institutions committing the necessary resources to establish such a tracking system. Kuwait University needs to commit resources toward that end.

Professionals in the field are beginning to form groups, and it is expected that they will have a stronger presence as well as impact that will advance the status of the profession and its professionals. Job titles and corresponding salaries are initial causes for these groups in the future. One problem is that the government civil service and accounting system does not consider the professional master's degree in LIS if the holder of it has an undergraduate degree in a field other than LIS. This issue should be a priority for any group that forms in the future, and it entails educating decision-makers about the nature of the field and its degrees and clarifying the significance of a broad liberal education to professionals.

A sizable number of the responding alumni come from diverse backgrounds and hold undergraduate degrees from fields other than LIS. This clearly emphasizes the interdisciplinary nature of this field and the professional nature of the degree offered.

Students emphasized the importance of getting more practical, rather than theoretical, courses and experiences. In one case in which the alumnus is working in a Western country, the alumnus emphasized that the MLIS from Kuwait University was honored, however, the skills needed for the job include project management, ethics, copyright, and professional practices. Those areas need to be included in the curriculum.

Students took time and effort to send email messages along with the questionnaire to further elaborate on issues they thought were of importance. In some cases, alumni communicated if they had any technical problem submitting the questionnaire online. Others took the time to email the researchers confirming that they had submitted their results and, in other cases, to provide other alumni email addresses. This clearly indicates their eagerness to participate and voice their concerns, and above all it shows their interest in the profession. This eagerness is worth mentioning because it reflects a professional commitment and affinity to the field.

Holders of the MLIS degree have a multitude of choices. Any marketing of the degree and the profession needs to take into consideration that a sizable number of alumni are working outside the field. As the Shontz and Murray (2007) study shows, the literature points to at least 95 possible different jobs for holders of the MLIS. The Marshall et al. (2009) study of LIS workforce issues pointed to the need for an alumni tracking system to know where graduates are and what they are doing with their degrees. This is clearly needed in the case of the alumni studied in this research.

Capitalizing on social media to enhance both the image of the profession and the professionals needs to be considered. Social media is an efficient tool to help track alumni and an attractive one for the alumni. A blog administered by one of the alumni was established in 2007, and a group Facebook account exists as well. Together, these could partially serve this purpose.

Conclusion

The market of MLIS alumni is young and evolving. Results of this survey show it is dominated by young females who are working hard to get their degrees while being on the job and taking care of a family at the same time. The functions they perform and the places they work are varied, and technology is changing how and where they perform their jobs. Planning needs to consider this variety and needs to capitalize on the capabilities of social media to market and spread knowledge about the field and its professionals. Studies are needed to further assess qualitative data and consider changes to curricular content. Results of this survey will enhance outcomes of the graduate program in Kuwait and in other countries that share a similar cultural background and similar characteristics.

Finally, getting contact information for alumni and communicating with them was a long, detailed, and tedious job, which points to the lack of a reliable tracking and contact system, something that modern social media can easily make possible. The study at hand affirms the importance of an alumni tracking system that capitalizes on social media.

Appendix

Library and information science alumni of Kuwait University: Tracking positions and functions

1. **Name**: (optional)
2. **Gender**:
   - ○ Male
   - ○ Female
3. **Age**:
   - ○ 20-30
   - ○ 31-40
   - ○ 41-50
   - ○ 50+
4. **Nationality**:
   - ○ Kuwaiti
   - ○ Non Kuwaiti (please specify) . . . . . .

5. **Name of institution**: (optional) . . . . . .

6. **What was your social status while doing the MLIS?**
   - ○ Single
   - ○ Married
   - ○ Married with 1 Child
   - ○ Married with 2 Children
   - ○ Married with 3 Children
   - ○ Other, (please specify) . . . .

7. **Education: Degrees obtained**

   A. **(Bachelor)**
   - ○ Kuwait University
   - ○ Other, please specify . . . . . .

   Bachelor's GPA:
   - ○ 2-3
   - ○ 3-4
   - ○ 4

   Undergraduate Major:
   - ○ Sciences
   - ○ Social Sciences
   - ○ Humanities
   - ○ Education
   - ○ Engineering
   - ○ Business
   - ○ Other, (please specify) . . . . . .

   B. **(Masters)**

   Masters' GPA:
   - ○ 2.0-2.5
   - ○ 2.5-3.0
   - ○ 3.0-3.5
   - ○ 3.5-4.0

8. **Status as a graduate student**:
   - ○ Full time student
   - ○ Part time student
   - ○ Full time student and job
   - ○ Part time student and job

9. **What type of institution do you work at?**
   - ○ Government
   - ○ Private
   - ○ Library in government institution
   - ○ Library in private institution
   - ○ Specialized library or information
   - ○ center Name of institution (optional) . . . . .

10. **Why did you join the MLIS?**
    - ☐ Interest in this field
    - ☐ Get a Masters degree
    - ☐ Better salary
    - ☐ Better title
    - ☐ Self actualization
    - ☐ Other, (please specify) . . . . . .

11. **How did you hear about the MLIS?**
    - ☐ Friends, people network
    - ☐ Family member
    - ☐ Newspapers
    - ☐ Media
    - ☐ University site, internet
    - ☐ Visit to university
    - ☐ Other, (please specify) . . . .

12. **Number of years working or being on the job**
    - ☐ Less than 5 years
    - ☐ 5-10 years
    - ☐ 10+

13. **What was your job title prior to obtaining MLIS?.....**

14. **Did your job title change after the MLIS?**
    - ☐ Yes
    - ☐ No

15. **What is your job title after obtaining the MLIS?.....**

16. **Did your salary increase after the MLIS?**
    - ☐ Yes
    - ☐ No

17. **What is your salary Range? (Kuwaiti Dinars)**
    - ☐ 400-450
    - ☐ 450-500
    - ☐ 500-550
    - ☐ 550-600
    - ☐ 600-650
    - ☐ 650-700
    - ☐ 700-750
    - ☐ 750-800
    - ☐ 800-850
    - ☐ 850-900
    - ☐ 900-950
    - ☐ 950-100
    - ☐ Other

18. **If still working in the library and information field, choose what best describes the functions you do.**
    - ☐ Reference
    - ☐ Circulation
    - ☐ Bibliographic
    - ☐ Instruction
    - ☐ Collection development, Acquisition and Selection
    - ☐ Organization/ Cataloging and classification

- ☐ Administration
- ☐ Technology
- ☐ Publishing
- ☐ Doctoral student
- ☐ Faculty at KU
- ☐ Faculty at PAAET
- ☐ Scholarship Student from KU
- ☐ Scholarship student from PAAET
- ☐ Other, (please specify) . . . . . .

19. **If currently working in a library or information center, choose one type that describes your place ofwork:**
- ☐ Public
- ☐ Government School
- ☐ Private Arabic School
- ☐ Private Foreign School
- ☐ Public Academic/University
- ☐ Private Academic/ University
- ☐ Special
- ☐ Other, (please specify) . . . .

20. **What skills you find most useful on the job?**
- ☐ Bibliographic instruction
- ☐ Cataloging, Organization
- ☐ Collection Development
- ☐ Internet Searching
- ☐ Web design
- ☐ Digital Media and digitizing
- ☐ Management
- ☐ Communication
- ☐ Leadership
- ☐ Other, (please specify) . . . . . .

21. **What skills that you learned during the MLIS**
- ☐ Bibliographic instruction
- ☐ Cataloging, Organization
- ☐ Collection Development
- ☐ Internet Searching
- ☐ Web design
- ☐ Digital Media and digitizing
- ☐ Management
- ☐ Communication
- ☐ Leadership
- ☐ Other, (please specify) . . . . . .

22. **What skills you wish you studied during your MLIS**
- ☐ Bibliographic instruction
- ☐ Cataloging, Organization
- ☐ Collection Development
- ☐ Internet Searching
- ☐ Web design
- ☐ Digital Media and digitizing
- ☐ Management
- ☐ Communication
- ☐ Leadership
- ☐ Other, (please specify) . . . .

23. **Were the Skills you learned during the MLIS helpful on the job?**
- ☐ Yes
- ☐ No

24. **If You Were to Go Back, Would You Still seek an MLIS?**
- ☐ Please explain . . . . . .

25. **Write anything you think will help advance the status of the field, degree or professionals working in this field** . . . . . .

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Changes and challenges: The new information environments in schools – a British perspective

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Abstract

The nature of the learning resource areas found in Britain's schools has changed dramatically in the last decade and a half. Traditional libraries, based around a centralized collection of books, are becoming increasingly uncommon and have been replaced in many institutions by more computer-oriented 'study centres'. These quite different environments have provoked controversy in several quarters and pose a range of challenges to those who manage them. Although some of the emergent issues are far from new and, indeed, have been debated in library circles for decades, others are more particular to study centres. This paper explores in some detail a dozen matters, highlighting dilemmas and, on occasion, possible solutions. The questions posed are fundamental and diverse, relating to such varied aspects as the physical environment itself, the virtual world to which the study centre offers access, the role of traditional materials, the functions of staff responsible for the facility and the purposes for which the area should be used.

Keywords

learning resources in schools, study centres in schools, school libraries, independent learning in schools, information literacy, schools, United Kingdom

Introduction

The means by which learning from information materials is supported in many of Britain's secondary schools has recently undergone a radical transformation. In previous eras, the school library has been integral to this provision but, today, traditional 'rooms full of books' with associated spaces for pencil and paper activities are becoming far less common. The last 10 to 15 years have witnessed countless instances where such old style facilities have been replaced by areas that accommodate books and networked computers side by side, with help desks staffed by personnel who address a wide spectrum of user inquiries. These may relate to, for example, the sale of stationery and other materials, the meeting of information needs, the book stock and the solution of technical, ICT problems.

Typically, the newly designed environments are dubbed 'study centres' or 'independent learning zones'. As we will see later in this article, both terms may be somewhat problematic. The latter label is especially unfortunate since it rather begs the question, of what is the learning independent? It could refer, for example, to learning without direct instruction by the teacher, learning that takes place out of class time or practically any form of extra-curricular learning. Whichever term is employed to represent these environments, it is perhaps more useful to understand them as facilities that may support virtually all types of learning activities and situations triggered by the curricular policy of the school.

Although the shift towards 'study centres' or 'independent learning zones' would now seem irreversible, the demise of the conventional school library has attracted strong criticism in many quarters. There are fears that if youngsters come to rely too heavily on electronic resources that are accessible from a single location in other circumstances they will struggle to find and select from information available from

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disparate places or which exists in various formats (Owen 2009). For some critics, moves in favour of study centres are motivated not by the aim of enhancing teaching and learning but by concerns over the cost of maintaining a dynamic and up-to-date book collection (Lightfoot 2008) or by the desires of school managers to position their institutions at the forefront of new technological developments (Adams 2008). Even if school leaders intent on introducing a study centre approach are able to counter these charges and convince sceptics of the value of such an innovation, they should still be aware that fundamental issues will need to be confronted as they make the change. This article considers twelve such challenges.

Books and computer workstations

Given the natural inclination of many young people today, there is a clear risk that, if books and computer workstations are provided in the same room, pupils will almost always seek to use only the latter when given the opportunity. This is now a well established pattern. It is over ten years ago that Walker and Moen (2000) commented that, for ''networked generation'', exploitation of the World Wide Web has become ''the desired method of locating information''. Schopflin (2003), in fact, goes so far as to comment that a physical collection ''may become 'invisible' to users who will use the most readily available source'' (p. 56). Any school library that deals only in books would seem vulnerable to the fate that Toerien (2009) believes ''now appears more or less universal in this country'' – the environment is valued not so much as a facility for learning but as a place ''in which to 'babysit' any number of pupils for any number of reasons''. We must remember that, as well as serving as a gateway to information, computers are associated with such attractions as games, software that can be used for the production of academic assignments and means of communication like email, and areas that accommodate them within the school provide a more multidimensional utility than a traditional library can offer. As the author has written elsewhere, in the study centre with which he is familiar it is common for all the computers to be occupied during breaks and lunch times when pupils are allowed casual access, whilst the bookshelves command virtually no attention (Shenton 2005). Seldon (2011) suggests that situations in which the vast majority of a library's books have not been checked out in the last 5 years are common. Of course, doubt can be cast on the validity of such analyses – issue figures fail to take into account, for example, the use that is made within the centre of the paper materials involved (Shenton and Johnson 2010). Nevertheless, even if the statistical evidence that presents a picture of minimal use of the book element of the facility is flawed, it may still be difficult to refute entirely the unfavourable conclusion that is drawn and to mount a robust argument for increasing or even maintaining expenditure on new books. Moreover, as the age of a stagnant stock rises over time, it may well attract even less interest, thereby beginning a vicious circle of apathy towards books in the centre. Despite initial hopes that books and electronic resources will be employed in concert by learners, there is a very real danger that, ultimately, the book collection becomes no more than a token one. Various courses of action are, however, available to staff looking to bolster use of the centre's books. They include simplifying access to them and thus 'demystifying' the bibliographic conventions that typically accompany tools such as catalogues and classification schemes, actively promoting books through displays, reading lists, fairs, reviews and fun activities, increasing the need for books by helping to ensure that some of the assignments set by teachers demand that such texts be consulted and highlighting the weaknesses inherent in many electronic sources (Shenton 2005).

These actions presuppose, of course, that it is desirable for pupils to use paper materials *and* electronic resources, rather than to rely exclusively on the latter. It may argued that, if youngsters are effective in meeting their information needs after consulting appropriate sources, from a pragmatic perspective the question of what form the materials have taken is largely irrelevant. Advocates of this stance typically emphasize the pre-eminence of access to information above all other considerations. Certainly, it is hard to disagree with Crandall's assertion, when comparing the services offered by libraries on the one hand and communities concerned with promoting ICT on the other, that the differences between them are of little concern to the user, whose aim is simply ''to get their questions answered and their needs satisfied'' (Sears and Crandall 2010: 72). There are, however, reasons why an alternative view may be taken. Much has always been made in Britain of the importance of schools pursuing a 'broad and balanced' curriculum. Indeed this requirement is enshrined in National Curriculum orders (Department for Education and Employment/ Qualifications and Curriculum Authority 1999: 30). Where the only information sources available in study centres are of an electronic nature, even if the subjects taught in the school are diverse and a multitude of different disciplines is represented, clearly the use of computer-based materials exclusively leads to a certain monotony in the learning that takes place in

study centres and this is hardly consistent with notions of breadth and balance. Moreover, in addition to experiencing only one dimension within the 'information world' available, youngsters are not being trained in developing paper-related skills that they will need in other situations where their needs cannot be met through electronic sources. We should not forget, either, that there remain instances where computer-based materials are intrinsically inadequate. For example, the writer has commented previously,

> Several teachers of fine art have drawn . . . attention to the fact that, on web pages, reproductions of paintings are often small and, when enlarged, lose much of their definition, with the result that fine detail in the pictures and brushwork characteristics associated with the style of the artist are not as readily apparent as in reproductions found in books (Shenton 2009: 493).

The possibility that a resource centre for learning may offer no more than a minimal collection of books sits uneasily with the School Library Manifesto that has been prepared by IFLA/UNESCO (1999). This document highlights the importance of enabling youngsters to become ''effective users of information in all formats and media''. The Manifesto also establishes that staff must encourage the exploitation of books and a range of resources ''from print to electronic'', and support ''all students in learning and practising skills for evaluating... information, regardless of form, format or medium''. In addition, unless one is convinced of the imminence of a paperless society it is difficult to realize the IFLA/UNESCO aim of promoting truly lifelong learning skills if the paper aspect is left neglected.

Decisions on expansion

The author's experience demonstrates that levels of pupil use of the study centre in which he has worked vary appreciably according to the time of year. During the winter months and, in particular, when it is cold or wet outside, the facility has often been full to capacity during casual access times and pupils either have to be turned away or are left to queue at the doors. Although this may seem to indicate that the current number of workstations is insufficient, any decision to increase it should be considered only with caution, as there is much less use during the summer term, when pupils in two year groups are on examination leave, others are away on work experience and the warmer weather naturally attracts outside many of the pupils who are still attending. Furthermore, any plans to introduce additional workstations may have serious implications for the ICT infrastructure, which could well have to be upgraded accordingly. Thus managers must reflect on whether the cost involved and the time necessary for such expansion are worthwhile, especially as greater numbers of computers are likely to result in reductions in the space available for quiet reading areas, pencil and paper tasks or collaborative activities. If the school operates a policy of one pupil to each workstation, there may be a temptation to relax such a rule in times of heavy demand, although this, too, is far from ideal since it can easily lead to overcrowding and consequent risks to safety, and an inconsistent application of procedures frequently undermines efforts to maintain pupil discipline.

Structuring the electronic environment

The Internet Manifesto prepared by IFLA (2002) draws attention to the need to provide ''unhindered access to information'' (p. 3), champions the removal of barriers to the flow of information and urges opposition to censorship when information is made available. Nevertheless, the document also encourages librarians to ''promote and facilitate *responsible* access to *quality* networked information'' (p. 4; the italics have been added by the author). It is certainly unlikely that any school would want to allow pupils entirely unfettered access to the Internet, since the use of appropriate filters is integral to ensuring both that youngsters are protected from much undesirable material on the Web and that the school is seen by others, notably parents, to be taking the necessary precautions in safeguarding the youngsters. Nevertheless, within the broad limits imposed by such filters, it may well be that the school aims to provide access to as wide a range of electronic material as possible. This situation gives learners experience of dealing with vast quantities of information and may be used to help them to develop skills for assessing the quality of the material they encounter. Nevertheless, other options are open to school leaders thinking about the nature of the electronic environment that they are to make available in the study centre. A more cautious approach lies in establishing a highly structured and restricted virtual learning environment (VLE). Warburton (2010) explains how, in their most basic form, VLEs ''are essentially tailored desktops . . . with links to the relevant learning materials'' (p. 5). Resources may be limited to approved Web sites and materials uploaded on to the system by school staff. Whilst this obviously minimizes the risk of youngsters accessing unsuitable content, either accidentally or deliberately, since the materials have been pre-selected for them pupils can be confident of their

quality and the study centre's true potential as a training ground for gaining and practising skills involving source discrimination and the handling of extensive collections of information goes unfulfilled.

Jettisoning ill advised practices whilst retaining fundamental skills

Despite the apparent modernity of a 'state of the art' study centre, the possibility emerges that some of the teaching methods that are employed merely replicate electronically existing practices within the school. For example, in the scenario outlined above, where a VLE directs, and indeed limits, the pupils' attention to particular materials, the situation may be scarcely different from the well established method of issuing learners with teacher-prepared information sheets and photocopied extracts from textbooks. Even though the medium may have changed, similar problems tend to arise. Shenton and Beautyman (2008) highlight how, in both cases, if youngsters are required to move beyond such 'spoon-feeding' they may feel overwhelmed by the larger collections of information they encounter in other contexts. As was indicated earlier, this danger is a factor that should be considered when the electronic learning environment is being designed.

Care must also be taken to prevent pupils from continuing to lapse into undesirable practices. Some three and a half decades ago, Lindsay (1976) wrote of how he had to counter the problem of his secondary schoolers "just grabbing the first book they saw [in the library] and copying" (p. 19). If we translate this issue into today's world, the predominant information source becomes the website, rather than a book; sources are frequently 'grabbed', not physically but by means of a search engine, and much copying is now done electronically, instead of via pen and paper. Nevertheless, Lindsay's central concern remains as pertinent today as it was in the 1970s. Indeed, plagiarism, whilst significant then, is far more prevalent now, although the information professional can take at least some comfort from the fact that a wealth of recent ideas and suggestions is available to those intent on tackling the malpractice (see, for example, Brett 2009; Pavey 2011; Shenton 2010; Tarter and Hyams 2010).

In addition to age-old problems resurfacing and proliferating, we are facing the danger that traditional, highly regarded skills become increasingly neglected as the modern, ICT-oriented information world offers few opportunities for their development. As Bastone (2010) observes, "Skills we all learnt without realizing it before the internet age do not seem to come naturally any more". One such skill is that of scanning a text for information – a form of behaviour which receives considerable coverage in many older sources. In discussing his seminal "information skills curriculum", Marland (1981) highlights the importance of scanning when "interrogating resources" (p. 33); Wray and Lewis (1995) write of its role in that phase of their EXIT model devoted to the use of an information source, and Trigg (1981) notes the value of the skill in the context of evaluating material. Today, however, very often a 'find' facility may be used to search an electronic document for a certain word or phrase, thereby rendering unnecessary in this situation the conducting of a focused examination of the text for the term involved. Yet, to neglect in a teaching programme scanning as a higher order reading skill is to assume that the user will invariably be operating in the electronic environment and even here the appropriate facilities are not always available.

Teachers and those who manage the study centre must, then, remain alive to the need to exploit fully the resource that is available to them, make a conscious effort to avoid the area merely providing a modern setting for the perpetuation of old practices and problems, and ensure that traditional skills which remain important continue to be given the attention they merit.

Spatial arrangement

The way that computer workstations within a study centre are positioned can significantly affect the extent to which pupils remain on-task in lessons and are deterred from accessing inappropriate material intentionally. In 2008, the school in which the writer is employed established a working party consisting of the Deputy Headteacher, an Assistant Headteacher responsible for child protection, the Head of ICT, the Lead Teacher for New Technologies, the Network Manager and the author himself (as Curriculum and Resource Support Officer). The group's remit was to identify good practice within the institution with regard to teaching and learning that involved the use of ICT and to make recommendations for improvements. A major strength of the current situation was agreed to be the way in which computers in the study centre's three sections were organized. In each case, a circular arrangement was in evidence, so that, from any single position within an area, a member of staff could see all the section's computer screens simply by rotating through 360 degrees. Any off-task behaviour was immediately apparent. Figure 1 shows such a section. It was recognized by the working party, however, that this favoured form of arrangement does not necessarily constitute the most economical use of the

Figure 1. The 'Green Section' within the study centre known to the author

space available and, given that some ICT zones may have to be accommodated in parts of the school building that are far from ideal, it may not always be possible to adopt the circular model in practice.

Staff roles

It is likely that the staff based in a study centre within a school will be diverse. Some, who henceforth in this article will be termed 'learning staff', will be responsible for dealing with user inquiries and supporting pupils in their efforts to find and use information effectively. Whereas the learning staff essentially provide the centre's 'human face', other personnel will be technicians who have fewer direct dealings with users and are primarily concerned with hardware/software issues and the management of the network and the rest of the ICT infrastructure. It is, of course, possible that lines of demarcation become somewhat blurred – for example, in the absence of an available technician one of the learning staff may find themselves having to grapple with a network problem in order to satisfy a particular inquiry; technicians may, from time to time, be asked to supervise pupils during casual access periods such as breaks and lunch times. Where roles are duplicated, unequivocal areas of responsibility for different members of staff may be difficult to establish and the coordinating role of centre leaders becomes critical to the cohesive running of the facility.

In contrast to problems with overlapping roles, there is the danger that the functions of individuals are defined too narrowly. Any work involving the management of electronic resources may be deemed the preserve of technicians, even though others may be able to offer a useful input. It is pertinent in this respect to note the common strands that Marshman (2011) recognizes in the seemingly disparate work of "librarians" and "Web editors". Specifically, she detects a shared interest in "organizing information", "keeping it up to date", "making it easily accessible", "ensuring accuracy", "communicating clearly" and "assisting with learning". An intermediary responsible for the book collection in a study centre may be skilled more generally in information management and their abilities could be invaluable in a VLE context, yet it is all too easy for them to be effectively branded as 'the book expert' and seen purely in those terms. As Tarter remarks, traditionally, school librarians have often been typecast as "caretakers of the 'quiet room'" (Tarter and Hyams 2010: 30).

Regulation of the environment

Various tactics are available to schools in their attempts to ensure that pupils accept study centre norms and rules. They and their parents may be asked, prior to their use of the facility, to sign a contract in which they give a formal undertaking that they will behave in a satisfactory manner; they may be required to indicate on each occasion when they log on that they will adhere to an acceptable use policy; teachers may familiarize pupils in advance of their first session in the centre with the punishments that will be administered in the event of infringements of the rules. Yet, despite these precautions it is likely that punitive sanctions will have to be taken against some pupils at certain times. One of the greatest problems in applying such penalties is that of consistency. If rules are breached during lessons within the centre, it is highly likely that the teacher involved will see it as their prerogative to impose their own sanctions, which may well take the form of a ban on the pupil's use of the facility for a given period. Another teacher, however, faced with a similar transgression may impose a different ban. It may, for example, be of a different duration and whereas one may be a ban on study centre use outside lessons, the other may be a total ban. In addition to variations in the attitudes of one teacher and another, study centre staff may have their own views on the punishments that should be applied during casual access periods and may even disagree among themselves. Drawing on findings from several research projects, Julien and Barker (2009) assert that adolescents demonstrate a "significant preference for the Internet and electronic resources over print resources" (p. 13). If teachers recognize such an attitude to be prevalent in their own pupils, there is a danger that youngsters who break rules that apply in wider school situations which in no way relate to the study centre are also punished with bans on their

use of the facility. This action is akin to the longstanding sanction of forcing youngsters who enjoy sport to miss games lessons. As well as depriving the miscreants of using a favoured means of finding information, study centre bans also, of course, result in offenders losing the privilege of playing computer games and emailing in an environment that they are likely to enjoy frequenting with their friends. However, complications result when pupils attempt to circumvent the sanctions that have been imposed. A banned individual may, for example, argue that they need access to a study centre computer during lunch time in order to complete a homework assignment and may even solicit support from a sympathetic teacher in their efforts to have their ban temporarily overturned.

Prioritizing contrasting pupil needs

Some of the problems that arise when the study centre becomes full to capacity were outlined earlier. Another issue that emerges is the respective priorities which should be given to youngsters wanting to use the facility for different reasons in the event of there being no room for incoming pupils. If, for example, all the workstations are taken and some of the youngsters occupying them are merely playing games, should they be asked to vacate their places for later arrivals who are intent on tackling homework assignments? Similar debates have vexed librarians for decades. The issue is sometimes framed in terms of 'needs' and 'wants'. For instance, in a classic distinction often made in relation to information needs presented in public libraries, it may be decided that, since youngsters' inquiries pertaining to academic assignments reflect 'needs' (Department of National Heritage 1995), they are more important than questions inspired by more trifling purposes, such as competition entries, which are essentially expressions of a 'want'. Yet, by no means everyone is able to accept hard and fast demarcations. Line (1974), for example, states that "a recreational need may be just as much a need as an educational need", and Williams (1965) blurs the divide by associating with a need material that many commentators would probably feel pertains to a want. Specifically, Williams maintains that, despite its apparent frivolity, the reading of "ephemeral writing" can become a necessity and points to the important function that it fulfils in a range of situations, one of which he identifies as "disturbing growth as in adolescence" (p. 193). The motivations of pupils seeking to use their school's study centre can also be understood in terms of a needs and wants dichotomy, although even staff who are in accord as to what is embraced by a need and what by a want may still disagree on the most appropriate approach in these circumstances. Some may take the line that, because the study centre is a school facility, its primary function is to support teaching and learning wherever possible, whereas others may consider it to be a place where pupils can relax and take a break from the working day, whilst still being subject to adult supervision.

Teaching and casual access

If the school operates a staggered lunch time, it may well be the case that, whilst teachers are keen to use parts of the study centre for their lessons, pupils wish to exploit the remaining areas for casual access. Where the facility is genuinely open plan and there are no real physical divisions between the different areas, any hubbub from youngsters using it for recreational purposes, such as playing games, may disturb pupils and teachers who are involved in lessons, although noise can be at least partially limited through close staff supervision and rules such as one pupil to one computer. If the facility is *frequently* used for lessons over lunch times, there is a danger that there will be insufficient provision for those youngsters who rely on it to tackle out of class assignments. Gardner, Woolford and Colvin (2007) acknowledge how a comparable problem has arisen in their own institution. Conversely, school leaders may, of course, insist that, during lunch times, the facility is used *only* for casual access. One head teacher who adheres to this policy explained his thinking to the author: "If we can accommodate eighty kids in the study centre and they're supervised, it means we don't have eighty kids causing trouble elsewhere in the school". Again, however, such a stance is bound to displease teachers who believe that the facility's principal role should be that of an *educational* resource; ill feeling among teachers who are of this opinion may be especially prevalent if it is highly apparent that pupils who exploit the study centre in casual access periods tend to do so for inconsequential recreational pursuits, rather than to support their academic work. It may be argued that, for pupils who use the facility mainly or even exclusively for game-playing or emailing friends, the environment's designation as a 'study centre' could scarcely be more inappropriate. The situation is perhaps different when youngsters are intent on any real pursuit of information. Indeed, Carmichael (2010) writes of how, in an educational institution where learning for its own sake is valued and encouraged, the purposeful investigation of topics of personal interest may be deemed to be embraced within the concept of 'serious study'.

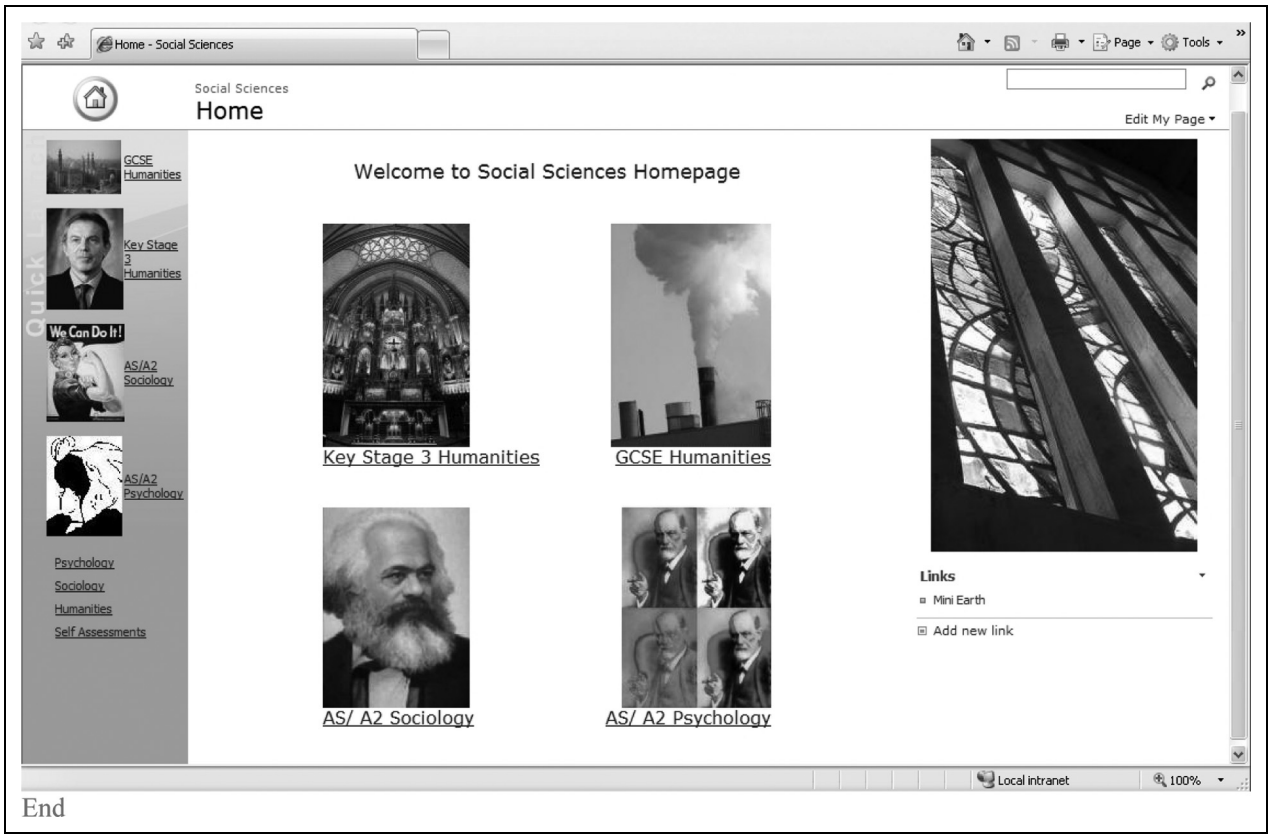

Figure 2. Screen shot illustrating part of a VLE

Retaining structural integrity and consistency

Streatfield and Markless (1994) explain that one of a school library's roles may be that of a model which demonstrates how a large collection of information may be organized. The resources made available via a VLE can serve as a comparable exemplar. Figure 2 gives some insight into how electronic resources for social sciences are managed in the school where the author is employed. It can be seen that, within the overall disciplinary category, they are grouped according to the academic level and curricular subject. More precise breakdowns are provided according to topic at the hierarchical level directly below. Unfortunately, there is a possibility that, over time, the principles governing the naming of documents and the structuring of hierarchies involving folders, sub-folders, etc. becomes lost, and, as different members of staff upload materials, the variations become so marked that the VLE's organization, far from demonstrating good practice, is rendered increasingly anarchic. There may even be discrepancies in what is done within a particular academic department, specifically between one teacher and another. Obviously, greater consistency is achieved if a single individual, such as, perhaps, one of the study centre's learning staff with expertise in information science, is responsible for all the tasks associated with managing the materials. Mullen (2007) asserts that a "teacher, subject expert or paid and trained individual is needed to add content and ensure an organized infrastructure of folders" (p. 38), although some teachers may prefer to upload their documents themselves and develop the necessary hierarchical structures in ways that are meaningful and intuitive to them personally.

Information literacy development

In addition to providing an environment such as a study centre where information skills can be practised and ensuring that opportunities for pupils to use it for learning tasks are embedded in a range of lessons, it is essential that a coherent framework for actively teaching the skills is built into the school curriculum. Few would dispute the recommendation made in the School Library Guidelines presented by IFLA/UNESCO (2002) that information literacy should be "gradually developed and adopted through the school system" (p. 14), but there remains a conspicuous lack of consensus with regard to how this is best achieved. One approach to promoting information literacy within a particular institution is to offer the

appropriate instruction in sessions devoted to individual subject areas. The effective use of tools such as search engines, for example, may be addressed in ICT lessons; in History, consideration of the value of particular sources may be extended to explore the quality of individual web pages; strategies for investigating source bias may be covered in the course of English sessions on the theme of 'writing to persuade'. However, as there is a risk that the skills addressed are understood by pupils principally in the context of the curriculum subject being covered and the overall programme is presented to learners in a somewhat fragmentary fashion rather than as an integrated whole, staff may favour a strategy in which information literacy is promoted in a separate unit whose overall remit may be as wide as 'study skills'. Here, too, though, there may be problems since youngsters frequently struggle to apply to wider contexts what they learn in exercise situations (Lincoln 1987). As the IFLA/UNESCO Guidelines make clear, the adoption of information literacy principles should enable pupils to master "a learning process that is transferable across content areas as well as from the academic environment to real life" (IFLA/UNESCO 2002: 21). Whichever route to this outcome is taken, the potential of both the study centre environment itself and the expertise of the staff within it must be exploited to the full when the sessions are being planned and delivered.

Balancing provision for individual and collaborative learning

The prevalence of ICT in study centres perhaps leads to an assumption that the learning which takes place within them typically involves youngsters sitting at a computer and working in isolated fashion, especially if a rule of one pupil to one machine is steadfastly applied. Yet, as much of the literature indicates, those who manage such environments often aim to cater for a variety of ways of learning. Gardner, Woolford and Colvin (2007) write of how a study centre can accommodate "a wide range of learning styles" (p. 36), and Christie and Everitt (2007) see the facility as, ideally, "a one-stop shop that supports personalized learning, with the student determining how, where and when they learn" (p. 35).

Despite the frequent tendency to associate the *technology* in study centres with individualized approaches, for some commentators it is traditional books that allow the greatest flexibility with regard to working methods. In arguing that content within books can be investigated in "unpredictable and non-linear ways", Jardine (2010) outlines how a reader who is interacting with several texts simultaneously may arrange them in specific positions on their desk "to explain their part in the argument" they are following. It is certainly a measure of the inherent flexibility of books that Tibbitts (1992) is able to identify a series of ways in which they may be read, with each strategy closely related to a different purpose on the part of the user. If it is true, as Criddle (1998) proposes, that traditional media generally deal in "richer types of information" than electronic resources such as web pages (p. 58), then it would seem that conventional materials like books offer more scope for the application of a greater range of reading tactics and thus, it may be argued, are better able to support different kinds of learning. This claim effectively returns the discussion to the first issue explored in this paper – namely, ensuring that full use is made of the book element within the study centre.

Some individuals, however, relish opportunities to learn via interaction with their peers. This is particularly true of those whose preferred learning style is that of 'assimilator'. Webb and Powis (2005) explain that people falling into this category "think in abstractions and process . . . new knowledge actively in the company of others" (p. 51). Drawing on the ideas of Vygotsky, James (2006) maintains that a social dimension can, in fact, be considered pivotal to the concept of learning itself. She argues that, according to one perspective, "learning is by definition a social and collaborative activity in which people develop their thinking together" (p. 57). Any study centre manager who accepts this principle is naturally faced with the task of striking an appropriate balance between facilitating access to learning resources, whether they be paper or electronic, and offering spaces that encourage pupil interaction. Somewhat paradoxically, November (2007) suggests that, with learning becoming "more personalized and individually designed", the need "to provide social spaces where students can work together to derive meaning from their online experience" is increasingly important (p. 45). In the mid 1970s, Lindsay (1976) distinguished between "learning as reproduction" and "learning as creation" (p. 20). Today, with the advent of a 'copy and paste' mentality, it is all too easy for 'learning as reproduction' to manifest itself through a mechanical process that takes place with a solitary individual sitting at a computer workstation; if school managers are keen to promote the more creative mindset, discussion between learners may have a substantial role to play and should be encouraged. Gross (1998) notes how such simple measures as using large, round tables or pushing individual desks

together can bring about "a physical layout that promotes interaction" (p. 134).

The emphasis on collaboration, however, once more raises an intriguing semantic question in relation to the label that should be applied to these environments and what takes place within them. Whilst the term 'study centre' would still appear appropriate in the context of collaborative learning at least, 'independent learning zone' is more questionable. The *International Dictionary of Education* (1977) asserts that 'independent learning' refers to the individual operating "independently of other learners in a class or group" (p. 171), and this clearly runs contrary to any collaborative ethos. It may be, of course, that the learning brought about in a study centre is thought to be 'independent' in the sense that it does not involve direct instruction from a teacher, although even this may not be the case in many lessons staged in the environment. Modern explanations of independent learning frequently adopt a stance that contrasts sharply with that of the *International Dictionary of Education*. One, taken by the Quality Improvement Agency for Lifelong Learning (2008), indicates explicitly that independent learning sees participants "sharing ideas and problems and working together to resolve those problems" (p. 1). If, as the Agency also suggests, independent learning means helping pupils to make informed decisions with regard to their own learning, then the 'independence' that study centres afford should perhaps be understood in terms of the scope and support they provide for pupils to learn in their own way.

Conclusions

This article has discussed a range of issues that must be addressed by the managers of schools wishing to introduce a study centre approach. If such a facility is to replace a conventional school library, the proposal may, from the outset, meet with opposition from those who favour a traditional area. More specific, practical challenges arise, too. Undoubtedly, some are similar to those that have been faced by school librarians for years. For example, what strategy should be employed for teaching information literacy? This question echoes longstanding debates that relate to the most effective placement of library 'user education' and 'bibliographical instruction'; over 35 years ago now, Lindsay (1976) drew attention to the problems of the 'library periods' in his own secondary school being taken by staff from the English department. Seasoned librarians will also be aware of questions such as whether the use of their area for lessons should take priority over casual access and whether the academic needs of pupils are to be adjudged more important than their recreational pursuits. Information professionals in both settings must grapple with the task of ensuring that the potential of the resources available is maximized, and problems associated with, for example, plagiarism and the pre-packaging of information for youngsters must be countered.

Other matters, however, are more peculiar to these new information environments. If both books and ICT workstations are accommodated, how is the use of each to be promoted and, in particular, how can vital skills that are frequently associated with the paper environment best be championed? The maintenance of consistency is a significant challenge in several respects, especially in terms of sanctions applied to pupils who breach discipline and how structural integrity is maintained over time in the VLE to which the study centre affords access. More fundamentally, what kinds of electronic materials should be made available and how is this best achieved? In addition, questions may emerge in terms of the physical environment. Given the space available, what constitutes the best arrangement of the computers and how should decisions be reached with regard to needs for expansion? What proportion of the room that exists should be allocated to facilities for accessing the various resources offered and promoting the interaction of learners respectively? If it is true that the greatest strength of any organization is its staff, then the tasks of ensuring that the abilities and expertise of all the individuals employed in the facility are properly exploited and that the work of the different kinds of personnel dovetails seamlessly are perhaps two of the most basic. It is, however, clear that no absolute solutions which are effective in every case can be applied to many of these questions. Indeed, very often much will depend on local factors such as the culture within the school and the specific context in which the study centre operates.

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Showing the green way: Advocating green values and image in a Finnish public library

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Abstract
Vallila Library is a medium sized public library and belongs to the Helsinki City Library. It was the first public institution to seek and receive the EcoCompass environmental label (2011). We created our own environmental strategies and policies, and reviewed such activities as recirculation and recycling. However, we could not decide alone on what kind of greener actions should be adopted; we are not independent actors. It was not always clear what kind of actions should be taken and what to measure. The greatest challenge was nobody had spelled out the concept of 'green library': we were forced to view the issue on a broader scale. It seemed that the best option was to show others the road to becoming green(er). Our commitment to environmental responsibility shows that we consider green values to be important. We offer easy access to information on ecological issues and arrange events that focus on environmental issues. We have to tell the world (and decision makers) that libraries are responsible actors and promote environmental sustainability. Commitment to green values may increase environmental sustainability and help libraries to take a new and visible role in changing society.

Keywords
public libraries, environmental issues, green values, Finland

Environmentally friendly foundations and seeking an Eco-label

Libraries are quite 'green' in that the basic activities consist of information retrieval, circulating the collections, as well as offering an open, public space. None of our activities are harmful to the environment. This is fine, but it means that it is challenging to develop greener ways of acting. The foundation is already environmentally sustainable. This was the lesson we at Vallila Library learned when we were the first public institution to receive the EcoCompass environmental label in 2011, along with some 30 small business companies as well as the Finnish National Opera.

The following remarks concern, first of all, our own environmental project and what we learnt during the project. However, I may at least wish that our work contributes to the broader discussion on environmental sustainability in libraries. The logic of the situations, as well as problems, may well be common to most public libraries.

The EcoCompass eco-label is granted by the Helsinki City Environmental Center and it is a quite light, streamlined environmental system. It is created for smaller companies. Now, since the environmental system was 'lighter', our approach was a little different from the usual. To receive an environmental label usually means that that the building has to fulfill several requirements. The focus is on the ecological features of the building. This is also the case with the discussion on 'green libraries': the discussion often concerns only library buildings, the walls. However, we cannot reconstruct all the library buildings. We have to act in existing ones and the only possible way to be greener is to act in greener way inside the old walls. This was our starting point: although we could

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not have a new ecologically efficient library building, we wanted to do something, i.e. act more ecologically.

On the other hand, even a lighter environmental system includes environmental management. Vallila library joined the environmental project in early 2010 and during that year we created our own environmental strategy and policies, and reviewed such activities as recirculation and recycling. Our environmental policy is in line with the policy of the Helsinki City Library, which is based on the efficient circulation of collections, preserving the cultural heritage, preventing alienation, increasing consciousness concerning environmental issues and decreasing environmental strain. All this is quite abstract and does not have much to do with the everyday work in a small library. However, the Helsinki City Library has been very active in this respect and has also a few more practical practices. In Helsinki City Library, there is, for example, a network of ecological support staff, one in almost every library. These persons take care of environmental issues in the libraries and keep the rest of the staff informed.

All this left us in an odd situation. The foundations were already environmentally sustainable, there was not much we could do with the existing building (in the short term) and Helsinki City Library had already drawn the guidelines of environmental management (and some good practices). So, what should we do to earn the environmental label?

The answer was that there was a lot to do. This is a good start, but it is only a beginning. The environmental project led us to think and rethink environmental questions. We had to clarify for ourselves what does it mean to be an environmentally friendly library. Environmental management had to be brought down to earth and we had to become aware of what the intrinsic strengths and weakness are for libraries concerning environmental sustainability.

Down-to-earth environmental management: recycling, saving energy, and procurements

Recycling, environmentally friendly purchases and saving energy are at the core of being environmentally friendly. These were also the key words in almost any environmental strategy and policy. First we thought that this was not a problem for us. However, some points can be made concerning use of paper, computers and saving energy and, it seems to me, that these remarks concern most of the libraries and reveal the special situation in which libraries act. And I might even suggest that some standard rules for ecological sustainability have to be modified to apply to libraries, libraries are not like all the other institutions.

Some years ago, we thought that computers would make us environmentally friendly – that we would work in offices without a single sheet of paper. However, the use of paper has not decreased. All too often I have to admit that accidents happen. At times I intend to print a short message when in fact three pages get printed. We recycle paper and try to find out new uses for used sheets of paper, but all the same: the amount of paper has not decreased.

At the same time, many have begun to calculate how much waste and scrap computers bring. High Tech is not particularly high longevity and equipment is changed and updated frequently. Computers and other technical equipment also require electricity. In Vallila Library, we have calculated that the easiest way to save energy would be to switch off all computers for the night. However, this practice was restricted as all program updates took place during nighttime hours. This rule has only recently changed due to environmental reasons.

This was our first important discovery. As a municipal library, we are dependent on many other actors and we have to follow the general rules given by the City. We cannot make independent decisions like small businesses can. So unfortunately, sometimes easy solutions are out of the question.

We faced this fact quite a few times. Vallila library is a part of a greater building complex and therefore it cannot decide alone what kind of greener actions shall be adopted. For example, we share waste containers with a daycare facility. Our interests in waste management are quite different than theirs and consequently compromises are often necessary. The same holds true with procurements. Helsinki City has a special office that handles procurements; they select distributors and arrange the tendering of prices. In this way our purchases are guided and we cannot advance our own criterion. At the city level environmental considerations do not always have weight.

Nevertheless, our environmental strategy presumed for some actions and savings. Thus we had to think where we could save, and how to measure the savings. Here comes our second discovery. One has to be careful about what is measured. According to the simple model, we should decrease the use of electricity and energy used for warming. This is usually an assumption behind environmental projects. The goal is continuous decrease. Is this always possible in principle or in practice? During cold winters buildings have to be heated. In Finland, the temperature may stay below 20 degrees Celsius for months.

Moreover, there exists a paradox. It seems that more is less. Now, the easiest way to save energy would be to decrease opening hours, keep the library closed, switch off lights and take the computers away. However, we are trying to do the opposite. We attempt to keep the library open as much as possible and to offer a common space for reading, working, socializing or just to pass time. This is why we have the lights on whereas elsewhere lights can be switched off. Another example is that we try to offer sufficient amounts of computers so that everyone does not need to buy their own computer. Hence the paradoxical conclusion is that we may successfully decrease the total use of electricity by increasing our own use of electricity.

This situation seems to be quite typical for libraries. Libraries are seldom independent actors but are parts of greater institutions or share buildings with them. Often somebody else, like the City, is responsible for the care of the building and regulates many functions. This does not always leave much room for greener actions. On the other hand, libraries are public rooms, shared studying places or living rooms. This has to be taken into account when it is decided what is counted as 'green activity'. In fact, it is quite difficult to say what should be measured and how. How can one measure the saving of energy which is due to the fact that many people gather to work in local library?

The conclusion was that it is hard to find new ecological ways to act – if these actions are to have some real weight.

Showing the green way: an example and contributor of knowledge

Since acting in an even greener fashion presented challenges, it seemed that the best option was to show others the road to becoming green. We thought that this might be a suitable role for a library. To show a greener way means that we express our commitment to environmental issues to our clients and other actors. We also show examples and encourage others to take the same road. Receiving an eco-label was an important part of this process. It tells about our values but also states that we have taken actions. We consider environmental issues so important that we have struggled to reach the standards to receive the label.

Showing the green way consists of small steps. The point is that many small steps may create a remarkable advance. Now, our first step was simply to let our clients know about our environmental project. One can find some information about our environmental project from the library and our web pages.

The second step was that we attempted to offer easy access to information concerning environmental issues. This may appear more or less self-evident. However, as the amount of information grows, it becomes more and more difficult to find relevant and reliable knowledge. And, unfortunately, the classification system used in libraries does not make it easier to find information on ecological subjects. Books about recycling, climate change and energy efficient building methods are scattered around the library, as they belong in different categories. In Vallila, we gathered all eco-related books onto one shelf. Here you can also find some brochures made by the environmental center. The collection may be quite small, but our clients have found it.

There is also another important point here. We did not accept the suggested requirement that we should grow the eco-collection. Why? The easiest way to grow the collection would be to not delete anything from it. However, it is important that we discard all information that does not hold true anymore. It is better to have a small but reliable collection of eco-books than a vast and unreliable one. Here, less is more.

Our third step was to arrange events on environmental questions. In the spring of 2010 there was a discussion on climate change, in 2011 on issues related with water, and the next year a series of discussions on ecological lifestyle. Leading experts have welcomed the possibility to share their expertise with a broader audience. For this reason we are planning to arrange a series of events on ecological topics in cooperation with environmental organizations. These organizations, by the way, quite often search for a place to reach people. A library is quite a suitable one.

Finally, our forth step has been to show an example for other libraries. We have presented our environment project for other libraries in Helsinki and we have even taken the same role to the national level. We have joined a national environmental project. To a large extent our function is to share our experiences and to raise discussion.

Some innovations

Sometimes tiny little things make a great difference. Our wish is that our small green steps make a great difference. However, the actions mentioned above are not enough. Showing a greener way presumes some new activities and ideas. In the Helsinki City Library we have already tried quite a few new ideas. Our libraries lend out traditional library collections, but many libraries also offer electricity gauges or sport equipment. Some of these items are owned by other municipal offices, like the Sports and Recreation

Department. Some items are owned by the libraries themselves.

In both cases, the problem is that someone has to buy all these items and libraries have to be able to store them. In Vallila, we have been testing a slightly different way to lend out and re-circulate things. The library cooperates with the private organization Kuinoma. This organization was founded to enable a new kind of loaning. Members lend out their own possessions, like skis and cameras, to strangers. The owner of the item and the borrower agree on the details of the loan and thereafter the owner brings the item to the library for the borrower to pick up. After use the item is returned to the library. The library operates by acting as a mediator, lending the items with the help of a code number. There may be a nominal fee involved between the two parties, but library does not participate in that transaction.

The advantage of this activity is that the library does not need to buy any of these items, we only mediate the exchange. The only thing which is needed is people willing to lend their own items for the benefit of strangers. Surprisingly enough there are willing people! People wish to advance environmental sustainability and are searching for new ways to act.

It is actually quite simple. The motive of this activity is to repress consumption. If you need a drilling machine for a couple of days, say after having moved to a new apartment, you may see if someone has such a machine and would be willing to lend it. You do not need to buy everything. This is in fact the same idea as when libraries lend books or allow clients to use computers or other technical equipments free of charge. These are some new ideas of how to broaden the idea of circulation, which libraries already do, and to promote the importance of green values.

One might note here also that the idea of libraries as common living rooms is basically a green idea. It is a question about shared space like 'lending' is about shared things, books or other items. It might be even suggested that common living rooms, shared spaces could lead to a situation where people are satisfied with smaller apartments – you may leave home to work and spend time in a common living room. A green library should offer that possibility, and that is our goal. Also in this respect first steps have been taken in Helsinki: Kohtaamispaikka Lasipalatsi offers Urban Office, i.e. room to work.

Green image has a marketing value

In a way libraries have always been green – and after rethinking the issue, libraries have a lot to give in this respect also in future. However, it has been typical for libraries to remain quiet about this fact. This is a pity. It is not enough to just 'be green'. One has to say it aloud, or better still to shout it from the rooftops! In other words, we have to tell people that we are environmentally friendly. We have to have a green image.

Why? An image is not a real thing. It is true that having a green image does not change anything. Image does not prevent climate change or save the world.

The value of the green image is in marketing the library. And this is a point where libraries have traditionally been quite shy. However, we should pay more attention to our image and learn marketing. If libraries wish to have sufficient or more resources, for example, from the city, libraries must take care that those who make decisions agree that libraries are indeed worth it. The same holds for the media and clients. They should recognize that libraries are needed and do important work; that libraries are responsible actors and advocate valuable issues. Having an eco-label and an environmentally friendly image are ways to do this.

In Vallila, we realized this quite soon. The fact that the library had joined an environmental project received a very positive reception. Our users appreciated our green values. As one of our users put it, ''I'm proud that my local library acts responsibly on these green issues''. This showed us that green values are important in creating our image. We were also surprised to realize that the media was interested in our environmental project. Two different television channels and the biggest newspaper all reported on our cooperation with Kuinoma. It seems to be news that we in libraries do something else than lend out books, and that we are green. I wonder why.

About the author

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Article

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Developing libraries in Lesotho

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Abstract
This paper describes the local literacy environment in Lesotho and plots the efforts to create effective and sustainable school and community libraries through professional development both in literacy education and librarianship. A library effectiveness survey was distributed to the 170 1,000-book school and community libraries started since 2008 by communities in partnership with United States Peace Corps and the African Library Project. These targeted sites remain some of the only libraries in the country. In response to this survey, a team of 13 Peace Corps Lesotho volunteers, Basotho teachers, librarians, principals, and district resource teachers came together to create and lead a workshop series to guide local library leaders. Piloted in September 2010 and revised with feedback, this workshop series was intended to aid the creation of 32 new libraries in 2011 by focusing on topics most relevant to the developing culture of reading in Lesotho.

Keywords
school and community libraries, library development, Lesotho

Introduction

Current research confirms that access to books directly relates to literacy (Neuman 1999). However, in a small, rural country that lacks a substantial reading culture, access to books is just the beginning. Libraries in public primary and secondary schools are uncommon in Lesotho as is research on the contributions of libraries, the training of teacher-librarians, and the effects libraries have on the communities they serve. This paper looks at the current literacy environment in the sub-Saharan African country of Lesotho and at an effort to improve the process of starting libraries in schools where there have been none and developing those libraries to the point of sustainability.

English education in Lesotho

In Lesotho, traditional literacy begins in the school system. It is rare for households to own books or speak English (Sesotho is the national language.) English is the official language; it is the only language spoken in the country's higher educational institutions and most governmental and business work is done in English. For students to advance to the next grade/standard in primary school, they must pass in English. For completion of high school and entrance to the National University of Lesotho, a pass in English is mandatory (Seelen 2002). This makes the case for school libraries to contain books in English and to look at English achievement scores as an indicator of literacy. In 2010, 57.3 percent of students passed their high school external exams. Table 1 shows the performance averages of Basotho Standard 7 students in English between 2003 and 2006 inclusive. Data after 2006 are not published. English instruction is critical to the academic success of Basotho. Many Ministry of Education officials, teachers, and students are interested in having English libraries to supplement their literacy instruction.

Table 2 shows the total pass rates for the last 8 years. With a mean of 85.8 percent, a range of 5 percent and a standard deviation of 1.7, there is no discernible trend up or down in performance regardless of the educational-political climate or initiatives of the time.

Libraries in Lesotho

The National Library Serice of Lesotho has developed nine public libraries located in the camp-towns in nine

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Table 1. Report on subject norms for Primary Standard Level Examination

Subject	Weighted score	2006	2005	2004	2003
English	100	48.0	48.9	45.8	43.3

Source: Ministry of Education PSLE Results 2003–2006.

Table 2. Total Primary Standard Level Examination pass rates

Year:	2003	2004	2005	2006	2007	2008	2009	2010
Pass rate	83.7	88.1	85.5	85.8	83.1	86.4	86.0	87.5

Source: Ministry of Education PSLE Results 2003–2010.

of the 10 districts in Lesotho, three of which were established within the last 2 years. However, at all of these libraries, patrons are prohibited from borrowing books.

The Director of Library Services is one of two library professionals employed by the State Library Service, the other serving as the Senior Librarian at the National Library in the capital city. The Schools Library Service aids in the advisement of secondary school libraries in the area of the capital, Maseru. In the past, they have been involved in teacher-librarian training workshops. These workshops were terminated in 2009 due to lack of trained personnel.

In addition to the nine branches of the National Library Service, 170 small, school and community-based libraries have been initiated in collaboration with the African Library Project, the US Peace Corps, and individual schools and communities since 2008. The African Library Project is an American NGO that connects individual communities in Lesotho to a community donor in America. The American donor collects 1,000 gently used children's books for their Lesotho community or school and ships them to the African Library Project site in New Orleans. Staff and volunteers then fill a shipping container with these donated books and send them by ship, train, and truck to Maseru, Lesotho where they are organized and distributed to the schools and communities that applied for the libraries. The African Library Project currently works with nine African countries to develop these small school and community libraries.

The results of the library implementation, especially at the primary level, are promising. Table 2 shows the average change in Standard 7 English scores for all schools with at least 2-year-old libraries compared to all primary schools in Lesotho.

This data illustrates the position of the International Reading Association on classroom libraries:

> Children become fluent readers when they have opportunities to practice reading. Without appropriate access to books, children will be taught to read, but will not develop the habit of reading. If schools fail to provide children with an opportunity to practice skills in the meaningful context of literature, substantial numbers of children will choose not to read for pleasure or for information on their own (Holdaway 1979). Additionally, research has found a relation between the amount of time that children read for fun on their own and reading achievement (Greany 1980; National Assessment of Educational Progress 1996; Taylor, Frye and Maruyama 1990).

In 2010, 93.7 percent of all Standard 7 students at schools with African Library Project libraries passed their external exams in comparison to the average 87 percent pass rate of all other schools (Ministry of Education Primary Standard Level Exam Results 2010) One community of three primary schools in Thabana Morena, and Mafeteng had a 100 percent English pass rate 2 years after the implementation of their classroom libraries. The oldest ALP primary school libraries have seen an average pass rate increase of 7.9 percent from 2008 to 2010 (Ministry of Education Primary Standard Level Exam Results 2008–2010). Table 3 shows the difference in pass rates in 2010 for the three external exams students take, at standard seven, and Forms C and E. ''Passing'' is earning at least 40 percent in most subjects. Now, this data is not conclusive on the correlation between ALP libraries and test performance but the preliminary data is promising and as libraries and more data are analyzed, a more complete picture will be seen.

Current challenges

Given this success, there are still concerns that these resources are under-utilized. Initially, Peace Corps volunteers were living near these schools and communities and aided in the set-up and development of these 1,000 book libraries. However, a volunteers' service rarely exceeds 2 years, and without their help, some libraries had closed down. Often volunteers, excited about starting a new library, stopped there and visited only a few times a month and held minimal trainings or no trainings at all. Some received the books 1.5 years into their 2-year service, leaving only 6 months for development. Unless a local host country national had attended college or been fortunate enough to be raised near one of the nine state libraries, they would have little to no background with libraries and traditional library procedures. In fact, based on personal interviews, it is a belief in many Lesotho

Table 3. Pass rates for schools with ALP libraries compared to the national average

Pass rate	Standard 7 External Exam	Junior Certificate Exam	COSC Exam
With an ALP library	93.70 percent	73.80 percent	63.30 percent
National average	87.50 percent	70.00 percent	57.30 percent

Source: Data taken from Ministry of Education PSLE, JC, and COSC Results 2010.

villages that the Basotho people do not have a reading culture; others explain that the Basotho don't believe in books.

Basotho teachers, librarians, and American volunteers shared the challenges facing libraries in Lesotho in a focus group discussion. Challenges included the lack of a 'reading culture', collection relevancy, librarian/teacher training, security of the libraries, and patronage.

A survey of library effectiveness was then distributed to a broad sample of school and community libraries. Forty-three responded within one week. The main concern expressed by community members and library committees was the lack of education in librarianship of the Basotho in charge of the libraries. Primary and secondary school teachers are commonly selected for this role. This paper will now report on the effort from 2009–2011 to increase library effectiveness in school libraries through library-leader education of the basics in library set up and continual library development.

Developing libraries in Lesotho

To address the concerns raised in the focus group, a set of Peace Corps Volunteers, Basotho classroom teachers, school principals, district resource teachers, librarians, and the director of the National Library Service came together at the Ministry of Education in the northern district of Butha-Buthe in August of 2010. These volunteers and stakeholders shared success stories as well as library failures they had experienced. They developed a list of knowledge and skills that teacher-librarians needed to adequately set up, develop, and increase patronage with a new library (Baird 1994). The participants then created lesson plans aimed at teaching new library leaders the information they deemed important. The sessions they came up with included Library Organization, Book Basics, Library Procedures, Using the Library for Instruction, Student-Librarians, Sharing Information with Students and Colleagues, and Fundraising for Library Maintenance.[1]

A month later, five of the group participants came back to pilot these sessions with a group of sixty Butha-Buthe primary and secondary school teachers from 30 schools with newly established libraries over a span of two days. A trained Mosotho librarian discussed topics related to library organization, including space set-up and book classification. She referenced the VSO book, *Setting up a School Library* (Baird 1994), which is distributed to all African Library Project aided libraries in Lesotho. The librarian stressed that at the primary school level, a classroom library approach is most likely to ensure usage because of the lack of specific library building facilities or funds for a full-time librarian. Each classroom then would need to have a small set of shelves where a variety of level-appropriate books would be stored. Months later on in the process, teachers expressed the need for training on how to know the level of the books and how to choose books for different classes. This will be included in later workshops and resources. Next, a primary school principal who has been developing and promoting her school's 3-year-old successful library, led a session on Book Basics discussing the parts of the book (and how to teach them to your students/patrons), caring for the books, and repairing damaged books. Then, three Peace Corps Volunteers, all former teachers or trained in education, split the participants up into groups and held sessions on developing library rules, check-out procedures, and library hours with supervision, including the use of student-librarians. By the end of this session, teachers, working with their colleague, developed a list of rules, practiced using a basic check-out sheet, and wrote tentative library hours and a supervision schedule. The longest session focused on integrating the library books into teachers' instruction. Groups discussed using the books to introduce a lesson for a variety of subjects, to read aloud for comprehension activities, to develop writing topics based on read library books, to use the books as a reference for both teachers and students, and to help inspire discussion on life skills topics. Participants also discussed other ideas on how to use the library: for free reading, as extension activities for high achievers, and as a time-filler for when students finish work early or lessons end early. The final portion of the workshop focused on how to disseminate the day's learned information and a lively discussion on fundraising ideas for library upkeep.

The immediate data from evaluations showed that a vast majority felt that learning how to use the library in their classroom instruction was most useful in motivating the teachers to be involved in the continuing development of their libraries. This also connected to issues of book relevancy brought up by established library leaders in earlier stages of the process (Coles et al. 2002).

Some organizations are currently engaging in book writing projects that will also help with the relevancy of these library collections. Peace Corps, in connection with the Presidents Emergency Plan for AIDS Relief (PEPFAR), developed a system whereby libraries could apply for African-written books that relate to life skills education. The books are of varied levels and subjects – some are even in Sesotho – and all feature African themes, settings, and characters.

In the following years, all participants will be asked to again evaluate their progress based on the information learned from the workshop; individual libraries will be visited by a trained librarian to help with continued development.

The session plans piloted with the schools of Butha-Buthe along with hand-outs, tips sheets, example forms, and success stories were compiled into a booklet entitled *Developing Libraries in Lesotho: A Workshop Series* and printed with the help of funding from the Friends of Lesotho through the Peace Corps Partnership Program. Participants also expressed interest in a visual representation of what successful school and community-based Lesotho libraries look like and how they function, so a video project was launched to address these needs. A local Mosotho filmmaker trained at the University of Cape Town worked with librarians from different parts of the country to create a bilingual video to aid in library set-up and development.

Next steps

In 2013, 54 new small libraries will be established in primary and secondary schools throughout the country. Peace Corps Volunteers helping with these new libraries have been trained to lead the sessions developed by other volunteers and Basotho experts. Each new library will receive a copy of the handbook *Developing Libraries in Lesotho: A Workshop Series* as well as the finished film, *Reading.* The goal is to inspire local library leaders to create and maintain effective small libraries for the educational benefit of the students and community members of Lesotho.

Recommendations

1. The Ministry of Education should support the development and security of school libraries in all registered schools.
2. School and community libraries should engage in both pre-service and professional development activities for their library-leaders in a variety of formats including workshops, videos, discussion groups, and trips to successful libraries.
3. Resource materials should be developed in collaboration with local professionals to be sure to adhere to unique local challenges.
4. Locally written books in both Sesotho and English should be a part of all libraries.

Note

1. The next version will include a new Parent Involvement session developed by Basotho librarians in April of 2011.

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News

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IFLA policies and programmes

Protection of cultural heritage: Principles of Engagement

At its meeting in April 2012, the IFLA Governing Board has endorsed Principles of Engagement in library-related activities in times of crisis, conflict or disaster. The Principles are part of IFLA's Key Initiatives 2011–2012 programme: Cultural Heritage Disaster Reconstruction Programme – Culture is a basic need, a community thrives through its cultural heritage, it dies without it.

The recent turmoil in Syria and Mali, the earthquake in Haiti or the earthquake followed by a tsunami in Japan, IFLA is deeply concerned by the great loss of cultural heritage in recent years due to armed conflicts, crises and natural disasters. The principles aim to encourage safeguarding and respect for cultural property especially by raising awareness and promoting disaster risk management and to strengthen cooperation and participation in cultural heritage activities through UNESCO, the libraries, archives, museums, heritage buildings and sites group and the International Committee of the Blue Shield initiatives and activities.

They advise IFLA and its members on how to monitor areas at risk, advocate for and raise awareness about prevention. In the event of a conflict or disaster, the Principles of Engagement will guide activities in recovery situations and advise IFLA and its members if and how to engage in a particular recovery situation within IFLA's strategic directions. They establish criteria to guide decisions on whether IFLA and its members would become engaged in post-conflict/disaster recovery and the terms under which it would do so.

To strengthen these efforts and to prevent future damage of cultural heritage, IFLA is currently developing an online 'at risk register' of countries and sites where there is a risk for armed conflict or natural disasters. Within the register, libraries with significant cultural heritage items will be identified.

Read the Principles of Engagement: http://www.ifla.org/en/publications/ifla-principles-of-engagement-in-library-related-activities-in-times-of-conflict-crisis

Orphan Works and Legal Deposit

Through its Key Initiatives 2011–2012, IFLA is working collaboratively to build a legal, technical and professional base that enables libraries to play a major role in collecting, preserving, and offering wide access to all types of physical and digital materials. Thus, IFLA developed and endorsed Statements on Legal Deposit and Orphan Works.

The Statement on Legal Deposit outlines benefits of and considerations for print and electronic legal deposit whether in a mandatory or voluntary system of legal deposit. IFLA believes that legal deposit is critical for the preservation of and access to a nation's documentary heritage.

Read the Statement on Legal Deposit: http://www.ifla.org/en/publications/ifla-statement-on-legal-deposit

The Statement on Orphan Works encompasses issues to be considered in promoting the public interest in access to such works while protecting owner's rights and countering the risk of infringement, which is particularly applicable for mass digitization.

Read the Statement on Orphan Works: http://www.ifla.org/en/publications/ifla-statement-on-orphan-works

Membership matters

New members

We bid a warm welcome to the 80 members who have joined the Federation between 5 March and 15 June 2012, including the following:

National associations

Norsk fagbibliotekforening / Norwegian Association of Special Libraries, Norway
Public Libraries Australia, Australia
Zambia Library Association, Zambia
Library Association of Cuba (ASCUBI), Cuba

Association affiliates

AILIS – Association of International Librarians and Information Specialists, Switzerland
Fiji Library Association, Fiji
Association des Professionnels de l'Information Documentaire en Nouvelle-Calédonie (APIDOC), New Caledonia
Dutch Caribbean Library Association, Curaçao

Institutional sub-units

Kunsthistorisches Institut, Bibliothek, Switzerland

Institutions

Northwestern University in Qatar, Qatar
Wojewódzkiej i Miejskiej Biblioteki Publicznej im. Josepha Conrada-Korzeniowskiego w Gdansku, Poland
Islamic Republic of Iran's public libraries institution, Islamic Republic of Iran
Nazarbayev University Library, Kazakhstan
Public Library of Tonsberg and Notteroy / Tønsberg og Nøtterøy bibliotek, Norway
Fondation Custodia, Bibliothèque Fondation Custodia / Institut Néerlandais, France
Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), Brazil
Future Library, Greece
Office of Knowledge Management and Development (OKMD), Thailand
Illinois Institute of Technology (IIT), Paul V. Galvin Library, United States
Durban University of Technology, South Africa
University of Guelph, Canada

Personal affiliates

J. Margaret Shaw, Australia
Petra Hauke, Germany
Ngozi Immaculata Njoku, Nigeria
Nicolo Lorenzo Cervantes, Philippines
Jane Meyers, United States
Janice Modeste, Bahamas
Christiana Ikeogu, United Kingdom
Gillian Hallam, Australia
Efua Ayiah, Ghana
Gladys Mungai, Kenya
Shafiur Rahman, Bangladesh
Tanzela Shaukat, Pakistan
Ngozi Ukachi, Nigeria
Leena Marjatta Siitonen, Spain
Filiberto Felipe Martínez-Arellano, Mexico
Alejandra Martinez del Prado, Mexico
Madelyn Washington, United States
K. Elizabeth Sikes, United States
Lena Löfgren Bjerner, Sweden
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Wilda Newman, United States
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Sarah Webb, United States
Judith Saltman, Canada
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Marta Seljak, Slovenia
Moira Fraser, New Zealand
Hasna Askhita, Syrian Arab Republic

Student affiliates

Elizabeth DeYoung, United States
Molly Schwartz, United States
Ronny Patzelt, Germany
Audrey Anday, Philippines
Elnara Bayramova, Azerbaijan
Adina Maria Ciocoiu, Romania
Enrico Francese, Italy
Hugo Huurdeman, Netherlands
Abu Imran Mohammad Jakaria Rahman, Bangladesh
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Ewelina Melnarowicz, Italy
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Iskander Rakhmatullaev, Uzbekistan
Gulchekhra Rakhmatullaeva, Uzbekistan
Rasmus Thøgersen, Denmark
Kevin Wan Utap Anyi, Malaysia
Jing Wu, China
Luis Mario Segura Hechavarria, Spain
Helen Weldearegay Tekulu, Ethiopia
Jennifer Whisler, Peru

Muharrem Yilmaz, Turkey
Dydimus Zengenene, Zimbabwe
Andrea Belair, United States

Grants and awards

De Gruyter Saur IFLA Research Paper Award 2012

De Gruyter Saur and IFLA are delighted to announce that the winner of the De Gruyter Saur IFLA Research Paper Award 2012 is Adam Girard with his paper "E-books are Not Books: The Challenges and Chances in the New Media Context". The author is Ph.D. student at the School of Information and Library Studies, Unversity College Dublin (Ireland).

The author receives prize money of EUR 1.000 donated by De Gruyter Saur and is invited to attend the President's Lunch at the Annual IFLA World Library and Information Congress in Helsinki, Finland in August 2012.

This year's topic of the De Gruyter Saur IFLA Research Paper Award was: "Libraries and eBooks, challenges and chances". The jury – assembled by IFLA Governing Board member Paul Whitney, Harald Müller (Expert member of the IFLA Committee on Copyright and other Legal Matters (CLM)), Stuart Hamilton (IFLA's Director of Policy & Advocacy) and Ingeborg Verheul (IFLA's Director of Communications & Services) – unanimously agreed on their selection: "Girard's paper is clearly on topic and provides a well-researched and thoughtful overview. By classifying e-books not as books but as new media, it opens up new ways of thinking for librarians, publishers and other stakeholders, in providing access to e-books in the near future."

The award is aimed at encouraging research and publication by those relatively new to the profession. Adam Girard has worked as metadata librarian at Northwestern University Evanston, IL (USA) and as audiovisual librarian Highland Park Public Library, Highland Park, IL (USA). His awarded paper will be published by De Gruyter Saur.

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IFLA conferences and meetings

Annual conferences fees

IFLA response to the petition for reducing annual conferences fees for members and speakers

Thank you to all those who contributed to the discussion on the Petition to reduce the registration fees for the IFLA World Library and Information Congress.

IFLA is constantly working to open up the Congress to a wider audience. The IFLA Governing Board welcomes all comments such as those in response to the petition. The IFLA Congress Advisory Committee and the Board considered these comments at the April Governing Board meetings.

The IFLA WLIC is a flagship event that brings together the whole of IFLA once a year. In 2009–2010 the Board undertook a significant review of the Congress, including consultation with stakeholders, and in mid-2010 implemented the new congress model, which will come into full effect with the 2012 Congress in Helsinki.

Continuous improvement

The IFLA Governing Board has a continuous improvement approach to the WLIC. This includes for each year a survey of delegates, meetings with exhibitors and sponsors, improvements in use of ICT, developments with the professional programme, increasing opportunities for strategic engagement with other organizations, exploring new exhibitor markets. In addition the IFLA Headquarters, National Committee and PCO [KIT] work together to introduce new aspects to each congress, which may be carried through to forthcoming congresses.

Financial management

The WLIC is a EUR 2 million high risk and resource intensive venture that requires very careful management and oversight to ensure we meet the aims of the congress within reasonable costs. Less than half the funds required come from registration fees. The funds from other sources, such as sponsorship, exhibition and government subsidies are not provided in a way that would be transferable to subsidize registration fees.

Next major review

As part of the congress review by the IFLA Governing Board in 2009–2010 it was agreed that an extensive review of the congress structures and operations be scheduled for 2015/2016 at which time all of IFLA's regions will have participated in the new congress process.

Any changes resulting from the review would be implemented in a timely way to avoid disruption to future congress planning. This review will include but not be limited to: the 7 year WLIC cycle; host selection process; governance; financial management; and the roles of IFLA, the host national committee and PCO; and would include wide consultation, with

IFLA members and professional units, and representatives from each participant stakeholder group such as national committees, delegates, sponsors, exhibitors, corporate partners.

The proposal that was made in the petition would result in a loss of income for the congress of several hundred thousand euros and to accommodate this would require major changes and cuts to the congress. This is not a position IFLA can take without such a consideration being part of the comprehensive planned review.

We look forward to the input of IFLA members and congress delegates at the time of the congress review.

Ingrid Parent, President

Singapore 2013

The World Library and Information Congress: 78th IFLA General Conference and Assembly, will take place in Singapore from 17–23 August 2013. *Theme:* Future Libraries: Infinite Possibilities

More information regarding the 79th IFLA General Conference and Assembly will be available on this website. Please check back at a later date.

http://conference.ifla.org/ifla79

IFLA documents and publications

Background paper on e-lending

As part of its work on the 2011–2012 Key Initiatives, the IFLA Governing Board appointed a working group to draft a background paper on digital lending. At its April meeting the IFLA Governing Board endorsed this paper, and we are now pleased to present a version for download.

The paper attempts to:

- Provide an overview of the issues relating to eBooks in libraries;
- Summarize the current positions of publishers in both the scholarly publishing and trade publishing sectors;
- Summarize the differences in the way that academic/research libraries and public libraries address the issue of digital collections;
- Address the legal context for eLending and library principles that must be upheld in any suitable models;
- Provide a detailed legal analysis of e-Lending

The e-Lending environment is changing rapidly at this point in time, and the paper will be reassessed in the coming months in light of any significant developments. Revisions of the paper may take place in light of any assessment.

IFLA continues to work in this area and has been liaising with EBLIDA, the ALA and others as we seek to understand the implications for the delivery of high quality library services in the 21st century. Considering just how important any developments in this area are for libraries around the world, IFLA encourages interested individuals or institutions to share experiences, information or reports with our e-Lending working group. Any information can be sent to Stuart Hamilton, Director of Policy and Advocacy, at IFLA HQ: stuart.hamilton@ifla.org.

Download the IFLA e-Lending background paper here: http://www.ifla.org/files/clm/publications/ifla_background_paper_e-lending_0.pdf

IFLA publication

Guidelines for Subject Access in National Bibliographies. Edited by Yvonne Jahns. Berlin/Munich: De Gruyter Saur, 2012. ISBN 978-3-11-028089-0. IFLA Series on Bibliographic Control Nr 45. Euro 59.95. For USA, Canada, Mexico US$ 84.00. Special price for IFLA members Euro 49.95; for USA, Canada, Mexico US$ 70.00. Also available as an eBook.

In a networked and globalized world of information the form of national bibliographies may have changed, however their major function remains unchanged: to inform about a country's publication landscape, its cultural and intellectual heritage. Subject access offers a major route into this landscape providing information about the dispersion of publications in specific fields of knowledge and topics contained in a particular national publishing output. The *Guidelines for Subject Access in National Bibliographies* give graded recommendations concerning subject indexing policies for national bibliographic agencies and illustrating various policies by providing best practice examples.

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From other organizations

Open Access Agreements and Licenses Task Force

The Confederation of Open Access Repositories (COAR) is pleased to announce the formation of the Open Access Agreements and Licenses Task Force.

This is a multi-stakeholder Task Force initiated and supported by COAR (Confederation of Open Access Repositories), with members representing a number of different types of organizations (libraries, licensing agencies, library associations, and open access groups) with a common interest in promoting sustainable and effective practices for open access. The Task Force aims to review and assess the growing number of open access agreements being implemented between publishers and research institutions.

As the momentum for open access grows, publishers and libraries are developing new mechanisms to support open access. ''In this rapidly evolving environment, it can be challenging to keep up with the range of open access agreements available'', says Kathleen Shearer, Canadian Association of Research Libraries and Chair of the Task Force. ''We hope that this Task Force will help the scholarly community gain a better understanding of the current landscape and assist them in making the best choices when considering entering into open access agreements with publishers.''

The Task Force aims to have preliminary recommendations available for October 2012. More information about the Task Force is available on the COAR website: http://www.coar-repositories.org/working-groups/repository-content/licenses-task-force/

Blue Shield Statement on Mali

Following the alarming situation in Mali, the Blue Shield expresses its deep concern regarding the safeguarding of the country's invaluable cultural and historical heritage and deplores the suffering and loss of life this conflict has entailed.

Between 1988 and 2004, four sites in Mali were chosen to become part of the UNESCO World Heritage List, thus standing as international representatives of the nation's cultural and natural heritage: the world-renowned city of Timbuktu, home to the prestigious Koranic Sankore University and other madrasas; the Old Towns of Djenné, inhabited since 250 BC, a market centre and important link in the trans-Saharan gold trade, and a 15th and 16th century centre for the spread of Islam; the Tomb of Askia, with its world-renowned 17-metre pyramidal structure built in 1495 by Askia Mohamed, Emperor of Songhai, bearing witness to the power and riches of the empire that flourished during the 15th and 16th centuries; and the Cliff of Bandiagara, with its landscape combining cliffs, sandy plateaus and architectural achievements, living home to ancient regional traditions. Furthermore, six cultural practices and expressions found in Mali have been inscribed since 2008 in the 2003 UNESCO Convention for the Safeguarding of Intangible Heritage List, bearing witness to its rich living traditions.

The risks incurred by the people of Timbuktu and other cities in the country, and the precious manuscripts conserved here, are cause for great apprehension. The Blue Shield calls on all parties concerned by the protection of cultural heritage, specifically archives and documentation, to protect these fragile witnesses of Mali's, and the world's, history and evolution, both cultural and scientific.

The Republic of Mali has been a State Party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its First Protocol since 1961, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property since 1987, and the 1972 World Heritage Convention since 1977. These conventions, as well as customary international law, impose on all nations the obligation to protect their cultural heritage in times of armed conflict. The Blue Shield requests that all parties to the military strife in Mali fulfill these obligations and protect the country's outstanding cultural assets.

Mali's national legislation specifically addresses the issue of protection of cultural heritage in times of conflict. The 2001 Penal Code, states that ''deliberate attacks against buildings dedicated to religion, education, arts, science or charitable activities, provided that such buildings are not used for military purposes,'' constitute a war crime in international armed conflicts. Furthermore, according to the 1979 Army Regulations, soldiers in combat must ''spare buildings dedicated to religion, art, science or charitable purposes, and historic monuments, provided they are not being used for military purposes''.

The Blue Shield's mission is ''to work to protect the world's cultural heritage threatened by armed conflict, natural and man-made disasters''. For this reason, it places the expertise and network of its member organizations at the disposal of their colleagues working in Mali to support their work in protecting the country's heritage, and if necessary, providing assessment for subsequent recovery, restoration, and repair measures.

Blue Shield – 2nd Statement on Syria

The recent events are great cause for apprehension for the world heritage community. Both the tragedies suffered by the people of the Syrian Arab Republic and the dangers faced by heritage sites and institutions give reason for distress.

Syria's cultural heritage is endangered on several levels. Information on the besieging of the ruins of Palmyra, recognized as a World Heritage Site by UNESCO in 1980, alongside the numerous worrisome reports concerning other important sites and the alleged looting of museums in Daraa, Hama, Homs and Idlib, have rendered obvious the need for a greater commitment to heritage protection by all those involved in this conflict. This also highlights the necessity for more concrete and detailed information regarding the extent of the damages already incurred and the risks faced by the country's archaeological, architectural and urban heritage.

The Blue Shield's concern for Palmyra also extends to other Syrian World Heritage Sites, monuments, ancient cities, archaeological sites, museums and other important repositories of movable cultural heritage. These sites and institutions conserve and provide insight into the country's historical and cultural identity, introducing national and international visitors to Syria's cultural wealth. The destruction and disappearance of artefacts greatly impoverishes humankind's collective memory.

The escalation of the conflict situation gives reason for concern and anguish to all those involved in the protection of heritage, rendering evident the precariousness of the situation for collections of cultural institutions and dangers to the integrity of sites and monuments. The protection of cultural heritage is required by international law, in addition to being a shared responsibility. The Blue Shield urges all those concerned to act responsibly, safeguarding the testimony of Syria's unique history for the enrichment of future generations of its people and of all of humanity.

The Syrian Arab Republic was a signatory of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its First Protocol since 1955, and since 1974, of the 1972 World Heritage Convention. Signatories of these conventions acknowledge and commit to the necessity of protecting and preserving their cultural heritage in the case of armed conflict. The Blue Shield calls on all parties associated with the situation in Syria to fulfil their responsibilities in protecting the country's precious cultural heritage sites and institutions.

The Blue Shield also calls on the Syrian Arab Republic to abide by its Antiquities Law of 1963, which states that "The establishment of [. . .] military installations shall be prohibited within half a kilometre of registered non-moveable archaeological and historical property".

The Blue Shield's mission is "to work to protect the world's cultural heritage threatened by armed conflict, natural and man-made disasters". For this reason, it places the expertise and network of its member organizations at the disposal of colleagues working in Syria to support their actions in protecting the country's heritage, and if necessary, in assessing subsequent recovery, restoration, and repair measures.

Contact: secretariat.paris@blueshield–international.org

Yerevan: World Book Capital 2012

Yerevan (Armenia) is the twelfth city to be designated World Book Capital after Madrid (2001), Alexandria (2002), New Delhi (2003), Antwerp (2004), Montreal (2005), Turin (2006), Bogotá (2007), Amsterdam (2008), Beirut (2009), Ljubljana (2010) and Buenos Aires (2011).

The city of Yerevan was chosen for the quality and variety of its programme, which is "very detailed, realistic and rooted in the social fabric of the city, focused on the universal and involving all the stakeholders involved in the book industry", according to the members of the selection committee.

Each year, UNESCO and the three major international professional organizations from the world of books – the International Publishers Association (IPA), the International Booksellers Federation (IBF) and the International Federation of Library Associations and Institutions (IFLA) – designate a city as World Book Capital for one year, between two consecutive celebrations of World Book and Copyright Day (23 April). This initiative is a collaborative effort between representatives of the main stakeholders in the book industry, as well as a commitment by cities to promote books and reading.

During the opening festival on the 22 April, special attention was also given to the 500th anniversary of book printing in Armenia.

More information: Official website: http://www.yerevan2012.org; Nomination information (UNESCO): http://portal.unesco.org/culture/en/ev.php-URL_ID=24019&URL_DO=DO_T OPIC&URL_SECTION=201.html

Other publications

The hidden history of South Africa's book and reading cultures. Archie L. Dick. University of

Toronto Press, Scholarly Publishing Division © 2012. 208 p. ISBN 9781442642898. $55.00.

The Hidden History of South Africa's Book and Reading Cultures shows how the common practice of reading can illuminate the social and political history of a culture. This ground-breaking study reveals resistance strategies in the reading and writing practices of South Africans; strategies that have been hidden until now for political reasons relating to the country's liberation struggles.

By looking to records from a slave lodge, women's associations, army education units, universities, courts, libraries, prison departments, and political groups, Archie Dick exposes the key works of fiction and non-fiction, magazines, and newspapers that were read and discussed by political activists and prisoners.

Uncovering the book and library schemes that elites used to regulate reading, Dick exposes incidences of intellectual fraud, book theft, censorship, and book burning. Through this innovative methodology, Dick aptly shows how South African readers used reading and books to resist unjust regimes and build community across South Africa's class and racial barriers.

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6. Politics and the Libraries, Part Two: Dissident Readers and Librarians in the 1980s Townships
7. Reading in Exile after Soweto, 1978–1992
8. Combating Censorship and Making Space for Books

Conclusion: Revealing the Hidden Books and Hidden Readers

Link: http://www.utppublishing.com/The-Hidden-History-of-South-Africa-s-Book-and-Reading-Cultures.html

Archie L. Dick is a professor in the Department of Information Science at the University of Pretoria.

Obituary

Dr. Frances Laverne Carroll

We regret to report that Dr. Frances Laverne Carroll, an active IFLA member for many years, died on 4 June 2012 at the age of 86. An obituary message was circulated on IFLA-L on 7 June 2012 by Jeffrey M. Wilhite of the University of Oklahoma (email: mailto:jwilhite@ou.edu). Dr. Carroll's complete obituary can be found at http://normantranscript.com/obituaries/x728820459/Frances-Laverne-Carroll

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Abstracts

العدد 38 من مجلة الإفلا

فهرسة تصميمات أزياء كرنفالات جمهورية ترينيداد وتوباغو:

للباحث: Lorraine M. Nero

العدد 38 من مجلة الإفلا (2012)، رقم 3، ص.:

يُناقش البحث المناهج التي تتبناها ثلاث من مؤسسات جمهورية ترينيداد وتوباغو في فهرسة تصميمات أزياء الكرنفالات، وهي المكتبة الوطنية ونظم المعلومات (NALIS) ومؤسسة ترينداد وتوباغو للمهرجانات (CITT) ومكتبة Alma Jordan في جامعة جزر الهند الغربية. تم بحث بعض التسجيلات الببليوجرافية التي أعدتها تلك المؤسسات لتحديد أوجه الاختلاف والتشابه في مناهج الفهرسة وأيضًا لتسليط الضوء على بعض الأمور التي يواجهها المُفهرسون أثناء فهرسة تصميمات الأزياء. يُظهر البحث أنه بالإضافة إلى عناصر ومعايير واصفات البيانات الأساسية توجد عناصر أخرى من البيانات التي حددها المُفهرسون والهامة لعملية التوثيق ومن هذه العناصر العلاقة بين الأزياء وما حولها أثناء العرض وأيضًا علاقتها بالسياق الثقافي.

خريجو كلية علوم المكتبات والمعلومات بجامعة الكويت: مُتابعة المناصب والوظائف:

تغريد القدسي غبرة ونجود المؤمن

العدد 38 من مجلة الإفلا (2012)، رقم 3، ص.:

إنها أول دراسة وصفية تستخدم استطلاعات الرأي لمعرفة أين يعمل الحاصلين على درجة الماجستير في المكتبات والمعلومات وما الوظائف التي يقومون بها. لم تعد المكتبات التقليدية القائمة على مجموعات الكتب المحدودة مُعتادة وقد تم استبدالها في العديد من المؤسسات بمراكز دراسات أكثر اعتمادًا على الكمبيوتر. وخلق هذا الاختلاف الكبير في بيئات المعلومات جدلاً في العديد من المجالات ووضعت أمام من يديرونها العديد من التحديات. ومع أن بعض هذه القضايا ليست بالجديدة وتمت بالفعل مُناقشتها في الدوائر المكتبية لعقود من الزمان إلا أن بعضها يخص مراكز الدراسات على وجه التحديد. تستكشف هذه الورقة البحثية عشرات الأمور بالتفصيل مُلقية الضوء على الإشكاليات والحلول المُمكنة. إن الأسئلة التي يطرحها البحث اساسية ومتنوعة تتعلق بمُختلف جوانب بيئة المعلومات الفعلية، والعالم الافتراضي الذي يُتيحه مركز الدراسات، ودور المواد التقليدية ووظائف الموظفين المسئولين عن مرافق كل جزء من هذه البيئة والأغراض التي يُستخدم من أجلها.

الطريق إلى الصداقة مع البيئة: دعم المبادئ الخضراء في المكتبات الفنلندية:

Harri Sahavirta

العدد 38 من مجلة الإفلا (2012)، رقم 3، ص.:

تتبع مكتبة Vallila متوسطة الحجم التابعة لمكتبة مدينة هلسينكي، وكانت أولى المؤسسات العامة التي حصلت على علامة EcoCompass البيئية لعام 2011. وضعنا الإستراتيجيات والسياسات البيئية الخاصة بنا وأعدنا النظر في أنشطة مثل إعادة التدوير والاستخدام، ولكننا مع ذلك لم نستطع اتخاذ قرار وحدنا بشأن الأفعال الصديقة للبيئة التي يجب تبنيها، فلسنا مُستقلين. ولم تكن دائمًا الأفعال التي يجب القيام بها واضحة. وكان التحدي الحقيقي أن أحدًا لم يوضح مبدأ "المكتبة صديقة البيئة" لذا فقد أُجبرنا على استعراض الموضوع على نطاق أوسع. وكان أفضل طريق لذلك هو توضيح للآخرين كيف يكونوا أكثر صداقةً للبيئة. ويُظهر التزامنا تجاه البيئة أهمية القيم الخضراء. وعلينا أن نقول للعالم (وصُناع القرار) أن المكتبات مسئولة وفاعلة في الاستدامة البيئية والترويج لها. فقد يُزيد الالتزام بمبادئ الصداقة مع البيئة من الاستدامة البيئية ويُساعد المكتبات على اتخاذ دورًا جديدًا وواضحًا في تغيير المُجتمع.

التحديات والتغيرات: البيئة الجديدة للمعلومات في المدارس من المنظور البريطاني:

Andrew K. Shenton

العدد 38 من مجلة الإفلا (2012)، رقم 3، ص.:

لقد تغيرت طبيعة أماكن المصادر التعليمية في المدارس البريطانية تغيرًا كبيرًا خلال العقد ونصف العقد الماضيين. فيتزايد اختفاء المكتبات التقليدية القائمة على مجموعات مكتبية محدودة وتم إحلالها في العديد من المؤسسات بمراكز بحثية أكثر اعتمادًا على الكمبيوتر. وأثارت هذه البيئات المعلوماتية المُختلفة جدلاً في العديد من الأماكن ووضعت العديد من التحديات أمام من يُديرون هذه الأماكن. وبالرغم من بُعد بعض الموضوعات الظاهرة على السطح عن الحداثة وأنه قد تمت مُناقشتها من قبل في الدوائر المكتبية لعقود. تستكشف هذه الورقة البحثية عشرات الموضوعات بشيء من التفصيل وتُلقي الضوء على الإشكاليات والحلول المُمكنة لها، وتطرح أسئلة أساسية ومتنوعة مُرتبطة بجوانب عديدة مثل البيئة الفعلية الملموسة والعالم الافتراضي الذي تُتيحه المراكز البحثية، ودور الكتب والمواد التقليدية، ودور الموظفين المسئولين عن المكان وأغراض استخدامه.

اجتمع ثلاثة عشر متطوعًا من ليسوتو في هيئة السلام، ومُدرسون من باسوتو، ومكتبيون، ونُظار، ومُدرسو مجال الموارد المُخصصة للمُقاطعات لعمل وقيادة سلسة من ورش العمل لتوجيه قادة المكتبات المحلية، وتمت تجربة هذه الورش في عام 2010 ومُراجعتها وإبداء التغذية الراجعة، وتهدف هذه الورش إلى المُساعدة على تأسيس اثنين وثلاثين مكتبة جديدة بحلول عام 2011 بالتركيز على الموضوعات الأكثر صلة بتنمية ثقافة القراءة في ليسوتو.

تطوير المكتبات في ليسوتو:

Joey N. Lehnhard
العدد 38 من مجلة الإفلا (2012)، رقم 3، ص.:
تصف هذه الورقة البحثية بيئة محو الأمية في ليسوتو وتُنظم الجهود لتأسيس مكتبات مدرسية ومُجتمعية فعالة من خلال تنمية محو الأمية وأمانة المكتبات على المستوى المهني. وبدأ منذ عام 2008 توزيع استطلاع رأي حول مدى كفاءة المكتبات بالشراكة مع هيئة السلام الأمريكية ومشروع المكتبة الأفريقية. وفي تجاوب مع استطلاع الرأي

摘要

特立尼达和多巴哥狂欢节服装设计编目

Lorraine M. Nero
IFLA Journal 38 (2012) No. 3 pp. 203–213

本文讨论了特立尼达和多巴哥3家机构收藏的狂欢节服装设计进行编目的方法。这3家机构分别是特立尼达和多巴哥国家图书馆和信息系统管理机构(NALIS)，特立尼达和多巴哥狂欢节研究所(CITT)，西印度群岛大学阿尔玛约旦图书馆。文章分析来自这些机构的编目记录，以便判断这些方法的相似和不同之处，并突出了在服装设计编目过程中遇到的问题。本研究表明，编目者认为除了元数据标准中的核心元素，还有其他一些数据元素对文献化过程十分重要，包括该服装设计与表演中其他服装的关系以及文化背景等。

科威特大学图书馆与信息科学系校友：跟踪职位与职能

Taghreed Alqudsi-ghabra and Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 3 pp. 214–227

本文首次采用描述性研究，使用调查方法研究科威特大学图书馆与信息科学硕士生校友在哪里工作，履行什么样的不同职能。本调查方法主要用于面向校友收集定量数据资料。根据调查问卷收集的数据，推断出毕业生的技能、职务、职能、志向以及行为。市场是不断流动和变化的，毕业生的职能多样，并不一定典型。文中表述了一些与本行业形象与期望相关的问题。根据调查结果，本文讨论了专业职称的含义、工作薪金以及对未来规划的建议。

变化与挑战：全新的学校信息环境———一种英国视角

Andrew K. Shenton
IFLA Journal 38 (2012) No. 3 pp. 228–238

过去十五年中，英国学校学习资源区的性质发生了巨大的变化。传统的以集中藏书为基础的图书馆已经越来越少见，在许多机构里被更以计算机为本的“学习中心”所取代。这种完全不同的环境已经在一些地区引起争议，给管理者带来了许多挑战。虽然涌现的一些问题不是新问题，已在图书馆界争论了几十年，其他一些问题才是学习中心特有的。本文探讨了许多问题的细节，突出难点，并针对有些问题给出了可能的解决方案。这些问题多种多样，关联各个方面，且都是根本性问题，如学习中心本身的物理环境、提供使用的虚拟世界、传统文献的作用、设备管理人员的作用和学习区的应用目的等。

展示绿色之道——在芬兰公共图书馆倡导绿色价值观和形象

Harri Sahavirta
IFLA Journal 38 (2012) No. 3 pp. 239–242

瓦利拉图书馆是一个中型公共图书馆，隶属于赫尔辛基市图书馆。我馆是第一个申请并获得了生态指南针(EcoCompass)环境标识的公共机构。我馆建立了自己的环境战略与政策，评估了再循环和回收等活动。然而，因为我们不是独立行动机构，所以不能自行决定采取哪种更环保的行动。而采取何种行动以及如何衡量效果并不总是非常明确。我们面临的最大挑战在于，没有人完整阐

述过“绿色图书馆”的概念，所以我们不得不从更大的范围去看待这个问题。最好的选择似乎是向其他图书馆展示如何变得更环保。对环保责任的承担已表明我们认识到绿色价值观的重要性。我们提供生态问题相关信息的方便获取，组织关于环境问题的活动。我们必须告诉世界(以及决策者们)图书馆是负责任的行动者，并不断促进环境的可持续发展。信奉绿色价值观可以增强环境的可持续性，并帮助图书馆在变化的社会中扮演一个崭新而又引人注目的角色。

在莱索托发展图书馆事业

Joey N. Lehnhard
IFLA Journal 38 (2012) No. 3 pp. 243–247

本文描述了莱索托当地的文化背景，叙述了如何通过读写教育和图书馆事业的发展创造高效且可持续的学校及社区图书馆。图书馆效力调查自2008年起在170家拥有1000本以上藏书的学校和社区图书馆进行，这项调查由社区与美国和平队和非洲图书馆计划合作进行。这些是该国仅有的一部分图书馆。针对调查的结果，由13名和平队志愿者、巴索托教师、图书馆员、学校校长和地区资源教师走到一起，创建并领导了一个对地方图书馆领导进行培训的系列进修班。2010年该进修班开始初步试验，之后根据反馈进行了改进。该系列进修班致力于与莱索托阅读文化发展最相关的议题，旨在为2011年新建的32个图书馆提供帮助。

Sommaires

Cataloguing costume designs from the Trinidad and Tobago Carnival

Cataloguer les créations de costumes du carnaval de Trinité et Tobago

Lorraine M. Nero

Journal IFLA 38 (2012) No. 3 pp. 203–213

Le papier parle des approches pour cataloguer les créations de costumes de carnaval adoptées par trois institutions en Trinité et Tobago. Ces institutions sont le Service national des bibliothèques et des systèmes d’information (NALIS), l’Institut du carnaval de Trinité et Tobago (CITT) et la Bibliothèque Alma Jordan de l’Université des Indes occidentales. Les registres de catalogue de ces institutions ont été étudiés afin de déterminer les similitudes et différences dans leurs approches et de surligner certains points rencontrés dans la manière de cataloguer des créations de costumes. La recherche démontre qu’en plus des éléments-clés trouvés dans les normes de métadonnées, les catalogues ont identifié d’autres éléments de données qui importent pour la procédure documentaire comprenant la relation entre la création du costume et d’autres pièces aussi bien dans la performance que dans le contexte culturel.

Library and information science alumni of Kuwait University: tracking positions and functions

Les anciens étudiants en sciences des bibliothèques et de l’information de l’Université de Kuwait : traçage des situations et des fonctions

Taghreed Alqudsi-ghabra et Nujoud Al-Muomen
Journal IFLA 38 (2012) No. 3 pp. 214–227

Voici la première étude descriptive utilisant la méthode de sondage pour examiner où les anciens étudiants du programme de Master en Sciences des bibliothèques et de l’information de l’Université de Kuwait travaillent et quelles fonctions ils remplissent. La méthode de sondage a été utilisée pour collecter principalement des données quantitatives auprès d’anciens étudiants. Des interférences sur les compétences acquises par les études, des situations, des fonctions, des aspirations et du comportement sont effectuées à partir de données collectées par l’intermédiaire de questionnaires. Le marché est fluide et en évolution et les diplômés remplissent différentes fonctions atypiques. Des problèmes liés à l’image de la profession et des attentes sont exprimés. Des implications pour les titres professionnels et les salaires ainsi que des suggestions pour le planning futur sont traités sous l’angle des résultats du sondage.

Changes and challenges: the new information environments in schools – a British perspective

Des chances et des défis: les nouveaux environnements d’information dans les écoles – une perspective britannique

Andrew K. Shenton
Journal IFLA 38 (2012) No. 3 pp. 228–238

La nature des espaces de ressources d'apprentissage rencontrée dans les écoles britanniques s'est modifiée significativement au cours de la dernière quinzaine d'années. Des bibliothèques classiques, fondées autour d'une collection centrale de livres deviennent de plus en plus rares et ont été remplacées dans de nombreuses institutions par « des centres d'études » avec une plus grande orientation informatique. Ces environnements assez différents ont provoqué des controverses dans plusieurs quartiers et posé une série de défis à ceux qui les gèrent. Bien que certains sujets émergents ne soient points nouveaux et qu'ils aient effectivement été traités dans des cercles bibliothécaires depuis des décennies, d'autres sont plus spécifiques par rapport aux centres d'études. Ce papier explore en détail une douzaine de sujets en surlignant les dilemmes et, le cas échéant, des solutions possibles. Les questions posées sont fondamentales et diverses, elles sont liées à des aspects aussi variés que l'environnement physique en tant que tel, le monde virtuel auquel le centre d'étude propose l'accès, le rôle du matériel traditionnel, les fonctions du personnel responsable du dispositif et les objectifs pour lesquels l'espace devrait être utilisé.

Showing the green way – advocating green values and image in a Finnish public library

Montrer le chemin vert – Plaider en faveur des valeurs et une image vertes dans une bibliothèque publique finnoise

Harri Sahavirta
Journal IFLA 38 (2012) No. 3 pp. 239–242

La Bibliothèque Vallila est une bibliothèque publique de taille moyenne appartenant à la Bibliothèque municipale d'Helsinki. Il s'agit de la première institution publique à demander et obtenir le label environnemental EcoCompass (2011). Nous avons créé nos propres stratégies et politiques environnementales et revues des activités telles que la recirculation et le recyclage. Néanmoins, nous ne pouvions pas décider seuls sur les types d'actions vertes à adopter, car nous ne sommes pas des acteurs indépendants. Il n'était pas toujours clair quelle type d'action qu'il fallait prendre et quoi mesurer. Le défi le plus important était que personne n'avait défini le concept de la « bibliothèque verte » : nous étions contraints de considérer le sujet sur une échelle plus large. Il a semblé que la meilleure option était de montrer aux autres la voie pour devenir (plus) vert. Notre engagement envers la responsabilité environnementale montre que nous pensons que les valeurs vertes sont importantes. Nous proposons un accès facile à l'information sur des sujets écologiques et organisons des évènements focalisant sur des sujets environnementaux. Nous devons dire au monde (et aux décideurs) que les bibliothèques sont des acteurs responsables et font la promotion d'un environnement durable. L'engagement envers des valeurs vertes peut augmenter l'environnement durable et aider des bibliothèques à prendre un nouveau rôle visible dans la société en transformation.

Developing libraries in Lesotho

Le développement de bibliothèques au Lesotho

Joey N. Lehnhard
Journal IFLA 38 (2012) No. 3 pp. 243–247

Ce papier décrit l'environnement littéraire local au Lesotho et détermine les efforts pour créer des bibliothèques scolaires et municipales efficaces et durables par le développement professionnel aussi bien dans l'éducation littéraire que dans la documentation bibliothécaire. Un sondage sur l'efficacité des bibliothèques a été distribué aux 170 bibliothèques scolaires et municipales de 1.000 livres démarrées depuis 2008 par des communautés en partenariat avec le Peace Corps américain et le Projet Africain de Bibliothèques. Ces sites cibles demeurent les quelques seules bibliothèques dans le pays. En réponse à ce sondage, une équipe de 13 volontaires du Peace Corps Lesotho, des enseignants de Basotho, des bibliothécaires, des directeurs d'école et des enseignants-ressource de district se sont réunis pour créer et animer une série d'ateliers pour guider des responsables de bibliothèques locaux. Commencé en septembre 2010 et révisé grâce au retour d'informations, cette série d'ateliers avait pour objectif d'aider la création de 32 nouvelles bibliothèques en 2011 en focalisant sur les sujets les plus pertinents pour la culture de lecture en développement au Lesotho.

Zusammenfassungen

Cataloguing costume designs from the Trinidad and Tobago Carnival

Katalogisierung der Kostümdesigns vom Karneval in Trinidad und Tobago

Lorraine M. Nero
IFLA Journal 38 (2012) No. 3 pp. 203–213

Dieser Beitrag befasst sich mit den Verfahren zur Katalogisierung der Karnevalskostümdesigns, die von drei Institutionen in Trinidad und Tobago verwendet werden. Dabei handelt es sich um die National Library and Information System Authority (NALIS), das Carnival Institute of Trinidad and Tobago (CITT) und die Alma Jordan Library an der University of the West Indies [der Universität der Karibischen Inseln]. Dabei wurden die Katalogaufzeichnungen dieser Institutionen durchgesehen, um die Ähnlichkeiten und Unterschiede zwischen den einzelnen Verfahren festzustellen und einige der Fragen aufzuzeigen, die sich im Zusammenhang mit der Katalogisierung von Kostümdesigns ergeben. Die Forschung zeigt, dass es abgesehen von den in den Metadatenstandards enthaltenen Kernelementen auch andere Datenelemente gibt, die laut Aussage der Katalogisierenden für die Dokumentation wichtig sind. Hierzu zählt beispielsweise auch die Beziehung zwischen dem Kostümdesign und anderen Aspekten der Performance sowie des kulturellen Kontexts.

Library and information science alumni of Kuwait University: tracking positions and functions

Alumni der Studiengänge Bibliothekswissenschaft und Informatik an der Universität Kuwait: Ihre heutigen Positionen und Funktionen

Taghreed Alqudsi-ghabra und Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 3 pp. 214–227

Dies ist die erste deskriptive Studie, die sich auf Umfragen stützt, um festzustellen, wo die Alumni des Master of Library and Information Science – Studiengangs an der Universität Kuwait heute tätig sind und welche Funktionen sie im Einzelnen bekleiden. Anhand der Umfrage wurden im Wesentlichen quantitative Daten der Alumni erhoben. Aus den Daten der Fragebögen wurden dann Rückschlüsse über die Fähigkeiten, Positionen, Funktionen, die Laufbahnerwartungen und das Verhalten der Absolventen gezogen. Der Markt ist ungewiss und in der Entwicklung begriffen, und die Absolventen bekleiden diverse Funktionen, die nicht unbedingt typisch sind. Zudem kommen Probleme zur Sprache, die mit dem Image und den Erwartungen des Berufsstands zu tun haben. Auf der Grundlage der Ergebnisse dieser Umfrage werden die Auswirkungen auf die Berufsbezeichnungen und die Gehälter besprochen und entsprechende Vorschläge für die zukünftige Planung unterbreitet.

Changes and challenges: the new information environments in schools – a British perspective

Veränderungen und Herausforderungen: die neuen Informationsumgebungen in den Schulen – eine britische Perspektive

Andrew K. Shenton
IFLA Journal 38 (2012) No. 3 pp. 228–238

Die Lernmittelbereiche in den Schulen Großbritanniens haben sich in den letzten fünfzehn Jahren der Art nach dramatisch verändert. Traditionelle Bibliotheken mit einer zentralisierten Büchersammlung werden immer seltener und sind in vielen Institutionen durch stärker computerorientierte „Study Centres" [Studienzentren] ersetzt worden. Diese doch sehr anderen Umgebungen sind an verschiedenen Stellen kontrovers debattiert worden und bringen für diejenigen, die sie verwalten, eine ganze Reihe von Herausforderungen mit sich. Obwohl einige der in diesem Zusammenhang aufkommenden Fragen in keiner Weise neu sind und in manchen Fällen sogar schon seit Jahrzehnten in Bibliothekskreisen diskutiert werden, kommen andere stärker im Zusammenhang mit den Studienzentren selbst zur Sprache. Dieser Beitrag geht in allen Einzelheiten auf ein Dutzend Themen ein, zeigt die damit verbundenen Dilemmas auf und schlägt auch hin und wieder mögliche Lösungen vor. Die in diesem Zusammenhang gestellten Fragen sind ebenso elementar wie verschiedenartig. Sie beziehen sich auf so unterschiedliche Aspekte wie die physische Umgebung selbst, die virtuelle Welt, zu der das Studienzentrum Zugang bietet, die Rolle der traditionellen Materialien und auch die Funktionen der Mitarbeiter, die für die Einrichtung und die Anwendungszwecke verantwortlich sind, für die der Bereich genutzt werden sollte.

Showing the green way – advocating green values and image in a Finnish public library

Aufzeigen der grünen Richtung – Einsatz für grüne Werte und ein umweltfreundliches Image in einer öffentlichen Bibliothek in Finnland

Harri Sahavirta
IFLA Journal 38 (2012) No. 3 pp. 239–242

Die Vallila Library ist eine mittelgroße öffentliche Bücherei, die zur Stadtbibliothek Helsinki gehört. Als erste öffentliche Einrichtung hat sie das Umweltschutzgütezeichen EcoKompass (2011) beantragt und erhalten. Wir haben unsere eigenen ökologischen Strategien und Konzepte geschaffen und Tätigkeiten wie beispielsweise die Rückführung und das Recycling überprüft. Allerdings waren wir allein nicht in der Lage, zu entscheiden, welche Art von grünen Maßnahmen ergriffen werden sollten; denn wir sind ja nicht unabhängig. Es war nicht immer deutlich, welche Art von Maßnahmen ergriffen und was gemessen werden sollte. Die größte Herausforderung lag darin, dass niemand das Konzept der „grünen Bibliothek" genau spezifiziert hatte; daher sahen wir uns gezwungen, diese Frage in einem größeren Rahmen zu erörtern. Es schien uns, dass die beste Lösung darin bestand, anderen den Weg zu einem (besseren) ökologischen Bewusstsein aufzuzeigen. Unser Engagement für die ökologische Verantwortung zeigt, dass wir viel Wert auf grüne Werte legen. Wir bieten einen leichten Zugang zu Informationen über ökologische Fragen und organisieren Veranstaltungen, die sich schwerpunktmäßig mit Umweltfragen befassen. Wir müssen der Welt (und den Entscheidungsträgern) mitteilen, dass sich die Bibliotheken selbst als verantwortungsbewusste Akteure wahrnehmen und sich für die ökologische Nachhaltigkeit einsetzen. Der Einsatz für die grünen Werte kann die Nachhaltigkeit der Umwelt stärken und den Bibliotheken dabei helfen, eine neue, sichtbare Funktion in einer im Wandel befindlichen Gesellschaft zu übernehmen.

Developing libraries in Lesotho

Entwicklung der Bibliotheken in Lesotho

Joey N. Lehnhard
IFLA Journal 38 (2012) No. 3 pp. 243–247

Dieser Artikel beschreibt das örtliche Umfeld in Bezug auf die Lese- und Schreibfähigkeit in Lesotho und zeigt die Bemühungen zur Gründung effektiver und nachhaltiger Schul- und Gemeindebibliotheken durch die professionelle Entwicklung der Alphabetisierungsbemühungen und des Bibliothekswesens auf. In diesem Zusammenhang wurde ein Fragebogen zur Effektivität der Bibliotheken an die 170 Schul- und Gemeindebibliotheken mit 1000 Büchern verteilt, die seit dem Jahr 2008 von den Gemeinden unter Beteiligung des Friedenskorps (United States Peace Corps) und des afrikanischen Bibliotheksprojekts (African Library Project) gegründet worden sind. Diese Zielorte zählen auch weiterhin zu den einzigen Bibliotheken im Land. Als Reaktion auf diese Umfrage haben sich ein 13-köpfiges Freiwilligenteam des Peace Corps Lesotho, Lehrer aus Basotho, Bibliothekare und Bibliothekarinnen, Schulleiter sowie Bezirks-Ressourcen-Lehrer zusammengetan, um eine Serie von Workshops zur Ausbildung örtlicher Bibliotheksdirektoren ins Leben zu rufen und zu leiten. Im September 2010 als Pilotprojekt ins Leben gerufen und anhand der Rückmeldungen überarbeitet, war diese Workshopserie dazu konzipiert, die Gründung von 32 neuen Bibliotheken im Jahr 2011 zu unterstützen, indem der Schwerpunkt auf Themen gelegt wurde, die für die Entwicklung der Lesekultur in Lesotho am wichtigsten sind.

Рефераты статей

Cataloguing costume designs from the Trinidad and Tobago Carnival

Каталогизация моделей карнавальных костюмов в Республике Тринидад и Тобаго

Лоррейн М. Неро
IFLA Journal 38 (2012) No. 3 pp. 203–213

В данной работе описываются подходы к каталогизации моделей карнавальных костюмов, принятые тремя организациями Республики Тринидад и Тобаго. Ими являются: Национальная библиотека и Управление информационной системы (NALIS – National Library and Information System Authority), Организация по вопросам карнавалов Республики Тринидад и Тобаго (CITT – the Carnival Institute of Trinidad and Tobago) и Библиотека Вест-индского университета имени Альмы Джордан (the Alma Jordan Library, University of the West Indies). С целью выявления сходств и различий между этими подходами, а также для выделения некоторых вопросов, которые возникали в ходе каталогизации моделей костюмов, были изучены записи каталогов данных организаций. Исследование показывает, что в дополнение к основным элементам, обнаруженным в стандартах метаданных, имеются также другие элементы данных, которые составители каталогов считают важными для обработки документации. К ним относится связь модели костюма с другими элементами представления, а также и с культурным контекстом.

Library and information science alumni of Kuwait University: tracking positions and functions

Выпускники факультета библиотечного дела и информатики Кувейтского университета: отслеживание постов и должностных обязанностей

Тагрид Алькудси-гхабра и Нуджойд Аль-Муомен
IFLA Journal 38 (2012) No. 3 pp. 214–227

Это первое описание с использованием метода исследования, который направлен на сбор сведений о местах работы выпускников магистратуры факультета библиотечного дела и информатики Кувейтского университета и их должностных обязанностях. Метод исследования в основном использовался для сбора количественных данных от выпускников. Выводы о навыках, должностях, должностных обязанностях, стремлениях и деятельности выпускников делались на основе данных, собранных посредством опросных листов. Рынок меняется и развивается, и выпускники выполняют разнообразные нетипичные функции. Озвучены проблемы, связанные с имиджем определенной профессии и ожиданиями людей, получающих её. В свете результатов исследования обсуждаются выводы, связанные с профессиональными титулами и заработной платой, а также предложения по поводу планирования будущего.

Changes and challenges: the new information environments in schools – a British perspective

Перемены и проблемы: Новая информационная среда – перспектива Британских школ

Эндрю К. Шентон
IFLA Journal 38 (2012) No. 3 pp. 228–238

Центры, предоставляющие обучающие ресурсы в британских школах, претерпели значительные изменения за последние пятнадцать лет. Традиционные библиотеки, основанные на централизованной коллекции книг, используются всё реже и реже, и во многих заведениях их уже заменили компьютеризованные «учебные центры». Такие центры, предоставляющие совершенно другие условия обучения, вызвали разногласия в некоторых районах и создают немало проблем тем, кто управляет ими. Хотя некоторые из возникших вопросов далеко не новые и, фактически, обсуждались в библиотечных кругах десятилетиями, имеются и такие вопросы, которые больше касаются учебных центров. Авторы данной работы подробно исследуют десятки вопросов, выделяя дилеммы и порой предлагая возможные решения. Затрагиваемые вопросы носят фундаментальный и разнообразный характер и касаются таких разных аспектов, как само физическое окружение, виртуальный мир, доступ к которому предлагает учебный центр, роль традиционных материалов, должностные обязанности сотрудников, отвечающих за объект, и цели, которым должен служить данный центр.

Showing the green way – advocating green values and image in a Finnish public library

Покажем «зелёный путь» – Финская публичная библиотека на защите ценностей окружающей среды и имиджа

Харри Сахавирта
IFLA Journal 38 (2012) No. 3 pp. 239–242

Валлильская библиотека (Vallila Library) – это публичная библиотека средних размеров, находящаяся в ведении Хельсинской городской библиотеки (Helsinki City Library). Это первое публичное заведение, которое по результатам участия в проекте ЭкоКомпас (EcoCompass) в 2011 году получило сертификат о принадлежности к категории учреждений, работающих в рамках защиты окружающей среды. Мы разработали свои собственные стратегии и политику в области охраны окружающей среды и рассмотрели такую деятельность, как повторное использование материалов и сбор вторичного сырья. Однако мы не смогли решить в одиночку, какие меры необходимо принять для защиты окружающей среды; мы не самостоятельные деятели. Порой было неясно, какие меры следует принимать и в отношении чего. Наибольшей трудностью было то, что никто так и не объяснил, что значит быть «зеленой библиотекой»: мы были вынуждены смотреть на этот вопрос широкомасштабно. Казалось, наилучшим вариантом было – показать другим путь к тому, чтобы встать на защиту окружающей среды. Наша приверженность к выполнению долга перед окружающей средой доказывает, что мы понимаем важность и ценность природы. Мы предлагаем лёгкий доступ к информации на экологические темы и организовываем мероприятия по вопросам окружающей среды. Мы должны сказать миру (и тем, кто принимает в нем решения), что библиотеки – ответственные деятели. Они способствуют устойчивости экологической обстановки. Политика сохранения ценностей природы может повысить экологическую устойчивость и поможет

библиотекам занять новую и заметную нишу в меняющемся обществе.

Developing libraries in Lesotho

Развитие библиотек в Лесото

Джои Н. Ленхард
IFLA Journal 38 (2012) No. 3 pp. 243–247

В данной работе описывается обстановка с грамотностью населения Лесото, и раскрываются планы создания эффективной и жизнеспособной системы школьных и общественных библиотек посредством профессионального развития как в сфере образования, направленного на повышение уровня грамотности, так и в сфере библиотечного дела. Исследование, нацеленное на определение степени эффективности библиотек, охватило 170 школьных и общественных библиотек, каждая из которых насчитывает 1000 книг. Данные библиотеки основывались общественностью в сотрудничестве с Корпусом мира США и проектом «Библиотеки Африки» начиная с 2008 г. Эти целевые объекты остаются лишь немногими из единственных библиотек страны. Команда из 13 волонтеров Корпуса мира из Лесото, учителя народа Басуто, библиотекари, директора и учителя территориальных ресурсных центров объединились в ответ на это исследование для того, чтобы разработать и провести серию семинаров для заведующих местных библиотек. Запущенная в сентябре 2010 года и пересмотренная с учётом комментариев, эта серия семинаров имела своей целью оказать помощь в открытии в 2011 году 32 новых библиотек посредством фокусирования внимания на темах, наиболее насущных для развивающейся культуры чтения в Лесото.

Resúmenes

Cataloguing costume designs from the Trinidad and Tobago Carnival

Se catalogan los diseños de los disfraces del Carnaval de Trinidad y Tobago

Lorraine M. Nero
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El presente trabajo trata de los distintos enfoques utilizados para catalogar los diseños de los disfraces de carnaval adoptados por tres instituciones de Trinidad y Tobago. Estas instituciones son la Autoridad de Sistemas de Información y Biblioteca Nacional (NALIS), el Instituto de Carnavales de Trinidad y Tobago (CITT) y la Biblioteca Alma Jordan de la Universidad de las Indias Occidentales. Se examinaron los registros de catálogo de estas instituciones a fin de determinar las similitudes y diferencias de enfoque, y resaltar algunos de los problemas encontrados en la catalogación de los diseños de disfraces. Las investigaciones han revelado que, además de los elementos clave encontrados en los metadatos estándar, hay otros datos que los catalogadores han identificado como importantes para el proceso de documentación, tales como la relación del diseño de los disfraces con otros componentes de la actuación y con el contexto cultural.

Library and information science alumni of Kuwait University: tracking positions and functions

Graduados del Master de Biblioteconomía y Ciencias de la Información de la Universidad de Kuwait: conociendo sus puestos y funciones

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Este estudio descriptivo es el primero en utilizar las encuestas para averiguar dónde trabajan los alumnos que han cursado el Master de Biblioteconomía y Ciencias de la Información de la Universidad de Kuwait, así como las distintas funciones que desempeñan. Las encuestas se utilizaron básicamente para recabar datos cuantitativos de los alumnos. A partir de la información recogida en los cuestionarios se han inferido datos tales como las habilidades, los puestos, las funciones, las aspiraciones y el comportamiento de los graduados. El mercado es fluido y cambiante, y los graduados desempeñan funciones diversas y atípicas. Se han comunicado problemas relacionados con la imagen y las expectativas de la profesión. A la luz de los resultados de la encuesta se comentan también las implicaciones sobre los títulos profesionales y los salarios, así como sugerencias de planificación para el futuro.

Changes and challenges: the new information environments in schools – a British perspective

Novedades y desafíos: nuevos entornos de información en las escuelas, desde la perspectiva británica

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En los últimos quince años, la naturaleza de los centros de recursos didácticos de los colegios británicos ha cambiado drásticamente. Las bibliotecas tradicionales, basadas en la recopilación centralizada de libros, son cada vez más escasas y están siendo reemplazadas en muchas instituciones por centros de estudio con mayor orientación informática. Estos entornos tan distintos han causado controversia en varios ámbitos y plantean una serie de retos a los responsables de su gestión. Aunque algunos problemas emergentes no son nuevos, sino que llevan decenios debatiéndose en las esferas bibliotecarias, los hay que sí son particulares de estos centros de estudio. En este trabajo se analizan con detalle varias cuestiones, resaltándose sus dilemas y sus posibles soluciones. Las cuestiones planteadas son fundamentales y variadas, y tienen que ver con aspectos tan distintos como el entorno físico, el mundo virtual al que da acceso el centro de estudio, el papel de los materiales tradicionales, las funciones de los empleados responsables de las instalaciones y los propósitos para los que se utilizan las zonas.

Showing the green way – advocating green values and image in a Finnish public library

A la vanguardia de la vía «verde»: biblioteca pública de Finlandia abandera los valores y la imagen ecológicos

Harri Sahavirta
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Vallila es una biblioteca pública de tamaño medio perteneciente a la Biblioteca Municipal de Helsinki. Fue la primera institución en solicitar y recibir el sello medioambiental EcoCompass (2011). Hemos elaborado nuestras propias estrategias y políticas medioambientales y revisado actividades como la recirculación y el reciclaje. Sin embargo, no hemos podido decidir por nuestra cuenta qué acciones ecológicas debemos adoptar, ya que no somos una entidad independiente. No siempre está claro qué acciones deben tomarse y qué datos deben medirse. La principal dificultad radica en que nadie había definido el concepto de «biblioteca verde», por lo que debimos considerar el problema a una escala más amplia. Parecía que la mejor opción era enseñar a otros el camino para ser más responsables con el medio ambiente. Nuestro compromiso con la responsabilidad medioambiental demuestra la importancia que otorgamos a los valores ecológicos. Ofrecemos fácil acceso a la información sobre problemas ecológicos y organizamos eventos que tratan sobre cuestiones medioambientales. Tenemos que decir al mundo (y a quienes toman las decisiones) que las bibliotecas son entidades responsables y fomentar así la sostenibilidad medioambiental. El compromiso con los valores ecológicos puede mejorar la sostenibilidad medioambiental y ayudar a las bibliotecas a asumir un protagonismo nuevo y visible en aras del cambio social.

Developing libraries in Lesotho

Lesoto: bibliotecas en desarrollo

Joey N. Lehnhard
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Este trabajo describe el estado de la alfabetización en Lesoto y repasa los esfuerzos realizados para crear escuelas eficaces y sostenibles y bibliotecas comunitarias a través del desarrollo profesional, tanto en alfabetización como en biblioteconomía. Se distribuyó una encuesta sobre eficacia bibliotecaria entre las 170 librerías de escuelas y comunidades con 1000 libros fundadas desde 2008 por comunidades en asociación con el Cuerpo de Paz de los Estados Unidos y el proyecto Bibliotecas Africanas. Estos centros dirigidos siguen siendo de las pocas bibliotecas del país. En respuesta a la encuesta, un equipo de 13 voluntarios del Cuerpo de Paz de Lesoto, junto con profesores Basotho, libreros, directores de centros docentes y profesores de distrito se reunieron para crear y encabezar una serie de talleres encaminados a orientar a los líderes de las bibliotecas locales. Impartidos en septiembre de 2010 y revisados a la luz de los comentarios recibidos, estos talleres tenían como objetivo contribuir a la creación de 32 bibliotecas nuevas en 2011 centrándose en los temas más relevantes para la cultura de la lectura en Lesoto, aún en vías de desarrollo.