IFLA

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Aims and Scope

IFLA Journal is an international journal publishing peer reviewed articles on library and information services and the social, political and economic issues that impact access to information through libraries. The Journal publishes research, case studies and essays that reflect the broad spectrum of the profession internationally. To submit an article to IFLA Journal please visit: http://ifl.sagepub.com

Libraries in France – and elsewhere

Stephen Parker

With the next World Library and Information Congress (WLIC) coming up in August this year, the first contribution to this issue deals with libraries in the host country – France. In their paper, 'Libraries in France: an overview', eight French librarians have collaborated to present a typology of French libraries, including the national library, public libraries, academic and scientific libraries, and other libraries serving specific audiences. The paper also presents the French government's library policies, library education and training and professional associations. We hope this well-illustrated paper will provide WLIC participants with a foretaste of what to expect in Lyon, and give readers who cannot attend the congress some idea of the French library scene.

The next paper takes us a long way from France. In 'Promoting a reading culture through a rural community library in Uganda', Espen Stranger-Johannessen, of the University of Oslo, discusses what is meant by "reading culture", and how the Caezaria Library in central Uganda can contribute to promoting it. Based on semi-structured interviews, observations and library records, the findings show that the library, which is based on local initiative, is relatively well resourced and fairly well integrated in the community. Together, these indicate the gradual development of a reading culture. The article stresses the need to take on a critical view of the role and function of community libraries in developing countries, and suggests a framework for doing this.

The question of the 'Required skills for children and youth librarians in the digital age' is the subject of the next paper, by Dalia Hamada and Sylvia Stavridi of the Biblioteca Alexandrina in Egypt. After a literature review of the key skills required for librarians in the digital era and the ALA competencies of librarians working with children and young adults, the paper presents the feedback of nine children and young adult librarians from the Bibliotheca Alexandrina, on the essential skills they require to serve their users in the best possible way. Finally, the paper presents a list of skills and competencies essential to librarians' roles in providing access to information in a fast-changing digital age.

Library buildings are the subject of the next paper; more specifically, one particular building in Toronto, Canada. In 'The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project', the university's Chief Librarian, Madeleine Lefebvre, describes the philosophy, the landscape, the planning, the design, the collaborations, and the challenges of the project for the Student Learning Centre (SLC), to be built in Toronto. The new building will focus on student learning support, individual study and collaborative space, with no bookstacks. The project is planned for completion in 2015.

We remain in North America with the next paper, 'Salaries of special librarians in the United States', by James Matarazzo of Simmons College and Toby Pearlstein of Bain & Company, Inc. The paper reviews the salaries of the US members of the Special Libraries Association who have responded to the Association's Salary Surveys and compares them to the Consumer Price Index (CPI) from 1982 to 2012. These salaries are also compared to the average salary for all librarians in the United States. The paper also comments on the salaries paid to holders of other advanced degrees which have similar educational requirements.

The final paper takes us back to Africa, this time to Namibia. In 'Mentoring librarians for scholarly publishing', Ellen Ndeshi Namhila of the University of Namibia (UNAM) describes the university library's experiences in demonstrating that librarians in its employment are academic staff in terms of research and publications and by performing academic support functions for researchers, students, faculties and centres. This was achieved through a capacity building project carried out by the UNAM Library in partnership with Helsinki University Library and Tampere University Library. The project aimed to improve the competencies of UNAM Library staff

to able to function effectively in an academic environment and assert their position as academic staff. The project included staff exchanges, joint seminars, meetings and mentorship programs with research as a cross cutting issue. One of the outcomes of the project is a book, *Empowering People – Collaboration between Finnish and Namibian University Libraries*, which provides evidence that research and scholarly communication is part and parcel of librarians' work.

In the next issue

The next issue of *IFLA Journal* (Vol. 40, no. 3, October 2014) will be a special issue on 'Innovation in National Libraries', edited by Guest Editor Jerry Mansfield, Chair of the IFLA Journal Editorial Committee. The papers will cover innovative developments in national libraries in Australia, Canada, Germany, Korea, The Netherlands, Qatar, Singapore, South America, the United Kingdom and the United States. Don't miss it!

An overview of libraries in France

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Abstract

The paper presents an overview of the various types of libraries in France, including public libraries, academic and research libraries, other types of libraries, documentation, France's library policy and the library staff and professional association environment The paper is based on a chapter from *Les bibliothèques en Europe, projets, perspectives*, (Libraries in Europe, Projects and Prospects) by Frederic Blin and Thierry Claerr, Paris, Editions du Cercle de la Librairie, 2013, with kind permission of the publisher and authors.

Introduction

French libraries have a long history, which has led to numerous studies. Here is an overview of the various types of libraries one can encounter in the country that will host the next IFLA congress in August 2014.

French public libraries divide up into several categories according to their specific missions and the authorities they depend upon. Besides academic and research libraries there are other types of libraries with different missions.

France's library policy will also be presented together with French librarians' associations.

The Bibliothèque nationale de France

One of the most important libraries in the world, the Bibliothèque nationale de France (BnF) holds more than 14 million books and almost 20 million other documents of all kinds. Created by decree 94-3 of 3 January 1994, and successor to the Bibliothèque nationale, the Bibliothèque nationale de France (BnF) has the following primary missions:

- To collect, catalogue, conserve and enrich knowledge of the national heritage of which it is guardian, in all areas. In this respect, the BnF fulfils its task as legal repository (established in 1537) specified by the heritage code.

- To ensure access to the majority of its collections. To this end, the BnF carries out research and cooperation programs, especially with other French libraries.

The BnF is spread across a number of sites: the François Mitterrand site in Paris has been the symbol of the modernity of the institution since 1996; the historic site on rue de Richelieu, currently undergoing major architectural renovations, houses the principal specialist collections (manuscripts, coins and medals, engravings and photographs, maps and plans); still in Paris, the Bibliothèque-musée de l'Opéra is home to the Department of Performing Arts (where you can find scenery, costumes, programs and objects, as well as the archives concerning the construction of the Opéra Garnier), which complements the collections held at the Maison Jean-Vilar in Avignon; the Bibliothèque de l'Arsenal in Paris, which specializes in the history and literature of the 16th to 19th centuries; and two conservation sites, in Bussy-Saint-Georges and Sablé-sur-Sarthe, where document restoration operations are carried out, as well as deacidification, microfilming and digitization.

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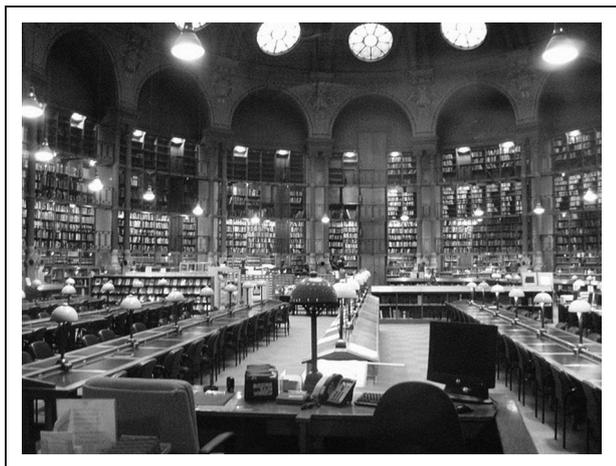
Figure 1. Bibliothèque nationale de France, Richelieu: The Oval Reading Room. Photo credit: marlenedd.

The actions of the BnF (around 35 million documents, of which 13 million printed and almost 15 million iconographic documents) follow four main priorities within the framework of the statutory missions set by the state and a multi-year contract with the Ministry of Culture and Communication:

- the creation of a digital reference library (Gallica) capable of distributing and conserving a growing proportion of the establishment's collections
- the development of the documentation and services offered to the public at different BnF sites
- the rationalization of the real estate heritage (renovation of the Richelieu site and continuing upgrades to the sites retained)
- the modernization of the management of establishments, especially the restructuring of a number of major activities: reproduction, reception, cataloguing of foreign works.

The BnF has a network of partner institutions, known as Pôles associés (Associated Centers). Until 2011, the BnF financially assisted these associated libraries with the compilation of reference collections which complement its own. From 2012, the BnF has decided to realign its support towards digitization projects only. Alongside these 'documentary' associated centers, there are also legal archive associated centers, bringing together 26 libraries bearing the title of Regional Legal Printers' Archive, as well as the departmental archives for French Guyana, Guadeloupe and Martinique.

The BnF follows an extremely active cultural and scientific policy. Its digital library, Gallica, launched in 1997, is one of the largest and most remarkable in the world with more than 1 million digitized documents, including some from other libraries. Digitization has become one of the major development areas for the establishment, reflecting government policy. Benefiting from significant sums allocated by the French government from 2011 onwards within the framework of future investments[1], the BnF is working with private organizations, specifically the Syndicat national de l'édition (French Publishers' Association), on the digitization of 500,000 copyrighted 20th century works. Similarly, through its SPAR (Système de Préservation et d'Archivage Réparti – Distributed Preservation and Archiving System) infrastructure, the BnF is now positioned as a service provider in the field of digital archiving, targeting both public institutions and private clients.

Public libraries

Communal and inter-communal libraries

Most French libraries are run by local authorities. France is divided into 36,683 communes, of which only 899 have more than 1,000 inhabitants, accounting for half of the country's population. But most communes are part of larger, inter-municipal associations with shared structures. Libraries are thus municipal or inter-municipal amenities. However, there still are associative libraries in small towns.

France has 54 "classified public libraries", i.e. municipal or inter-municipal libraries owning historical archives and early printed books. They are run by state-employed curators (see Library staff regulations below). There are 16,000 libraries and reading stations in rural and urban areas, which represent the largest cultural network of the country. These "book access places" are classified as libraries (7,100) and "reading stations" (9,200), run by volunteers, mostly in rural areas. More than 55 million inhabitants (83 percent of France's population) live in urban areas with libraries or reading centers.

Municipalities with fewer than 2,000 inhabitants account for 83 percent of all French municipalities but for only 23 percent of France's population. Some 3 percent of municipalities of 70,000 to 100,000 inhabitants do not have libraries. In the absence of legal requirements, libraries depend upon local political will. That is why some municipalities do not have libraries or have only small and inadequate reading stations.

Two percent of municipalities with more than 100,000 inhabitants and 62 percent of municipalities with less than 2,000 inhabitants have "reading stations" with inadequate square-meter surfaces, acquisition budgets, and opening hours. In spite of such discrepancies, library provision tends to be related to the number of inhabitants, as shown below:

Figure 2. Library of the Opéra Garnier, Paris. Photo credit: Philippe Alès.

Average area of libraries and reading stations:
  Population: <100,000: 6.0 m^2 per capita
  Population: > 100,000: 4.7 m^2 per capita
Average number of seating places:
  Population: <100,000: 0.09 per capita
  Population: > 100,000: 0.07 per capita
Average number of documents (books and other types of documents)
  Whatever the population: 19 per capita
Computer consultation as library services
  Population: <20,000:100 percent
  Population: > 5 000: 70 percent
Opening hours
  Population > 100,000: 41.30 / 4.8 days a week
  Population < 5,000: 12 hours / 3.3 days a week
  Reading stations: 8.30 hours / 2.4 days a week
Libraries offering printed books, records, DVDs
  Population > 100,000: 98 percent
  Population < 5,000: 8 percent
  Reading stations: 2 percent
Books per capita
  Libraries: 2.7
  Reading stations: 2.3

Videogram collections have shown the highest growth with 11 percent a year but only 41 percent of libraries and 13 percent of reading stations offer videograms to their customers. E-books were offered in 1.5 percent of French libraries in 2011. Libraries offer an average of 22.5 documents for each registered borrower, regardless of the population size.

Until recently, French librarians would not count non-registered users. As a rule, one has to register to be able to borrow documents or to use computer facilities and e-services. The rate of active users (people who have borrowed one document during the last year) averages 18 percent (but only 13 percent in municipalities > 100,000). These rates have been steady for several years now.

Libraries in municipalities >10,000 lend fewer books than other libraries (2.9 instead of 3.6), but lend more non-book documents (38 percent of their total loans).

The percentage of library users in France's population has been decreasing slowly since 2006, when it was 19 percent. The rate of book borrowing is following the same pattern, decreasing from 3.7 in 2006 to 3.6 in 2011. But over the same period non-book borrowings have increased by 17 percent, causing a general increase in loans.

Today more and more libraries keep records of the number of people entering their premises. According to available data, the frequentation of libraries has increased by 3 percent a year between 2006 and 2011 – a total increase of 19 percent. In 2011, the rate was 2.2 visits per capita; 1.8 in municipalities with less than 5,000 inhabitants and 2.8 in municipalities with more than 100,000 inhabitants.

According to a survey commissioned in 2008 by the Ministry of Culture and Communication2[2] based on a representative sample of the population, nearly 31 percent of France's population had gone to libraries during the last 12 months, against 23 percent in 1989.

Online catalogues are offered by 37 percent of French libraries, ranging from 97 percent in municipalities with more than 100,000 inhabitants to

29 percent in municipalities with less than 5,000 inhabitants. The rate increases in relation to the population.

More than 80 percent of French public libraries organize events of all sorts – conferences, concerts, readings, exhibitions, film screenings, workshops – often in partnership with other cultural institutions or associations.

National statistics on public reading are collected by the Bureau du Livre et de la Lecture (Book and Reading Office, Ministry of Culture and Communication) with the occasional help of Bibliothèques départementales (Departmental Libraries). Their collected data are available on the website of the Observatoire de la lecture publique (Observatory of Public Reading: http://www.observatoirelecturepublique.fr), which provides raw data for each library on a yearly basis plus a national synthesis and a mapping module.

Public Information Library – BPI

A state institution integrated into the Pompidou Center in Paris, the BPI (Bibliothèque publique d'information – Public Information Library) offers free access to current collections, extended opening hours and innovative services within the framework of its co-operation activities with French and foreign libraries. The BPI also provides tools for the development of collections, professional training and reports on research developments in the field of library science. Since reopening after renovation, it has emphasized openness to the world through free access to information and self-training. Its Study and Research department undertakes studies on the BPI's public and use as well as on cultural practices in public libraries. As the BPI collection can only be consulted on the spot, BPI librarians have developed a specific expertise in "lingerers".

Departmental libraries

Since 1790 France has been divided administratively into departments. Today there are 100 departments (including 5 overseas departments), 97 of which run a departmental library. At first the mission of departmental libraries consisted in providing books to people living in municipalities under 10,000 inhabitants with buses delivering reading material. Today departmental libraries still provide books and non-book documents to local libraries and reading stations in rural areas, but they have also specialized in training and advising employees and volunteers running local reading facilities. They also help local authorities to elaborate library building and layout projects. They organize cultural events at the department level.

Departmental libraries tend to serve all public libraries in the department and to collaborate with local authorities. Four of them (Haut-Rhin in Alsace, Doubs in Franche-Comté, Val d'Oise in Ile-de France and Eure-et-Loir in Region Centre) offer a union catalogue fostering interlibrary loans and enabling users to have access to enlarged collections through a reservation system.

Departments also run department archives with library services allowing on-the-spot consultation of local history material.

A short historical account

Municipal libraries were created under the influence of the French Revolution and community libraries appeared during the second half of the 19th century. But it is only by the end of the 1970s that public libraries developed across the country, owing to local political will and state financial support. Libraries became more spacious, more welcoming, offering documents in various formats. The number of libraries grew considerably and the word 'médiathèques' (media libraries) now in use is a symbol of this evolution.

In the 1990s, owing to state financial support, 12 major French cities were in a position to equip themselves with central libraries through a program called "municipal libraries with regional scope".

From 2000 on, France has experienced the development of inter-communality. At first on a voluntary, then on a mandatory, basis, communes have joined inter-communal structures. Libraries joined forces in networks offering citizens one union catalogue, a single library card and interlibrary loans.

Since 2008, municipal and inter-municipal authorities have substantially, though unevenly, cut libraries' budgets. But few libraries have been closed (except when small libraries were closed down while larger buildings were erected) and from 2006 to 2012, 600 library building or renovation projects were carried out, expanding library surface areas by 100,000m^2 each year.

Current developments

Digital technology. The development of digital practices in French society has led public libraries to upgrade their services and the training of librarians and to hire people with digital skills. These improvements have not been homogeneous across the country, since they do not depend on the size of libraries or communities. Librarians' dynamism and skills, as well as political will, are the main factors fostering much needed changes. On-the-spot services have gradually

Figure 3. Lyon Municipal Library: Entrance 2. Photo credit: @BIBLIOFRANCE.

developed with Internet access and "digital public spaces" where facilitators provide individual or group training. Libraries have started to offer wifi access, allowing users to use their own connection devices. Today, electronic readers and tablets are also available for various types of on-the-spot activity.

E-services have grown significantly, beginning with on-line catalogues, which have undergone numerous evolutions: renewal of loan periods, reservations of documents, enhancement of catalogue entries by means of images, users' comments and criticisms. Web portals also allow access to various resources and inter-activity with users. Facebook and Twitter have become communication tools in libraries.

Giving access to works protected by copyright or neighboring rights legislation is a complex issue in libraries. Public libraries may offer on-line streaming content as well as the possibility to download documents, such as music, self-training books, newspapers material. But downloading implies chrono-degradability and DRM (Digital Rights Management), making the loan of books or films with no physical media difficult and thus not so common. A make-do solution is to lend e-readers and tablets already loaded with a choice of e-material.

To boost the development of e-material in public libraries the BPI launched CAREL (Consortium pour l'acquisition de ressources en ligne – Consortium for Purchasing Electronic Resources) in 2002. CAREL was to negotiate technical and commercial conditions with e-material providers. In 2012 CAREL became the CAREL Network (Réseau CAREL), an association of local authorities supported by the BPI.

The e-book issue is most problematic in French libraries, as an insufficient number of titles are available. An inter-professional structure named Dilicom, which specializes in the development of electronic date interchange (EDI) in the book market is working on a new project with the national union of booksellers (Syndicat de la librairie française – SLF). The project would allow libraries to get e-books through booksellers. Grenoble's libraries are currently experimenting with the system.

Access to expensive e-resources is more frequent in large libraries or communities than in smaller ones. But some departmental libraries offer e-resources to rural populations.

Some municipal libraries have significant rare book collections, whose digitization is being carried out in partnership with the BnF (Bibliothèque nationale de France – French National Library) with the support of the French state. The French Ministry of Culture and Communication has launched a program called Reference Digital Libraries, which is currently helping 13 towns to digitize their rare book collections. Some towns have chosen private partnerships (e.g. Lyon partners with Google). The BnF itself has entrusted various private partners with its digitization programs. Private partnerships are recommended by the European Commission in its 2011 'New Renaissance' report.

Libraries as third places?

The national survey commissioned by the Ministry of Culture in 2005[3] showed that for every 100 registered library users, there were 70 non-registered users, instead of 35 as in 1989. Such results highlighted the role of libraries as public spaces attracting various types of people for various reasons not necessarily related to documentary resources.

The concept of libraries as third places was popularized among librarians through a paper published in 2005 in the *Bulletin des bibliothèques de France*[4] (French Libraries Journal). It prompted much thinking about the need to offer users welcoming and cozy areas allowing diversified individual and group activities. New library premises were thus designed according to the third-place concept, as in Thionville (population 40,000) in Lorraine, or even in rural municipalities.

New types of public structures were designed, associating libraries and cultural or administration services. Among the most innovative examples are the library-social center in Signy-L'Abbaye (population 1,500, in Champagne-Ardennes) or the Library-Toy Library in Fosses (population 10,000, in the Ile-de-France)

Games are part and parcel of the innovative activities taking place in or through libraries, an item much

Figure 4. Troyes Municipal Library. Photo credit: @BIBLIOFRANCE.

debated on professional networks. Video games have developed in libraries such as Vaclav Havel in Paris, or Terre-et-Mer in Saint Raphael.

Considering libraries as social spaces where people come to spend time has reactivated the opening-hours issue. According to a report by the Library General Inspection and further to various studies[5] on the subject, each category of the public (students, unemployed, retired or active workers, families) has different needs as far as library opening hours are concerned. In January 2014 a petition was launched demanding extended library opening hours (Sundays and late evenings)[6]. It got a good press, reflecting French people's attachment to libraries.

French libraries have undergone significant improvements in this respect over the last few years, including extended opening hours, chiefly on Sundays and late in the evenings (at Troyes, Toulouse, etc.). Such improvements were made possible by modernizing and restructuring measures such as the implementation of RFID systems allowing automated loans and automatic book drop-off, together with the reorganization of services and the recruitment of part-time contract employees to supplement permanent teams in the evenings and on Sundays. But such measures remain far too scattered.

People with special needs

In France, as in most countries, libraries try to develop services for groups of people with special needs, with the encouragement of the Ministry of Culture and Communication. Those groups include people who,

for whatever reasons, are unable to make use of conventional library services (e.g. people in hospital or in prison, the housebound). Specific library services are also designed for illiterate or 'illectronic' persons, that is to say, people unfamiliar with digital technologies.

What is at stake here is the role of libraries as a factor for social integration, which has become a local policy issue. Some hospitals have library services supported by municipal, inter-municipal or departmental libraries. In most cases they are run by volunteers, except in the Paris area, where hospital libraries are run by employees.

Numerous French prisons have libraries run by prisoners with the support of the Ministry of Justice and local libraries, which lend books and sometimes organize workshops and cultural events inside detention centers.

Disabled people

Serving disabled people is part of libraries' public development policy. Since the BPI launched services to the disabled in the 1960s, many libraries have developed specific actions toward disabled people. In compliance with French law, libraries try to offer adapted access to buildings, collections, cultural events or websites. They also hire disabled librarians as mediators.

The 2006 DADVSI law (Loi sur le Droit d'Auteur et les Droits Voisins dans la Société de l'Information – Law on Authors' Rights and Related Rights in the Information Society) provides for an exception in favor of disabled people. The exception means that

Figure 5. Toulouse Municipal Library. Photo credit: P.Morand.

a significant impetus is given to adapted publications, which today account for less than 5 percent of French editorial production. There are several digital libraries dedicated to disabled people.

In a favorable legislative environment, French libraries have indeed developed specific services for the disabled. Unfortunately much remains to be done.

University and scientific libraries

The libraries which are the responsibility of the Ministry of Higher Education and Research (MESR) are as varied as the establishments to which they belong.

University libraries in the strictest sense have all been part of a network known as the Service commun de la documentation (SCD – Joint Documentation Service) since the decree of 1985[7] reviewed in 1991[8], then in 2011[9] and finally codified in 2013. These university networks bring together university libraries and those of their constituent parts (training and research units, schools, university institutes of technology, laboratories). The combined effects of the research bill,[10] the law concerning higher education and research[11] and the law concerning the freedoms and responsibilities of universities[12], and, in particular, the transition to extended responsibilities and competences, have utterly transformed the governance of universities and more specifically have resulted in their complete integration with the SCD. A number of establishments can work together to manage Services interétablissements de coopération

documentaire (SICD – Inter-Establishment Documentary Cooperation Services), while other libraries have the status of establishment themselves, such as the Bibliothèque nationale universitaire de Strasbourg (BNUS – Strasbourg National University Library) or the Bibliothèque universitaire des langues et civilisations (BULAC – University Library of Languages and Civilizations).

Research bodies, such as the Centre National de la Recherche Scientifique (CNRS – National Center for Scientific Research), the Institut national de la santé et de la recherche médicale (INSERM – National Institute of Health and Medical Research), the Institut national de recherche agronomique (INRA – National Institute of Agronomic Research), to mention just the main ones, have their own document networks. The Institut de l'Information Scientifique et Technique (INIST – Institute of Scientific and Technical Information) within the CNRS also provides services on a national level, such as the management of library databases. The CCSd (Centre pour la communication scientifique directe – Center for Direct Scientific Communication) is dedicated to the creation of open archives (HAL, TEL, MédiHAL, Isidore, etc.).

Large further education establishments do not have university status, but nevertheless deliver education and conduct their own research activities. Their libraries are often among the richest in their respective domains: for example, the library of the Institut national d'histoire de l'art (INHA – National Institute of Art History), that of Sciences Po Paris, that of the

Figure 6. The Mazarine Library: exterior. Photo credit: KoS.
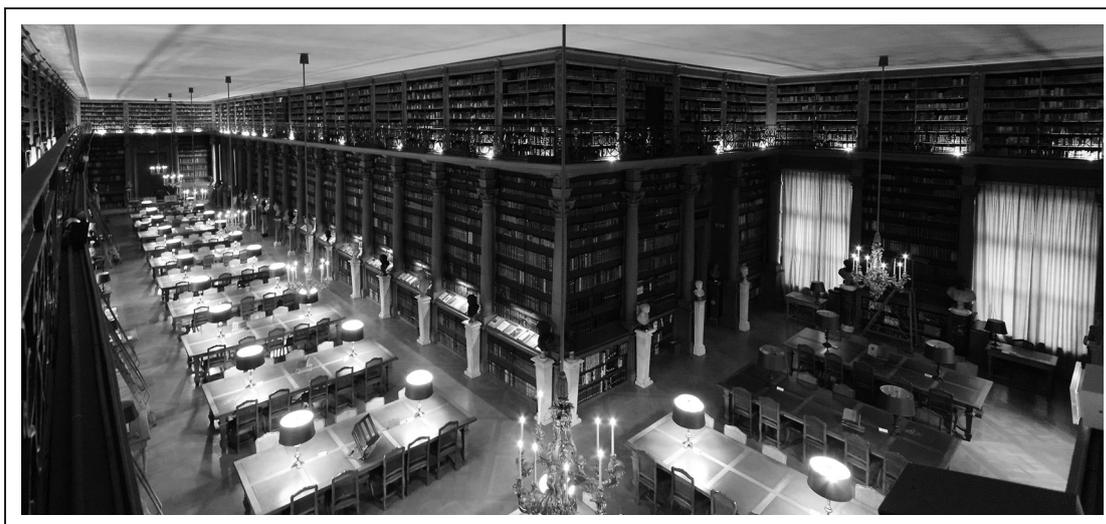
Figure 7. The Mazarine Library: interior. Photo credit: Remi Mathis & Marie-Lan Nguyen.

Musée national d'histoire naturelle (National Museum of Natural History) or the Conservatoire national des arts et métiers (National Conservatory of Arts and Crafts). Other libraries stem from historic collections, such as the Bibliothèque Mazarine (the oldest public library in France), that of the Institut de France, or those of the Observatoire de Paris or the Collège de France. University libraries in turn also have a rich document heritage, valued through national and regional cooperation and valuation operations.

Other establishments take on regional or national service and coordination duties. The Agence

bibliographique de l'enseignement supérieur (ABES – Higher Education Library Agency), based in Montpellier, is in charge of the development of national library applications for the higher education document network: the SUDOC (Système Universitaire de Documentation – University Documentation System) collective catalogue, the Catalogue en ligne des archives et des manuscrits de l'enseignement supérieur (CALAMES – Online Catalogue of Archives and Manuscripts in French University Libraries), and the national thesis portal, to mention just the most important. The STAR (Signalement des thèses

Figure 8. Library of the Institut de France. Photo credit: Piero d'Houin.

électroniques, archivage et recherché – Referencing, Archiving and Searching Digital Theses) application is specifically intended to standardize the electronic archiving of theses in universities which have the legal obligation to keep the theses produced within their establishments. ABES is also responsible for running the Système de Gestion de Bibliothèque Mutualisé (SGBM – Mutual Library Management System) projects and a national knowledge base. In turn, the Centre technique du livre de l'enseignement supérieur (CTLes – Technical Higher Education Book Center) is a shared conservation center which deals with libraries in the Paris region. The main task of CINES (Centre Informatique National de l'Enseignement Supérieur – National Higher Education IT Center) is to maintain a permanent archive of digital heritage.

An application was made in 2009 for the reform of the central administration of the Ministry of Higher Education and Research. While the higher education establishment library networks and centers of scientific information were formerly guided by different departments, the Mission pour l'Information Scientifique et le Réseau Documentaire (MISTRD – Mission for Scientific Information and the Document Network), created by this reform, has made it possible for a collective conscience to emerge, together with standard guidance surrounding the shared issues linked primarily to digital documentation. Halting the earmarking of funds intended for libraries in the 4-yearly university contracts – 5-yearly from 2012 onwards – which have been part of this administrative

reform has helped to make universities all the more aware and concerned by the problems linked to documentation and scientific information. University libraries, once islands within the university, are now fully integrated and recognized as essential factors in scientific and university success.

Projects and current issues

Institutional challenges. Since the Loi relative aux libertés et responsabilités des universités (LRU – Law on the Freedoms and Responsibilities of University Libraries) was passed in 2007, the university documentation landscape has experienced a number of major transformations. The main aim of this law is to make universities more autonomous from the Ministry, and also more responsible for their choices and development policy. The first direct consequence of this law for libraries was the stopping of earmarked funds for documentation paid by the Ministry, and the integration of these sums into the overall payment to the university. Library budgets have since depended on decisions made by university councils and are subject to their strategic and political choices rather than those of the Ministry.

This reform has had positive consequences – specifically, better integration of documentation problems within the university – but also negative consequences. The absence of earmarking and the autonomy of the establishments has made the financing of collaborative initiatives previously funded directly from the Ministry even more complex.
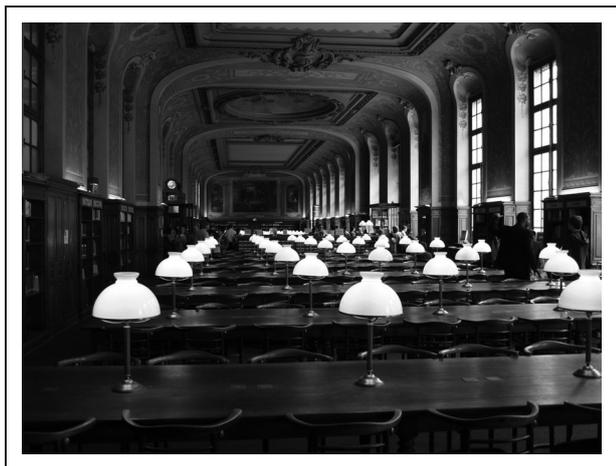
Figure 9. Library of the Sorbonne: interior. Photo Credit: abac077.

Professional training organizations (Centres Régionaux de Formation aux Carrières des Bibliothèques – CRFCBs), for example, have set up agreements with establishments covering their geographical areas. Another network affected directly by these developments, the CADIST (Centres d'acquisition et de diffusion de l'information scientifique et technique – Centers for the Distribution and Acquisition of Scientific and Technical Information) network, which brings together national reference libraries in certain disciplines and benefits from specific finance from this national excellence mission, is currently the subject of intense consideration by the Ministry and by the libraries themselves, closely linked to a scheme which has made an essential contribution to the wealth of French university library collections since the early 1980s.

Even more complex is the new situation for inter-university libraries and inter-university documentary cooperation services: with a principal institutional link, yet serving an audience in a number of different establishments, the contribution of the latter to the operation – in terms of budgets and human resources – of these SICDs has had to be defined within the framework of official agreements. In certain cities, the situation for SICDs or BIUs (Bibliothèques inter-universitaires – Inter-University Libraries) was regulated by linking them to the Pôle de Recherche et d'Enseignement Supérieur (PRES – Center of Research and Higher Education),[13] bringing together research organizations on a local or regional level. In Paris, the large number of university and scientific libraries of national interest has made it particularly essential to define new administrative positions, which are not yet entirely stable for certain establishments.

With a view to leading to a greater impact for French university research in international

classifications, which was one of the primary reasons for the creation of the PRES, certain sites have chosen to simply combine institutions. Strasbourg was the first to merge its three universities into just one, on 1st January 2010. This merger of all departments was preceded, a year earlier, by the merger of three SCDs into one single department. In this specific case, the libraries were able to sound out the potential and real difficulties of such a complex process. The three universities of Aix-Marseilles followed in the steps of Strasbourg in 2011, as did the universities of Lorraine in 2012 and three universities in Bordeaux in 2013. These mergers have changed the scale of the libraries, at least in mathematical terms. The European comparison carried out in 2009 by the Inspectorate General of Libraries no longer highlighted the relatively small size of French university libraries; those of Strasbourg and Marseilles, in particular, can legitimately present statistics (in terms of volume of collections or staff, or even budget), comparable to those of universities in other countries which are traditionally richer in documentation.

Architectural challenges. These institutional projects are sometimes accompanied by architectural projects. The Learning Center concept, which arrived in France around 2007, now seems to have become the recurring theme behind library construction projects. If this is not the case with the major construction projects of the 2000s (the SCD at the University of Paris XII, Bibliothèque Sainte-Barbe), projects for the decade from 2010 have the common focus of the definition of learning centers, working for the life of the university as much as for its documentation. In 2010, 45 projects to build or refit learning centers were identified, representing a total of almost 300,000m^2 in Strasbourg, Lille, Aix-Marseilles, Bordeaux, Caen, Rennes, etc. Among these, the Grand Équipement Documentaire at the Condorcet campus, a new creation in northern Paris which is set to become one of the main centers for education and research for human and social sciences in Europe, has served as a model experiment.

In contrast, several other major architectural projects have concentrated on the refurbishment of historic buildings. The Sorbonne library project and the New BNU project at the Strasbourg National and University Library share the need to rebuild two modern libraries, offering direct and broad access to innovative collections and services while under the constraints of the historic buildings in which they are housed. The INHA library is also included in the renovation program for the 'Richelieu Quadrilateral', an expression used to describe all the historic buildings

of the former national library in Paris's 2nd arrondissement and now housing several documentary institutions (BnF, INHA, Ecole nationale des chartes à terme). Another example is the opening of the Grands Moulins library after a complete transformation of the former flour mill in the 13th arrondissement that closed in 1996.

Digital challenges. As in other European countries, digital media have taken a predominant place in the concerns of university libraries, and in the university and scientific world in general.

In the context of European strategies for research, in 2008 the MESR decided to implement a very large research infrastructure known as the Bibliothèque scientifique numérique (BSN – Digital Scientific Library). The BSN defines the strategic axes of a restructuring of the national research framework with regard to digital issues: access to digital scientific resources, open and institutional archives, digitization, access and identification devices, digital archiving and scientific publishing in particular. BSN has the potential to forge deep changes in the national scientific information landscape in France over the next few years.

Initially created by four SCDs, the Couperin.org consortium now incorporates the vast majority of higher education and research institutions on a national scale: universities and ComUE (Community of universities and establishments), Grandes Ecoles, research bodies, health organizations and Grands Etablissements. This network may have taken over negotiations with French and international scientific publishers on the acquisition of digital scientific resources, but it also evaluates resources, helps to clarify contractual relationships, and offers evaluation tools (MESURE, AnalogIST, EzPAARSE).

A new step has recently been taken with the negotiation and implementation (Couperin, ABES) of national licenses under which the nation has acquired the digital resources it needs for its entire scientific community. The ISTEX project has allowed the permanent purchase of commercial publishers' archives. A national license with the publisher Elsevier was negotiated in 2013 for the 2014–2018 period.

As for open and institutional archives, the CCSd has implemented a tool with a national vocation, known as HAL, defined according to the types of documents it holds (TEL, DUMAS, MédiHAL, etc.) or the disciplines concerned (HALSHS). These reservoirs and distribution platforms coexist with the institutional archives established by certain universities and research organizations.

Other libraries and documentation

School libraries

Bibliothèques centres de documentation (BCD – Documentation Center Libraries) can exist in elementary schools (children from 2 or 3 to 11 years old). They are not compulsory and rarely have a dedicated member of staff. They are run by teachers and the documents are financed by the local authority. Under the name of Centre de documentation et d'information (CDI – Documentation and Information Center), school libraries are present in high schools of all kinds (children from 11 to 18 years old approx.), where they are a compulsory service with qualified staff.

Parliamentary libraries

The major state institutions have their own libraries, sometimes extremely rich in terms of heritage collections. Similarly, there are the Senate Library, that of the Assemblée nationale (lower house of parliament), the Cour des comptes (Court of Auditors), etc. They are not generally open to the public; access is reserved for members of these parliamentary institutions and researchers. Through digitization projects, especially those run by the BnF to enrich the Gallica digital library[14], these libraries are gradually escaping their relative institutional isolation today to become more broadly integrated with the schemes and networks of French libraries.

Libraries belonging to other ministries

The Ministry of Defense not only has its own training schools, which all have their own libraries (Ecole Polytechnique, the Prytanée Militaire de La Flèche, etc.), but also a whole archive and libraries policy bureau which designs, implements and evaluates the Ministry's policy in the field of archives and libraries.

Museum libraries

Many national or municipal museums have specialist libraries in terms of their collections or the nature of the institution that houses them.

Documentation

Unlike many other countries, France separates the professions of librarianship and documentation. Access to documentation as a career in public office is usually by competition. In the civil service, the competition for engineers and technical research and training staff allows applicants to work in higher education establishments or those falling under the remit of national education, or Grands Etablissements
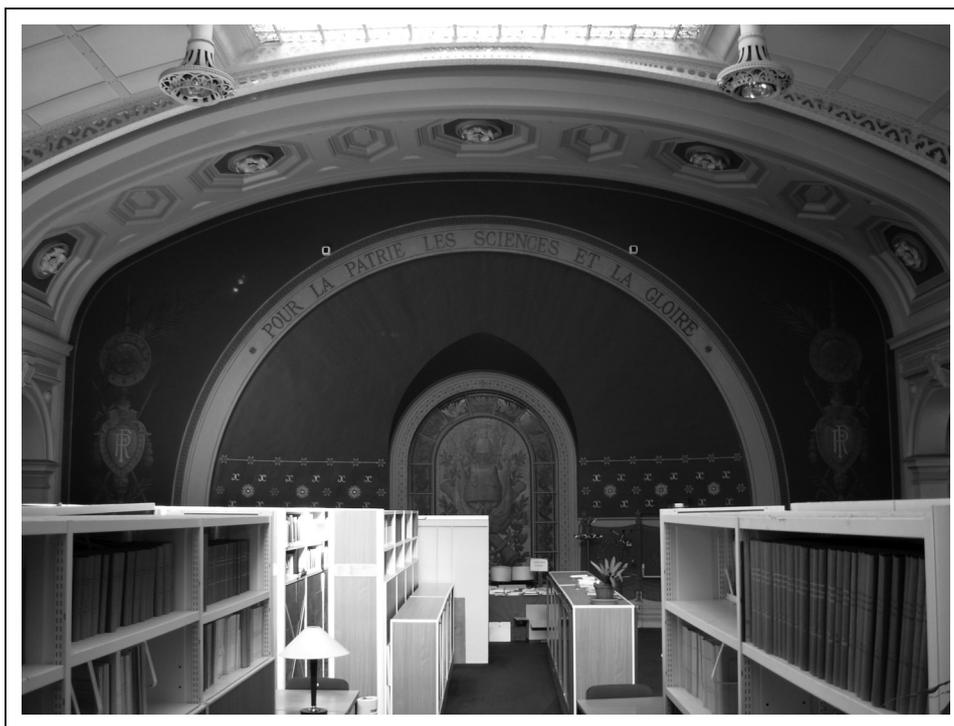
Figure 10. Library of the Ecole Polytechnique. Photo credit: NickK.

(Collège et Institut de France, CNAM, Musée national d'histoire naturelle, Observatoire de Paris), as well as scientific and technological public establishments. Documentary researchers and secretaries can hold positions in ministries and with the City of Paris authorities. Archivist teachers work in high schools.

In regional public offices, the grades and competitions are the same as in the regional libraries. These people work in documentation centers within regional bodies such as local authorities, inter-regional groups, departments and regions.

Finally, administrative assistants, management assistants, senior technicians and hospital administrators may work in the libraries and documentation centers of hospitals. These staff are dependent on the public nature of the hospitals.

In the private sector, archivists may work in documentation centers and / or company archives. There is no competition for this, but a diploma in documentation is required.

The documentation professions have changed tremendously with the development of digital media and have split into a number of jobs and specialisms.

National and regional policy

The state has developed its library policy on the basis of two ministries: the one responsible for higher education and research (MESR) and that responsible for culture – the Ministry of Culture and Communication.

It has an Inspectorate General of Libraries and a digital media policy and a national digital media program.

The Inspectorate General of Libraries

Created in 1822, the Inspectorate General of Libraries (IGB), placed under the direct authority of the Ministry of Higher Education and Research and also available to the Ministry of Culture and Communication for the libraries for which it is responsible, carries out a duty of control while providing evaluation and advice for all national or university libraries, or those for which other ministries are responsible. It runs studies in parallel, generating themed reports, within the framework of annual programs set by the two ministries. The IGB is also involved in the careers management process (transfers, promotions, disciplinary action, etc.) for the staff of state libraries (including university libraries).

The Ministry of Culture

In the decentralized context in which the majority of public libraries (municipal libraries, departmental lending libraries) are the responsibility of the regional authorities, the Ministry of Culture and Communication fulfils the main tasks of the state when it comes to public reading and the conservation and valuation of the written heritage, definition of the legislative and regulatory framework, statistical evaluation of the activity of public libraries, technical supervision,

Figure 11. ENSSIB Library: detail. Photo credit: Charlotee Henard.

technical and financial support through a number of schemes.

The Department of Books and Reading, responsible for carrying out these tasks, has implemented an Observatoire de la lecture publique[15] (the body responsible for monitoring public reading), specifically responsible for gathering and using statistics on public libraries and coordinating studies.

In each of the 22 regions of metropolitan France and the 5 overseas territories, the Ministry of Culture has a regional department of cultural affairs (Directions régionales des affaires culturelles – DRAC) responsible for implementing the cultural policy defined by the government. It includes a Books and Reading Adviser who guides applications for state subsidies for libraries and book shops and provides advice on these areas to local authorities.

Regional policies

France is divided into 27 regions, each with a president and regional council which administers the region.

Unlike the communes, inter-commune groupings and departments, the regions do not run libraries. However, certain questions can be effectively managed on a regional scale, such as the preservation of the written heritage, professional training, and cooperation between libraries through shared portals and catalogues.

The vast majority of regions have a regional book architecture which combines a number of book-related professions (authors, publishers, bookshops, libraries) and carries out a range of study, support and development activities with financial aid from the regional authorities. These organizations are combined within the Fédération interrégionale pour le livre et la lecture (Inter-regional Federation for Books And Reading)[16].

Library staff and association environment
Vocational training

The main mission of the French National Library and Information Science School, (Ecole nationale supérieure des sciences de l'information et des bibliothèques – ENSSIB), is to train successful candidates to professional A-class competitive exams as librarians over a 6-month period, or as curators over an 18-month period. The ENSSIB students benefit from civil servant status upon beginning their training period.

Organized by university and technology institutes, short, professionalizing training programs are provided to undergraduates preparing B-class (assistant librarian) and C-class (technician or page) competitive exams. French library training programs have not yet benefited from the Bologna process, which aims at ensuring compatibility in the standard and quality of higher education qualifications; a fact that has hampered French librarians' mobility in Europe.

School librarians have a specific status. They are called teacher librarians and belong to the teaching corps even though they seldom teach. They have their own professional association, FADBEN (Féderation des enseignants documentalists de l'education nationale – Federation of Teacher Librarians Associations)

Lifelong training for librarians is well sustained and organized in France. Besides French legislation, which favors lifelong training for civil servants, there is a dense network of training facilities offering a rich and varied range of training schemes over the country to librarians of all classes: 12 library training regional centers (Centres Régionaux de Formation aux Carrières des Bibliothèques – CRFCB), 7 scientific and technical information and training regional units (Unités Régionaux de Formation à l'Information Scientifique et Technique – URFIST), the BnF (French National Library), ENSSIB, 29 national centers for regional civil service (Centre nationaux de la fonction publique territoriale (CNFPT) and 97 departmental libraries (BDP). Since 2010, the bibdoc portal (http://www.formations-bibdoc.fr/) has been

in operation, listing all library training opportunities across the country.

Library staff status

The French public service is divided into sectors. There is a specific sector for culture and libraries. France has three civil services: a state civil service (FPE), a regional civil service (FPT) and a hospital civil service (FPH). They are divided into bodies and grades:

Managers class A:
– library curators (FPE and FPT)
– librarians (FPE and FPT)
Middle managers and specialized technicians class B:
– specialized library assistants (FPE) and library assistants (FPT)
Reception staff and technical personnel class C.
– technicians, pages and storekeepers *magasiniers* (FPE), *adjoints* (FPT)

Librarians working at the BnF or the BPI, or in state specialized libraries or public academic libraries belong to the state civil service.

Librarians working in municipal, inter-municipal or departmental libraries belong to the regional civil service.

All recruitments to public services are by open competition. There are different competitive exams according to bodies and grades. C competition is open to school-certificate holders, B competition to high-school diploma holders, and A competition to master's degree holders.

Specific competition training programs are provided by training regional centers in 12 French regions and by national centers for regional civil service in every French region.

Professional associations

The Association of French Librarians (Association des Bibliothécaires de France – ABF), which is the main national association in the field of libraries, provides a range of vocational training programs from basic initial training to continuous professional development modules. The Association of Information and Reference Material Professionals (Association des professionnels de l'information et de la documentation – ADBS) also offers vocational training to reference material professionals, including private-sector employees.

The French associative library landscape is quite rich and diversified. Besides the ABF and the ADBS there are:

1. The Academic Library Directors and Managers Association (Association des directeurs et des personnels de direction des bibliothèques universitaires et de la documentation – ADBU); the Municipal and Inter-municipal Library Directors Association (Association des Directeurs des Bibliothèques municipales et intercommunales des Grandes Villes de France – ADBGV); the Departmental Library Directors Association (Association des Directeurs de Bibliothèques Départementales de Prêt – ADBDP) and the Federation of Teacher Librarians Associations (Féderation des enseignants documentalists de l'education nationale – FABDEN).

Thematic associations include:

1. Rare books: Cultural heritage and rare books (BiblioPat)
2. Digital technologies: Association for the Development of Digital Material in Libraries (Association pour le Développement des documents numériques en bibliothèques – ADDNB)
3. Music: Association of Music Information Librarians (Association pour la coopération des professionnels de l'information musicale – ACIM) and the French Branch (AIBM) of the Music Library International Association
4. Still and animated images: Images en Bibliothèques (Images in Libraries)

The above-mentioned associations may be members of larger associations or federations such as the French Committee for International Librarianship (Comité français international bibliothèques et documentation – CFIBD), endeavoring to foster international commitment of French and French- speaking librarians, notably to IFLA, or the Archives Libraries Documentation Coalition (Interassociation Archives Bibliothèques Documentation – IABD), which has existed since 2004, although it was officially founded in 2010. The IABD gathers 16 professional associations and defends the interests of libraries, archives and reference centers and those of their users with regard to public authorities, including copyrights.

To conclude

French librarians believe that hosting the IFLA congress in Lyon is a good opportunity for them to put libraries at the heart of France's public policies, as they did during the French presidential and legislatives elections in 2012 and the municipal polls in March 2014.

On the occasion of her New Year's greetings to the press, Aurélie Fillipetti, Minister of Culture and Communication, declared that 2014 would be "the year of libraries" which she sees as "local digital public services".

Notes

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Promoting a reading culture through a rural community library in Uganda

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Abstract

This paper discusses what is meant by "reading culture", and how a rural community library in Uganda can contribute to promoting one, by posing the question: How does a community library promote a reading culture in Uganda, and how successful is it in doing this? Data consist of semi-structured interviews, observations, and the library records of borrowed items. Street's (1984) concepts of "autonomous" and "ideological" models of literacy are adapted to develop a framework of critical questions. The findings indicate that the library is based on a local initiative, relatively well resourced, and fairly well integrated in the community. Together, these indicate the gradual development of a reading culture. Rather than assuming libraries and literacy are intrinsically good, this article stresses the need to take on a critical view of the role and function of community libraries in developing countries, and suggests a framework for doing this.

Introduction

"We Ugandans lack a reading culture" is a lament I often heard during my fieldwork in Uganda. Some people pointed to the oral tradition; reading has no precedence in Ugandan culture. Others stressed the fact that books and other reading materials are not available, at least not in a language and with a content that make people want to read. Is the little reading that takes place due to the fact that Ugandans hardly have access to books? In a rural community where books are scarce and reading habits are limited, will a community library make a difference in how much is read, and how people perceive and value reading? These questions are central to exploring the notion of *reading culture*.

The need to "develop a reading culture" is becoming a popular phrase in Africa (e.g., Kachala 2007; Lehnhard 2012; Parry 2000), but how does this differ from the "old" notion of "developing literacy" (e.g., Gough and Bock 2001)? *Reading culture* moves beyond a focus on decoding skills and connotes a culture in which literacy is widespread and reading is a daily and life-long activity (Magara and Batambuze 2005). A reading culture relies heavily on text for political and commercial communication (Griswold 2000, p. 117). Other scholars stress the social and affective aspect of reading, particularly reading for pleasure, as an indication of a reading culture (e.g., Dent Goodman 2008; Dent and Yannotta 2005; Parry 2009). Schools constitute an obvious connection to reading, and perhaps more so in Africa than in many other places, since, as some claim, people stop reading when they leave the schools and universities (Bakka 2000; Magara and Batambuze 2005). But there can be no doubt that adults in Africa also read, if not as much, or as much for leisure, as many, including the Ugandan president Museveni, would like to see (Museveni 2009).

A reading culture presupposes adequate and appropriate materials, but also a *culture* where reading of various kinds is part of everyday life. A community library usually addresses the supply of materials and reading space and makes efforts to promote reading. This study reports on one such library, Caezaria Library by building on a theory of literacy that is applied to the context of community libraries. The question that this study attempts to address is: How

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does a community library promote a reading culture in Uganda, and how successful is it in doing this?

Community libraries and reading culture

The term *community library* has been used to describe a particular kind of library, and the use of the term has been discussed in several publications. Dent and Yannotta (2005) give the essence of it when they write, "they are created by and for the local population and usually not supported with government funds" (Dent and Yannotta 2005, p. 40). Stilwell (1989) emphasises that they must be rooted in the community, and ideas and solutions should not be imposed. Mostert (1998) provides a detailed description of community library criteria: The community library should be established at the request of the community, fully co-operate with it and be included in participative management. It should provide information linked to the everyday lives of community members, and staff that are known to and trusted by the community should provide face-to-face contact to solve the user's problem. Several authors (Adimorah 1993; Alemna 1995; Mchombu 2009; Mostert 2001; Onwubiko 1996) stress the importance of locally relevant materials, including the role of rural libraries to collect and be repositories of local or indigenous knowledge.

The term community library is often used quite broadly, and can cover everything from a lending scheme working out of a classroom with a box of books, to sizable and well-stocked buildings set up by foreigners or NGOs, with little or no connection to the local community. As a descriptive term to categorize libraries it is more useful to operate with a narrow definition of community libraries: *a library, or a library-like collection and lending service, that is not part of a public library program and is run by one or more people from the community it serves*. This definition demarcates community libraries vis-à-vis public libraries without stipulating more specific criteria that one might expect from a community library, but can be more difficult to operationalize or narrow the definition too much. Such criteria for what community libraries often are, and probably should be, include: (a) the library is started on the initiative of, or together with, people of its community; (b) the library strives to serve the information and literacy needs of its community through its materials and services; and (c) the library is integrated with the community and schools through cooperation, outreach programs and events, and otherwise establishes a sense of community ownership of the community library. These criteria are similar to those of Mostert (1998), but fewer and more pointed. The initiative,

materials and services provided and the connection to the community that the community library serves are important, and these criteria will be elaborated below under the theoretical framework.

There are currently 32 public libraries in Uganda (National Library of Uganda 2013) in addition to the community libraries that do not receive public funding. Uganda Community Library Association (UgCLA) has rapidly increased its member base, from the initial 14 in 2007 to 100 in March 2012 (Dent 2012). Their size, activity and the amount of support they receive vary greatly, and Caezaria Library is one of the member libraries with the largest collection and longest time of operation (Kate Parry, person communication).

Kitengesa Community Library is apparently the best-documented and researched community library in Uganda. The library was set up to provide reading materials and other services to the community, but it was also intended to serve as a site for research (Parry 2005, 2009). From day one the library has taken care to keep records of books and borrowings, and since its inception, a number of researchers have been involved and several publications have been written about the library (Dent 2006a, 2006b, 2007, 2012; Dent and Yannotta 2005; Parry 2004, 2005, 2009. See Dent 2012, for an overview). The books have been purchased to meet the needs of users, so it offers many Ugandan publications, and only some selected foreign book donations have been accepted. Kitengesa Community Library has also been mentioned as a site for a budding reading culture in the literature on community libraries: "The amount of leisure reading observed in Kitengesa is a sign that a reading culture is developing among the students" Dent and Yannotta (2005, p. 52).

> The freedom of students to interact with reading materials on their own terms is a key component in the development of a reading culture, and the library supports these types of interactions. (. . .) This quest for independence – framed in this case by student reading habits (e.g. reading, sharing reading materials, and talking about what is being read) – is suggestive of development of a reading culture, and the desire to read for overall self-improvement. (Dent 2012, p. 130)

This quote speaks of a notion of reading culture that goes beyond access and amount of reading; reading culture is also a matter of *how* people read, and *why*. Outside Uganda, Dent Goodman (2008, p. 523) reported from Burkina Faso and Ghana, "One of the most encouraging findings from the survey?was the fact that 100 per cent of students reported that they read in their free time".

This previous research does give an indication that libraries bring about more reading and suggests that a reading culture may be in the process of developing in their respective communities. But they do not offer any framework for analyzing the role of community libraries in promoting a reading culture, which the follow section sets out to do.

Theoretical framework: Community libraries in light of autonomous and ideological models of literacy

Street (1984) introduced the term *autonomous model of literacy* to refer to a narrow view of literacy that treats it merely as a set of skills, detached from the social context in which it exists. He attributed this view to several prominent literacy scholars at the time, and argued that this view ignored the ideological nature of literacy. More than just a set of decoding and encoding skills, Street argues, literacy is a social practice, embedded in power relations, and in different settings there are different literacies serving different purposes and functions. While this perspective of literacy has yielded much research on the meanings and functions of literacy in the developing and developed world (e.g., Barton 1994; Barton and Hamilton 1998; Street 1993, 2001), it does not appear to have been used to analyse one of the core institutions that promotes literacy – libraries.

While community libraries are not as hotly debated as literacy (Street 1997), there are underlying assumptions and epistemologies that influence how people conceptualize community libraries, and hence also how they think they should be developed and supported. Analogously to autonomous and ideological models of literacy, the roles and functions of community libraries can be seen in two contradictory ways. Like literacy, community libraries are, arguably, often thought of as intrinsically good (Parry 2011). In the field of literacy, particularly teaching of literacy to adults in the developing world, the parallel notion, that literacy is intrinsically good, has been problematized (e.g., Street 1993, 2001). But libraries, and the provision of books to the developing world in general, are likely to be accepted as intrinsically beneficial to "development".

Parry (2011) picks up the notion of linguistic imperialism discussed in Phillipson (1992) and Pennycook (1994), and raises the question whether community libraries in Africa can be seen as a form of linguistic imperialism. In the case of the members of UgCLA, Parry concludes that given the libraries' strong local connections, emphasis on relevant collections including books in the local language, this is not the case. However, this is something people working in this sector should be aware of. In a study from Tanzania, Plonski (2009, n.d.) writes about the donations of millions of American books through the NGO Books for Africa. The author also raises the issue of relevance of the donated books in terms of content and language, but concludes that for financial reasons and the current role of English, the books are a valuable contribution. The teacher and administrator participants of the study claimed that the donated books did not cause any "cultural harm". However, it seems this concept was conflated with the use of books in English, as all quotes from participants on this issue addressed the use of English (as opposed to Kiswahili). There was no mention of local/African books other than the need for textbooks that matched the national curriculum, and a recommendation to provide "books more tailored to the local cultural situation and especially tailored to the local syllabus/curriculum could be very valuable" (Plonski 2009, p. 122).

Although the question of language seems to receive some attention with regards to community libraries (e.g., Dent Goodman 2008; Parry 1999, 2011), other aspects might be ignored, and there is a risk that people working with community libraries assume an "autonomous" view of community libraries. Such a view is not likely to be explicit, but might very well serve as a tacit epistemological foundation of a project or organization working with community libraries in the developing world. Assumptions based on an autonomous view of community libraries include:

- Community libraries are intrinsically good
- The main purpose of community libraries is to give students access to books so that they can acquire subject matter content and improve their English language skills
- Literacy is a set of skills that are learnt in school and can be practiced at the library
- In countries where English is the national language and the language of instruction, providing English materials is the main responsibility of the library
- Any additional book is welcome; a larger collection means a better library.

In contrast, an ideological view of community libraries acknowledges the sensitive nature of language and literacy, and by extension, community libraries. This view raises questions as to the relevance of materials, hidden agendas, ideologies, and unintended consequences of naïve attitudes. An ideological view assumes less and questions more, including:

Initiative

- Why, and by whom, was a particular library, or library program, initiated?

Purpose

- What purposes can, and should, a community library have?
- Can the library be more than just an extension of the school; can it offer something qualitatively different from what schools are offering?

Materials and services

- How should books in English, and books from overseas, be balanced with books in the local and/or regional language and books from Africa?
- What kind of books and materials are in demand, or likely to benefit the users?
- Should all donated books be accepted?

Integration

- How is the community library regarded by and connected to the local community, including schools?
- To what extent does the community library collect and disseminate local and indigenous knowledge and practices?

In practice these extremes – the completely naïve and the fully critical – are more like ideal types than anything else. But the purpose of this analysis is to point out the need for a critical analysis of community libraries, and how this can be done. The questions raised in the ideological view do not provide any answers by themselves, but given a (fairly) clear standpoint with regards to language, literacy and development, these questions do invite certain answers, or avenues for how community libraries can promote a reading culture and local language materials in congruence with the needs and wishes of the local community.

Research site and methodology

Caezaria Library is located in Ajjija trading centre in Buikwe District (during the fieldwork it was part of Mukono District) in central Uganda. Ajjija consists of some 20 shops, a church and a mosque on three streets that are joined by a roundabout. It is only 70 km from Kampala, but it takes about three hours to go there by public transport. There are nine primary, one vocational and four secondary schools with a total of about 2700 students within a radius of three

kilometres of the library, according to the estimates that the director of the library made.

This article reports on a section of a larger study of Caezaria Complex Public Library (henceforth Caezaria Library) (Stranger-Johannessen 2009). Caezaria Library was chosen for being a relatively well-stocked and well-functioning library on the basis of a recommendation by Professor Kate Parry, a prominent scholar on literacy and community libraries in Africa. The data collection techniques included field notes, semi-structured interviews, observation and the library records of borrowed items. I conducted interviews with one primary student (grade 5), five secondary students, two teachers and the three library staff – eleven interviews in total. Frequent users were selected from each category. Each interview lasted between 40 and 60 minutes, and was transcribed shortly afterwards. I waited for several weeks before conducting the interviews since I wanted to get to know the library, nearby schools, community and potential participants. By doing this I hoped to develop some preliminary understanding of the library and its role in relation to student learning, but also to get acquainted with the users and staff so that we would establish some degree of mutual trust and familiarity. At the same time I would identify some students and teachers that I could interview. The interviews were conducted in English, except the one with the youngest student, which was done in Luganda and translated into English by my translator, who also served as a cultural broker.

Findings

As the literature review suggested, developing a reading culture is not just about quantity of reading, or establishing that the amount of reading increases due to the presence of a community library, although increased reading is important. Equally important is what kind of reading takes place, as well as socio-cultural aspects of reading and the library, such as how the library as an institution plays a role in the users' identities and relation to literacy. The findings are organized according to the criteria suggested for a community library above, which roughly correspond to the questions outlined in the theoretical framework.

Initiative

Caezaria Library was the brainchild of the library director, a local farmer who owns a small factory for removing husks from coffee beans. According to the library coordinator, the purpose of setting up the library was "to inculcate a reading culture among local people". The director built it in 1999 with no

external support and started operating it in December 2000. The library opened before the building was fully constructed with his collection of textbooks together with around 60 magazines.

After some time he came into contact with the National Library of Uganda (NLU) and in 2002 they started a partnership. NLU has provided workshops for him and the librarian, and channelled books from international donors, notably Book Aid International (BAI), but other NGOs have also contributed with equipment and other support over the years. Since April 2007 the library had received a monthly grant of 300,000 Ugandan shillings (approx. US$ 150) to pay for a librarian, a coordinator, security, stationery and other petty expenses from the NGO Under the Reading Tree (UTRT). This amount was adjusted to 375,000 shillings the following year.

Since it started getting support from UTRT, the library had two paid staff: a librarian and a coordinator. The librarian worked full time, i.e. six days a week. She was a plumber, but had been trained in Kampala for one month by NLU and on one other occasion. The coordinator was not stationed full-time at the library, but promoted the library by visiting surrounding schools and writing reports to UTRT. However, since he started studying in Kampala (prior to the fieldwork) he had not been able to keep up with visiting schools on a regular basis. Officially there was a library board, but it rarely convened and only played an advisory role.

Materials and services

Only the librarian was present and interacting with the users on a daily basis. She opened between nine and ten o'clock in the morning and closed around six o'clock in the evening. On Saturday the opening hours were shorter, and on Sunday it was usually closed. There were no opening hours posted anywhere.

Caezaria Library was spacious, and included a room adjacent to the library itself where some students went to read after opening hours – mainly their own notes. The books were classified and shelved into sections. The book collection numbered 9377 copies according to the library records, but some might have been lost or otherwise not included in the present collection. About 200 newly donated books were stored in boxes in the director's home because of lack of space. The library records showed that 324 books were checked out over the course of the 42 days (Sundays, school holidays and some other days had no books checked out).

Apparently all the textbooks for primary school came from Great Britain and the United States, except some textbooks for lower primary in Luganda. The storybooks in English, on the other hand, were of a wide variety and covered all levels of difficulty and the majority were published in Africa and portrayed Africans and African culture. This is worth noting, since there are many accounts of children's books from America or Europe that end up in the hands of African children, whose options are limited to stories which may be culturally inappropriate or difficult to relate to and understand (e.g., Rubagumya 2009; Waruingi 2009).

Books suitable for secondary students and teachers included novels, storybooks, "past papers" (old exams), textbooks, atlases, encyclopaedias, dictionaries and "pamphlets". The pamphlets were made in Uganda and were summaries of the subject matter. They were much more popular and simpler than textbooks, and typically enumerated facts, factors, advantages and disadvantages, or otherwise gave a simplified presentation. Almost all the textbooks were donations from the United States and Great Britain, with a few exceptions.

Local community and schools

There were four primary schools and one lower secondary school within easy walking distance from the library, and more schools two or three kilometres away. Several student participants attested that their teachers encouraged them to use the library so that they would learn to read and speak English better. There was a considerable difference in library use between schools: a few nearby schools represented the vast majority of borrowed books and library visits. In 2006 the library director built Kagombe Secondary School (all names are pseudonyms) because he wanted to see the library being used more and as a response to requests from the community. Students from this school were also the most frequent users, and some students helped the librarian with small tasks like cleaning. Some of these students often came in the evening to read from a room adjacent to the library that had an electric bulb and was unlocked.

Another way of increasing the use of books was the "borrowing in bulk" scheme, which meant that a teacher went to the library and borrowed a large number of books (mostly storybooks, between 60 and 200, the library records indicated), and brought them back to the school for the students to read. This scheme had been going on for several years, but only a few schools were involved.

The library organized several events to which students and their teachers were invited. The most frequent event was primary quizzes, in which two

classes of grade seven students from different schools were invited to the library about once a month, and after a short lecture on the library, they were asked to read for half an hour. Then the actual quiz took place; an oral competition between the two schools on exam questions. In the past there had been meetings of various kinds, including one for farmers, but all of them had discontinued at the time of data collection.

The library arranged two large annual events: Book Week, Children's Christmas. Book Week was celebrated all over Uganda, and at Caezaria Library 2500 students, teachers and other invitees came to learn about the library, read, use the computers, watch a drama, listen to speeches, take part in competitions, and other activities. The scope of Book Week, and the number of people involved, did not have any parallel in the small trading centre. Children's Christmas was a smaller event, and involved snacks, decorations, music and a play of the birth of Christ. Unlike for Book Week, students came for Children's Christmas on their own – not as part of a class excursion.

Claims of new behaviour and attitudes

When I asked the respondents what the library had done for them, every one of them praised the library very much. They mentioned that the library provided books and had brought about more reading. One secondary school student participant, Margaret, pointed out that she had also learnt about some characteristics of books: "Before I didn't know that this is the author, this is the title. When I got a book, I just read. Now I can know that this is the author, title, publisher".

The director reported that in the beginning it was very hard to invite students to come to the library, and he almost had to lure them in. "They were shy in the beginning, they would just peep inside. Now they march in without knocking". Margaret had a personal account of what the library had done for her in this respect: "I can come to the library with so many people without fearing anyone. I tell the librarian what I want. Before I couldn't. . . . I'm not shy now, I'm confident". The primary school student Daniel gave a similar account:

> The library has helped me so much in that I never knew how to read both books written in Luganda and English. Even my behaviour and my performance in class have improved since I started coming to library. Also, at least I know how to use the computer. . . . If the library wasn't in existence I wouldn't have been who I am now. It has done something good in changing my life and I feel so good (translated by the research project translator).

Discussion

Initiative

Like many other community libraries in Uganda, this was largely the product of one person (sometimes it is a group of people) with a burning desire to help his community. Unlike some joint Ugandan–foreign initiatives, there was no funding or support from outside in the beginning, and the library collection at the outset was very meagre, consisting of the director's old textbooks and some magazines. As an owner of land and coffee bean processing factory, the director was financially better off than many other individuals in Uganda who start a community library, and this is likely to have contributed to the collection and facilities the library enjoys today.

The explicit desire to foster a reading culture by setting up a library gives an indication of a reflective view of the purpose of the library. The library is not treated as an extension of the schools in the community – if anything – almost the opposite is the case: Kagombe Secondary School was built to support and increase the use of the library. Clearly there is a connection between schools and community libraries, but this connection is more than a desire to improve exam scores. Activities that are more geared towards fun and reading for pleasure attest to this, such as Book Week and Children's Christmas.

Purpose, materials and services

The collection was fairly well balanced in terms of Western/African books in English. This is not to say that the ratio was anywhere close to 1:1, but both fiction and non-fiction were relatively well represented, considering that this is a rural community library in Uganda. Books in Luganda were not many, but at least some titles were available. Luganda books were not in high demand, but it is hard to tell whether the demand would have been higher if the collection were bigger and more appealing. With the role of English so central in the school and for securing a professional job, it is not surprising that books in Luganda receive less attention. Another point is that this study was carried out one year after the new curriculum came into place, and it is possible that English was used as a medium of instruction to a large extent before the new curriculum was introduced, thus favouring reading in English.

The question of whether donated books cause "cultural harm" (Plonski 2009 n.d.) is problematic. It polarizes books as either "harmful" or "beneficial", leaving little room for nuances. But more importantly, it misses the point: the main *potential*

problem with book donations is not that they may be more or less culturally harmful (or irrelevant, inappropriate), but that in many cases children can't read about their own culture *in addition to* another culture and that money is spent on shipping foreign books (in English), not printing African books (in African languages). Just as *The Jungle Book* can be enjoyed in Western countries, so can children's books on North American or European life be enjoyed in Africa. But if such books are the only ones that users can choose from, the donated books can be seen as undergirding the cultural (and linguistic) imperialism that they are sometimes accused of (Phillipson 1992; Parry 2011).

Caezaria Library served several purposes. It provided supplementary reading materials to secondary school students and teachers, fiction in English and Luganda, a space to read and study, and a venue for events like Book Week and quizzes. It was also a social space for meeting people and relaxing. There were very few public spaces like this in or around Ajjija trading centre where students could go to socialize or relax. The church and mosque were institutions where people socialized, but people went there on specific occasions, and children went there with their families – not on their own – as was the case with the library. Other than the schools, church, mosque, and the distant health clinic, there were no institutional spaces that children frequented, except the library. While the former were organized by and visited in company of parents, the library was the opposite. It was a place for students and other children to meet and interact with adults on their own terms, and familiarize themselves with a public building and public institution, in a society where these were relatively few. These features might help young users develop a degree of independence, but also a sense of entitlement and ownership.

Lareau (2011) describes how black and white middle class children in the United States are brought up to feel a sense of entitlement through discussions and multiple organized activities, such as sports and music lessons. These activities, Lareau argues, make the children used to interacting with other adults, and prepare them for adult life, such as how to behave in job interviews. In institutional settings "middle-class children learn to question adults and address them as relative equals" (Lareau 2011, p. 2). Although the lives of American middle class children are in many ways very different from the lives of rural Ugandan children, the library might serve some of the purposes that organized activities do for the American middle class children. Through the library the students interact with adults other than their parents and teachers, and they familiarize themselves with the library as

an *institutional space*. With the paucity of public institutions in rural Uganda, getting comfortable with the library, not just the library building, but also the library as an institutional space, can give confidence, and perhaps a sense of entitlement. This confidence is valuable in its own right, but might also be central when the students visit or move to a city, where dealing confidently with institutions and institutional spaces is part of everyday life.

One of the earliest things a child learns about books is what they feel and look like, and how they "work": they have a front cover, one side is up, and pages must be turned gently. There is text (which is meaningful) on the pages, and often pictures. Some children learn all of these things at home before they go to school, but with the paucity of books in Uganda, that is often not the case. Because books are relatively scarce and often treasured, they are sometimes kept away from children, as many accounts of books being locked up in schools attest to (e.g., Muwanga et al. 2007). In this environment, the policy of "putting books in the hands of children" (Eilor 2004, p. 55) is important, not only so that they can read them, but also so that they can get familiar with and confident in using them.

A second step is being able to place books in a larger context: Where do books come from? Who writes them? Who produces them? Again, in a very print-rich environment these are aspects of understanding that children might learn at home, or without explicit teaching. But this is less likely to happen in Uganda. As the student Margaret in the quote above attested, this is something she learnt at the library. An understanding of the origin and context of books is not merely a matter of knowing facts and categories, it is also an understanding of the technology of texts, and a step towards an understanding of how texts are co-constructed by the reader and the author.

Ownership is one of the cornerstones of a reading culture: a sense of ownership of books and materials, and the institutions and structures that offer and facilitate their use. It is when people start taking the library for granted, when they "march in without knocking", that we see signs of ownership. 324 books borrowed over the course of 42 days speak of a sense of ownership of books: they are not just read in the library – carefully, surreptitiously – but brought home and read, each book perhaps by several people. The data on the use of the library do speak of a library in use, and can be interpreted as an indication of a budding reading culture. But it is also insightful to flip the perspective, and investigate how the library meets challenges in promoting reading and supporting a reading culture.

Integration

Apart from book donations, most of the foreign support was fairly recent. This means that the library could be said to have strong local connections (Parry 2011), although the library board that officially governed the library did not actually convene. While this might be seen as crucial to many Western organizations, this did not appear to be of great importance to this library. When the library first started, people in the community did not quite understand what it was all about. Time seems to be a key factor in the success of a library, in terms of building a collection as well as securing support and reputation within the community. At the same time, some level of outside support, in the form of books and otherwise, appears to have been crucial for this library.

Like several other community libraries in Uganda, Caezaria was working closely with one school. Students and teachers from this school represented a considerable part of the usership. This can be interpreted in positive terms; having ties with a school increases the use of the library. But it also raises the question whether this happened at the expense of use by other schools: Did they feel that the library "belonged" to Kagombe Secondary school, and that they were less welcome?

The borrowing in bulk scheme was an excellent way of forging ties and reaching out to other schools, and increasing the use of the library. This was particularly valuable in the case of faraway schools, whose students would not be likely to go to the library on their own. The library had a collection of Ugandan and East African books, but none of local origin, such as local stories, local history or traditional medical practices, which some scholars deem important.

Conclusion

When talking about what a library does or can achieve it is important to look beyond the basics – beyond a static count of books in the collection, number of users or books borrowed, even though these can give a rough indication of how "successful" a library is. What is also needed is an analysis of the larger picture: the origin, purpose and integration of the library, in addition to the materials and services it provides. All of these should be analyzed critically, through asking questions about purposes, functions and ideologies. Central to this is the role of language, which is a contentious issue, and with no right answer. I would argue that offering and promoting local language materials is important – for cultural, social and educational reasons. But English is clearly also important. Finding the balance is not an easy task, and is likely to cause discussions among scholars, teachers, librarians, and users.

Reading habits are largely developed in youth; people who don't read for pleasure in their youth are not likely to do much of that when they get older. There was a tendency for primary students to read fiction and secondary students to read non-fiction (textbooks and other school-related materials), but the division was not completely clear-cut. Secondary students did read some fiction, but felt compelled to spend most of their time reading for exams, and in that perspective reading for pleasure was something of a luxury. This is unfortunate, since knowledge of English is important for all school subjects, and perhaps reading more fiction would actually benefit them academically as well, but this was not specifically encouraged by teachers. At the same time the development of a reading culture should not be reduced to leisure reading.

Through its local initiative, explicit purpose of promoting a reading culture, ample and relatively varied collection and events, and cooperation with schools, Caezaria Library goes a long way in promoting a reading culture in its community. At the same time there are numerous challenges, and one should be careful with ascribing too much importance to a single library. A reading culture does not develop in a vacuum, and a community library can only be a small step on the way for the larger community to take up reading for leisure and widespread functional use of literacy. Caezaria Library does not work miracles, but is an important contribution to the development of a reading culture in Uganda.

Acknowledgements

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Required skills for children's and youth librarians in the digital age

Dalia Hamada and Sylvia Stavridi
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Abstract
We are living in a world that is changing rapidly due to the technological revolution and, as such, both libraries and librarians seem to be struggling to maintain their traditional roles. It is essential to respond to and integrate this new technology into library services, while maintaining the traditional role of librarians. In an age where knowledge and information are delivered in a fast paced mode, it is essential to re-evaluate the core competencies for librarians serving children and young adults. This paper presents a literature review of the key skills required for librarians in a digital era and the ALA competencies of librarians working with children and young adults. The paper also presents the feedback of nine librarians, working at the children's and young adult libraries at the Bibliotheca Alexandrina, on a survey that listed the essential skills required for them to serve their users in the best possible way. The skills were divided according to the age group and nine librarians responded to the survey by checking the skills they viewed as essential for a children's or young adults' librarian. Finally, it presents a list of skills and competencies essential to our roles in providing access to information in a fast-changing digital age.

Introduction

Our everyday life is changing rapidly due to the technological innovations in all fields. These new technological changes are affecting the field of library science and information systems just like any other field. They are shifting the role of a librarian from simply being a book keeper to a dynamic agent that brings together information from different sources and makes it available for the users. Librarians in the new era are required to play different roles that demand the presence of various skills ranging from the traditional roles of user education, facilitation and evaluation to being a professional who is able to manage the digital information system within a library (Awad 2008; Bin Hashim and Mokhtar 2012). In order to disseminate knowledge and information available in all current formats: print and electronic, the new era librarians are required to understand the need to learn more about new technologies and be comfortable using them in order to perform their utmost role, which is to organize the vast amount of information and resources in a way that is conveniently accessible to library users (Bin Hashim and Mokhtar 2012). Aschroft (2004) stated the need for the skills, roles and characteristics of the LIS professionals to change in order to cope with the change in technology. However, there are very few studies that list the skills and competencies required for LIS professionals in the digital age (Nonthacumjane 2011), none of which are focused specifically on the LIS professionals working in children's and young people's libraries.

The main research question for this paper is: what are the essential requirements of librarians working with children and youth in the digital age?

Literature review

Most of the efforts done by researchers and librarians in identifying the core technology competencies for librarians focus on the regular reference and technical service librarians or the IT department staff. The lists of competencies presented by Bin Hashim and Mokhtar (2012); Abels et al., (2003); Nonthacumjane

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(2011); Soderdahl and Hirst (2009); Childers (2003); and Soo-Guan Khoo (2007) are mainly divided into Professional Skills, Personal Skills and Knowledge-specific skills that are applicable to anyone working in the information business.

Bin Hashem and Mokhtar (2012) divided the skills required for librarians to work efficiently and successfully in a digital era into two main categories: professional and personal. The professional skills include content knowledge, and ability to evaluate and filter based on appropriateness; ability to develop accessible cost-effective information services; ability to design information technology services based on needs and value; ability to organize and disseminate information for users; assess and evaluate the outcomes of information use and improve services accordingly. The personal skills include a range of competencies that are mainly present in any customer service environment and another set of skills that are referred to as survival skills. Those skills include flexibility, effective communication skills, positive attitude, teamwork, leadership, desire to seek opportunities for ongoing learning and values professional networking. The survival skills include items such as creative thinking, making quick decisions, self assessment and confidence.

Soo-Guan Khoo (2007) divided the competencies needed for librarians within a Singaporean context into traditional skills, value- added skills, IT, computer literacy, personal attitudes and traits, and subject knowledge. Those skills encompass competencies such as communication, cataloguing, user education and training, administrative and managerial skills, networking skills, and intellectual curiosity.

The Special Libraries Association Board of Director's Committee listed two main types of competencies that are needed in order for the information professionals to succeed in fulfilling their role in gathering and disseminating information into professional and personal competencies. These two competencies are seen as extremely essential for any information professionals to survive their jobs. The professional competencies are classified into four competencies: managing information organizations, managing information resources, managing information services and applying the information tools and technologies. For the purpose of this paper, only the competencies for managing information resources, managing information service and applying information tools are listed. These competencies includes skills such as the ability to: evaluate the information resource according to the fees paid, quality, appropriate, synthesise information from different sources into a user friendly format, modify information product to meet user's needs, customize information services to meet user's needs,

educate the user about information literacy and internet usage, assess users' wants and gaps and keep abreast of emerging technology and educate one's self and self develop in the field of technology science.

The personal values and skills include the ability to present ideas clearly, respects diversity, takes risks, courageous, creative, flexible, seek challenging opportunities.(Abels et al., 2003)

Nonthacumjane (2011) reviewed the roles and skills of digital librarians that were listed by some LIS researchers. These skills were categorized into three different requirements for the technology competency: personal, generic and discipline specific knowledge skills. The personal skills include being analytical, reflective, flexible, creative, adaptable, enthusiastic; self motivated and has the ability to deal with different users. The generic skills, which are the general skills required in any discipline, include information literacy, communication skills, critical thinking, teamwork, ethics and social responsibility, problems solving and leadership. The discipline specific knowledge is the knowledge that is specific to the LIS field and is taught in the LIS courses. (Webjunction 2013 and RUSA 2003) These skills include knowledge of metadata, database development, digital archiving and preservation, collection development and content management system.

Childers (2003) discussed how the need for computer literacy for the library staff in general is becoming extremely essential to face this ever-changing technology. Training librarians to be computer literate can be required at three levels: baseline, desired and target levels. The base line information includes general skills such turning on the computer, familiarity with the basic operations of computers, turning on printers and adding paper, knowing how to open browsers and use menu bars, sending and receiving emails, and search engines. The desired level includes skills that are a little more advanced than the basic level, but are not as developed as those in the target level, which include knowledge of downloading files, cookies and general security issues.

Soderdahl and Hirst (2009) divided the areas of technology stated in the Iowa Core Competency List for the technology needed for librarians into: basic workstation set up, printing, Internet, computer security, Microsoft Windows operating system, email, calendaring, IT policy and others. These areas are required on three different levels: baseline, intermediate and advanced based on the degree of knowledge required to perform library tasks.

In light of the above, most of the technology competency requirements for librarians are generic in nature in the sense that they can be applied for librarians working with children and young people.

ALA Competencies of Librarians Working with Children and Young Adults

Walter (2001) compiled the set of Association for Library Service for Children competencies for librarians serving children in public libraries to define knowledge and essential skills (Personal/ Interpersonal competencies) for today's librarians. The seven vital core competencies that contribute to successful job performance and services are: knowledge of client group; administrative and management skills; communication skills; materials and collection development; programming skills; advocacy, public relations and networking skills; and professionalism and professional development.

The Young Adult Library Services Association's Competencies for Librarians Serving Youth outlined different skills and knowledge that teen's librarians need to have to effectively serve youth in the 21st century and which tools they need to develop and adapt to change. It points out that the services teenagers need and deserve are not to be only maintained, but also be evaluated and improved. The competencies are generalized and divided into seven areas: Leadership and Professionalism; Communication, Outreach and Marketing; Knowledge of Client Group; Administration; Knowledge of Materials; and Access to Information and Services.

Methodology

Qualitative survey method was employed to develop a list of competencies required for librarians serving children and young adults in a digital era. A cross-sectional survey was used to gather the feedback of 9 librarians and 2 section heads working at the Children's and Young Adults' libraries at the Bibliotheca Alexandrina. The skills mentioned in the survey were combined from previous LIS lists of skills for librarians in the technology age and from the ALA competencies for both children's and youth librarians (Walter 2001; Nonthacumjane 2011; Education Committee 2009; Young Adult Library Services Association; Skills for the 21st Century Librarian; Bin Hashim and Mokhtar 2012; and Abels et al. 2003). The survey was conducted in the library and all librarians voluntarily participated in the survey. The survey took place in two different sessions: one for the librarians working with children and the other for those working with young adults. The purpose of the survey was made clear and all the skills were clearly explained in Arabic to make sure the terminology was clear. The participants had all day to respond to the survey and submit it back. It is worth mentioning that not every element of the YALSA's set of standards is demonstrated in this survey, only the skills that librarians should possess for teen services and what seems practically achievable in serving teens at the Young People's Library at the Bibliotheca Alexandrina were included.

Participants

The participants were all Egyptians working at the Bibliotheca Alexandrina. A total of five librarians and one section head working with children and four librarians and one section head working with young adults participated in the survey. At both the children's and young adults' libraries not all participant librarians provide reference services, and as such, the need for technology would vary according to whether they are providing reference service or program implementation. The demographics of the participant librarians were as follows:

Age-range

	20–30	31–40	41–50	51–60
Children	2	3	–	–
Young Adults	2	2	–	–

Gender

	Male	Female
Children	1	4
Young Adults	1	3

Education

	BA in LIS	BA in a related field	BA in other fields	MA in LIS	MA in related	MA in other fields
Children	1	3	–	–	–	1
Young Adults	1	1	2	–	–	–

Years of Experience

	0–3	4–7	8–11	12–15
Children	2	–	2	1
Young Adults	1	2	1	–

Type of Employment

	Full-time	Part-time
Children	4	1
Young Adults	4	–

Languages Mastered

	English	French	German	Other
Children	3	3	–	–
Young Adults	4	1	–	–

Table 1. Competencies and skills of children's librarians: personal skills.

	Agree	Disagree	Not Applicable
Analytical	100%	–	–
Creative	100%	–	–
Flexible	100%	–	–
Reflective	100%	–	–
Detective-like	80%	–	20%
Adaptable	100%	–	–
Responsive to needs	100%	–	–
Enthusiastic	100%	–	–
Self-motivated	100%	–	–
Patient	100%	–	–
Tolerant	80%	–	20%
Pleasant	100%	–	–
Networking skills	100%	–	–
Practices self-evaluation	100%	–	–

Table 2. Competencies and skills of children's librarians: professional skills.

	Agree	Disagree	Not Applicable
Information literacy	100%	–	–
Communication	100%	–	–
Critical thinking	80%	–	20%
Team work	100%	–	–
Ethics and social responsibility	100%	–	
Problem solving	100%	–	–
Leadership	100%	–	–
Time management	100%	–	–
Self-learning and professional development	100%	–	–
Ability to advocate and promote services	100%	–	–
Preserve confidentiality	100%	–	–
Working knowledge of English	80%	20%	–

Results

Tables 1–6 present the responses of librarians, in both the children's and young adults' libraries to whether or not they agree or disagree to the personal skills, professional skills and discipline-specific knowledge required for serving users in a digital age.

Skill requirements for librarians serving children

The personal skills listed as vital requirements for children's librarians are: analytical, creative, flexible, reflective, detective-like, adaptable, responsive to needs, enthusiastic, self-motivated, patient, tolerant, pleasant, has networking skills and practices self evaluation. All the participants from the children's library, except for one, agreed that all the skills are an essential requirement for librarians to better serve children in the digital age. Only one participant thought that 'detective-like' and 'tolerant' are not applicable (Table 1).

The professional skills listed as essential requirements are: information literacy, communication, critical thinking, team work, ethics and social responsibility, problem solving, leadership, time management, self-learning and professional development, ability to advocate and promote service, preserve confidentiality, working knowledge of English. Two participants agreed that all those skills are essential requirements. Two participants disagreed that the working knowledge of English is a crucial requirement. One participant thought that critical thinking skill is not applicable as a requirement for children's librarians (Table 2).

The discipline-specific knowledge required is: knowledge of child development theories, understanding individual needs, aware of collection, ability to evaluate content, knowledge of technical services, knowledge of electronic resources, technology literate, comfortable using different technologies, ability to develop, implement and evaluate programs, ability to design programs for parents and families. Three participants agreed that all those areas of knowledge are crucial to acquire. Two participants disagreed that being comfortable using different technologies is an important requirement and one participant perceived that being technologically literate is not applicable as a requirement (Table 3).

Skill requirements for librarians serving young adults

The personal skills listed as vital requirements for young adults'librarians are: analytical, creative, flexible, reflective, detective-like, adaptable, responsive to needs, enthusiastic, self motivated, interactive and engaging, tolerant, networking skills, practices self evaluation, multidisciplinary reader, confident, accepting of individual differences and respectful of cultural diversity. One participant from the Young Adults' library agreed that they are all an essential requirement. Two participants disagreed that 'detective-like' is required and one participant disagreed that being a multi-disciplinary reader is a requirement. One participant thought that 'adaptable' is not applicable (Table 4).

Table 3. Competencies and skills of children's librarians: discipline-specific knowledge.

	Agree	Disagree	Not Applicable
Knowledge of child development theories	100%	–	–
Understanding individual child needs	100%	–	–
Aware of children's literature and collection	100%	–	–
Ability to evaluate appropriate content for children	100%	–	–
Knowledge of library technical services	100%	–	
Knowledgeable of electronic resources for children	100%	–	–
Technology literate	80%	–	20%
Comfortable using different technologies	60%	40%	–
Ability to develop and evaluate programs based on needs	100%	–	–
Ability to implement children's programs	100%	–	–
Ability to design programs for parents and families	100%	–	–

Table 4. Competencies and skills of youth librarians: personal skills.

	Agree	Disagree	Not Applicable
Analytical	100%	–	–
Creative	100%	–	–
Flexible	100%	–	–
Reflective	100%	–	–
Detective-like	50%	50%	–
Adaptable	75%	–	25%
Responsive to needs	100%	–	–
Enthusiastic	100%	–	–
Self-motivated	100%	–	–
Interactive and engaging	100%	–	–
Tolerant	100%	–	–
Networking skills	100%	–	–
Practices self-evaluation	100%	–	–
Multidisciplinary reader	75%	25%	–
Confident	100%	–	–
Accepting of individual differences	100%	–	–
Respectful of cultural diversity	100%	–	–

The professional skills listed as essential are: information literacy, communication, critical thinking, team work, ethics and social responsibility, maintain professional attitude with youth, problem solving,

Table 5. Competencies and skills of youth librarians: professional skills.

	Agree	Disagree	Not Applicable
Information literacy	100%	–	–
Communication	100%	–	–
Critical thinking	100%	–	–
Team work	100%	–	–
Ethics and social responsibility	75%	25%	
Maintain professional attitude with youth	100%	–	–
Problem solving	100%	–	–
Leadership	75%	25%	–
Time management	100%	–	–
Self-learning and professional development	75%	25%	–
Ability to advocate and promote services	100%	–	–
Maintain confidentiality	100%	–	–
Working knowledge of English	50%	50%	
Possess clear vision of integrating technology into ongoing library programs	100%	25%	–

leadership, time management, self-learning and professional development, ability to advocate and promote service, maintains confidentiality, working knowledge of English, possess clear vision of integrating technology into library programs. Two participants agreed that all those skills are essential while two participants disagree that working knowledge of English is essential. One participant disagreed that ethics and social responsibility; leadership, self learning and professional development, working knowledge of English and possessing clear vision of technology are essential to better serve youths (Table 5).

The discipline-specific knowledge required is: knowledge of development theories, understanding interests and needs, identify technological equipment, collection awareness, ability to evaluate content, well informed on using different digital devices, technology awareness, aware of reliable online resources, confident using different emerging technologies, ability to develop, implement and evaluate programs, and continual change and update of website interface. Two participants agreed that all those areas of knowledge are crucial for youth librarians to acquire. Two participants disagreed that demonstrating technology awareness is an important requirement and one participant disagreed that the ability to evaluate content and confidence using emerging technology is essential. One participant disagreed that identifying technological equipment needs is a requirement (Table 6).

Table 6. Competencies and skills of youth librarians: discipline-specific knowledge.

	Agree	Disagree	Not Applicable
Knowledge of youth development theories	100%	–	–
Understanding individual youth needs	100%	–	–
Identify technological equipment needs to maintain and encourage youth participation	75%	25%	–
Aware of youth literature and collection	100%	–	–
Ability to evaluate appropriate content for youth	75%	25%	–
Well informed on using different digital devices	100%	–	
Demonstrates technology awareness	50%	50%	–
Aware and able to direct young adult to reliable online resources	100%	–	–
Confident using different emerging technologies	75%	25%	–
Ability to develop, implement and evaluate programs based on societal needs	100%	–	–
Continual change & update of website interface	100%	–	–

With regards to the feedback of the section heads of both the children and young adult's librarians all the listed skills in the personal, professional, and discipline-specific knowledge areas were marked as crucial competencies for librarians to better serve their users in a digital age.

Discussion

This study was guided by the two main questions: "What is needed to educate future children's and youth librarians? And "Is the current curriculum content adequate to create professional librarians serving children or teens in the 21st century?

According to the feedback from the survey for both the children's and young adult librarians, the final skill requirements of both types of librarians are mostly consistent with the previous research for librarians of all types and specializations. The majority of the participants agreed that most of the personal, professional skills and the discipline specific knowledge were essential for librarians serving children and youth. For

example, 80 percent of the participants agreed that being technologically literate is important in serving children and 75 percent of the participants agreed that being confident using technology is essential when serving youth.

It does appear that there are a lot of skills required and that could pose a problem as it would be difficult to find librarians with all those qualifications. There is a belief that librarians are introverts and, if that is true, it would be quite difficult to find a qualified librarian based on those skills (Soo-Guan Khoo 2007). However, some skills anchor other minor skills and some are more important than others. For example, in personal skills, an adaptable librarian can be "flexible" and "tolerant" enough to cope with the integration of technology in the library services as well as serving the users (Fourie 2004). Also the ICDL (International Computer Driving Licence), a programme which defines the skills and competencies necessary to use a computer and common computer applications (skills and knowledge in the areas of databases; graphics and multimedia; Internet use and email programs; networks and other communications systems; operating systems and computer hardware; programming; spreadsheets and word processing) includes most of the soft skills listed as a requirement for librarians nowadays.

In the process of conducting this survey, a literature review of the courses taught at the library science programs in Egypt was carried out. The outcome of the review reflected that there is a gap between the library science curriculum in the universities of Egypt and the librarianship skills required for market demand in a technology era. Hassan (2012) mentioned that a number of courses have been added to the LIS curriculum to respond to the current market requirements, such as web resources, social and digital information, communication skills, copyright, Web markup languages (MXL, HTML) and data mining. The modernization of the library science curriculum in Egypt is in place and the new courses cover 31 percent of the overall curriculum (Arwa 2009). This upgrade of course topics aims at integrating new technology into library science courses in Egypt. In a survey about the professional development of librarians in a digital age, Soliman (2010) found that in the Library and Information Science Department at the Alexandria University, the computer science courses rate a lot higher than communication and leadership skills courses. However, this needs to be taken into consideration when planning library science curriculum as it contradicts with the findings mentioned by Nonthacumjane of the study carried out by Gerolimas and Konsta (2008), which indicated that communication skills are one of the highest ranked skills for a digital librarian.

The technology age is indeed overwhelming for both libraries and librarians. In order to cope with this age, it is important for libraries to develop a set of requirements that include the highly required skills needed in a present-day librarian position. Those selected skills could be listed as follows:

- Personal Skills: creative, adaptable and self-motivated.
- Professional Skills: communication & leadership, self-learning and professional development and possesses clear vision of integrating technology into library programs.
- Discipline-Specific: knowledge of user's needs, technology literate, knowledge of emerging electronic resources and collection development awareness.

The above mentioned skills are the most important skills that would reflect the librarians' willingness and comfort level to work in a world of technology. In addition to those skills, knowledge of Web 2.0 seems to be essential for librarians to be on track with the huge movement of social networking that appears to be a major attraction for young adults nowadays. This would also facilitate having an interactive website where information about the library services and collection could be exploited by the young users.

Limitations of study

A major limitation of this study is the sample size. The number of participants from the children and young adult libraries is not representative of librarians in Egypt. If the sample size were bigger, the results might have reflected a less unanimous agreement on the required skills. Another limitation is the educational background of the librarians. Only one librarian in each section has an LIS certificate. This means that the feedback from the participants is not indicative of the LIS curriculum and market demand, and that experience and general knowledge could be a variable that needs to be considered when doing more research in this field. A third limitation is the lack of previous research done in the fields of children's and young adults' librarianship regarding competency requirements in Egypt and so the ALA competencies were the one used as a guideline.

Conclusions

The new generation of children's and young adults' librarians, and libraries in general, are overwhelmed by the perpetually changing technology. In order for them to cope with such continuous change, and provide information to young users in an exciting an efficient manner, special skills are needed. Those skills are acquired through formal education, experience and above all personal inclination. Lists of the essential skills, developed from a mixture between the traditional core competencies for children's and young adults' librarians and basic competencies for digital librarians are included in the tables.

Not everyone is comfortable using technology or at ease with rapid transformations, even when a level of technology education is in place. It is also important to keep in mind the classification of the country based on the available resources, and according to the level of technology integration in everyday life: its "technoholic" level.

This study brings up an important thought and that is: would it be better to keep two separate fields of library science in countries with a low technology integration level? Should we consider having a classical librarianship certificate plus a new branch of high technology in libraries?

Recommendations

In light of the above, continuing education of technology related courses for librarians who are already in the field is highly needed in the new era. No doubt professional development for library science educators and paraprofessionals in regard to technology is vital for today's libraries to be proficient in the current trends of technology to keep pace with the changes.

Competent librarians must often seek out learning opportunities, be self-motivated, and have professional development plans that include conference attendance, online courses, join professional forums to understand the importance of keeping up with technology and willingness to adapt and explore the possibilities that new technology brings.

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The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

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Abstract

Ryerson is a dynamic university in the heart of Toronto, the largest and most diverse city in Canada. In the last decade the university has undergone rapid expansion from a 9000 student polytechnic to a comprehensive university of almost 30,000 students, offering programs at all levels. The three goals of the University's 2008 Master Plan are: urban intensification; people first (pedestrianization of the urban environment); and a commitment to design excellence. At the Master Plan announcement Sheldon Levy, Ryerson President, said "With energetic partnerships and great ideas, our aim is to move Ryerson and Toronto forward together". Numerous inventive partnerships have been formed since then. The first new building since the Master Plan was the Ryerson Image Centre (RIC), which houses a large image bank of 20th century photo-journalism from the Black Star Agency. Next, the Mattamy Athletic Centre (MAC) rose from Maple Leaf Gardens, an iconic 1930s building famous for ice hockey, Elvis, and the Beatles. In partnership with a national grocery chain the MAC houses new student athletic facilities, an ice arena, and a huge supermarket. Third is the Student Learning Centre (SLC), to be built on Yonge Street, the major spine of Toronto. The current Library is a 1970s brutalist book warehouse. This building is completely inadequate in size, functionality and ambience for our users. The new SLC, designed by Snøhetta (Oslo) and Zeidler (Toronto) satisfies the three tenets of the Master Plan. It will provide a window and gateway to Ryerson. The transparent building will focus on student learning support, individual study and collaborative space. There will be no bookstacks. The two library buildings will be organically connected. Retail stores will occupy the street face at ground level and below, to revitalize the street. Completion is planned for 2015. This paper describes the philosophy, the landscape, the planning, the design, the collaborations, and the challenges of this exciting project.

Keywords

university libraries, library buildings, Canada

Introduction: Ryerson's Master Plan

Ryerson is a dynamic university in the heart of Toronto, the largest and most diverse city in Canada. In the last decade Ryerson has undergone rapid expansion from a 9000 student polytechnic to a comprehensive university of almost 30,000 students, offering programs at all levels.

The University's President, Sheldon Levy, has boldly pursued his vision of Ryerson as a city-builder: "with energetic partnerships and great ideas, our aim is to move Ryerson and Toronto forward together," he stated in an address to the Canadian Club of Toronto in 2006 (Levy, 2006). In 2008 he

released Ryerson's Master Plan (www.ryerson.ca/about/masterplan/) with three basic tenets: urban intensification; people first: pedestrianization of the urban environment; and a commitment to design excellence.

The Master Plan was immediately put into action, and has received much attention from the media. In a 2010 *Toronto Life* article Marcus Gee wrote:

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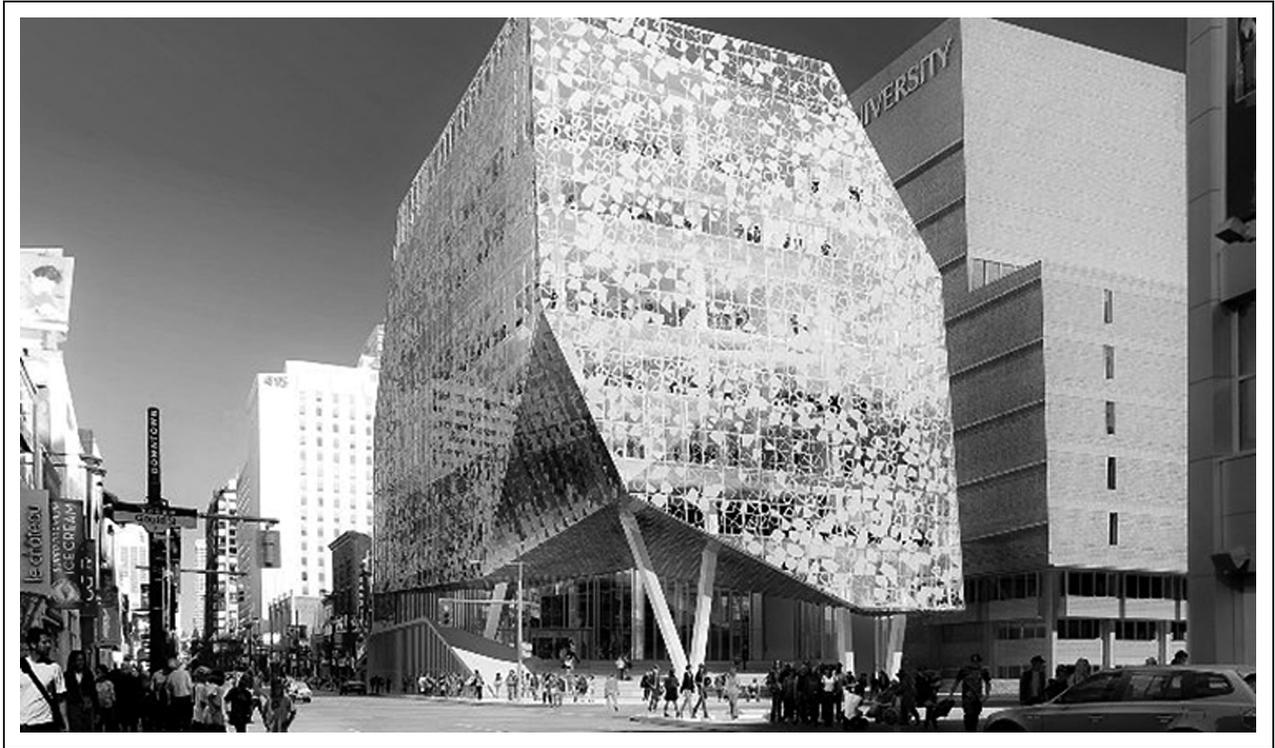
Figure 1. *Credit: Snøhetta and Zeidler.*

"Levy's master plan for Ryerson envisions a dense urban campus with soaring glass towers, stylish street furniture, eco-friendly green roofs and cyclists and pedestrians traversing a busy campus... He is talking with city hall about transforming Gould Street, Ryerson's central avenue, into a car-free pedestrian mall lined with café tables and shaded by trees."

"Levy believes that what is good for Ryerson is good for Toronto. The reverse is also true. 'The higher the quality of the city around us', he says, 'the higher the quality of the university.'" (Gee, 2010)

Opportunities were seized wherever they arose. The University owned a multi-storey parkade opposite the Library. Ryerson was able to sell the 'air rights' above the parkade to the developers of a large movie theatre complex on Yonge-Dundas Square (dubbed 'the Times Square of Toronto'), so that the parkade is now integrated into that complex. In return, Ryerson negotiated the use of the movie theatres as lecture halls up until 1pm each day. This has addressed the problem of housing large classes, and the comfortable theatres have extra features such as tablet armchairs and a retractable lecture podium to ensure they work well as lecture theatres. The complex also has restaurants and a fast food court, which students frequent between classes, and even use as an informal study hall.

The first major Ryerson building project under the Master Plan was the Ryerson Image Centre (RIC) (www.ryerson.ca/ric). It was a complete renovation and expansion of the existing Image Arts building, which was itself a converted brewery. The building now contains the School of Image Arts along with a state of the art gallery and research centre. Their large image bank includes a collection of twentieth century photo-journalism from New York's Black Star Agency.

Next, Maple Leaf Gardens, an iconic 1930s building famous for hosting professional ice hockey, and such performers as Elvis Presley and the Beatles, was reborn as the Mattamy Athletic Centre (MAC) (http://www.mattamyathleticcentre.ca/). In partnership with a national grocery chain the MAC houses new student athletic facilities, an ice arena and basketball courts, alongside a huge supermarket, while retaining the original Art Deco Maple Leaf Gardens shell.

The Context

Ryerson University occupies a relatively small site in the heart of Toronto. It is no ivory tower: for many years it sat almost unmarked behind a series of retail and other buildings on Yonge Street, the north-south spine of Toronto. There are no strong delineations of the campus perimeter – it is "sewn into the urban fabric" (Dykers, 2013). In line with the Master Plan, land was acquired right on Yonge Street to build a Student Learning Centre, which was seen as a window into Ryerson and a gateway to the campus. In 2008

the University secured a CAN$45 million grant from the Ontario government to support the project.

The Yonge Street block between Gould and Gerrard streets where the Student Learning Centre is being constructed is not the most salubrious. Nearby are The Zanzibar Tavern and a number of small fast food and other retail outlets with a high turnover. For over 40 years, part of the site was home to an iconic record store, Sam the Record Man, which has engendered a great deal of nostalgia among its many patrons. Part of that nostalgia was for the enormous spinning neon discs on the store's frontage, which were a Toronto landmark.

The need for the Student Learning Centre was expressed both in the Master Plan and the 2008-2013 Academic Plan (http://www.ryerson.ca/senate/academicplan.pdf). The current Library building, a brutalist concrete tower, was built in 1974 for a student population of 8,500, when architects and chief librarians were more concerned about amassing, storing and protecting book collections than providing an inviting, comfortable and congenial study facility. At the busiest times in the academic calendar the Library receives over 11,000 visits per day. Our surveys point to the great dissatisfaction of our users with our physical space. Hence we had a strong desire to overcome the limits to learning imposed by an outdated and overcrowded library.

In the last third of the 20th century, when the quality of libraries was measured by the size of their physical collections, Ryerson's was very small as its programs were largely technical and textbook based. In 1993 university status was granted, and in 2000 graduate programs were added. Prescient decisions were made to focus on a digital strategy as extra funds flowed in, rather than to build retrospective physical collections. It was clear when contemplating a new building that our digital strategy would guide the planning. There will be no books in the new building, but it connects on two floors with the existing Library where the stacks are located. We focused instead on congenial study space, technology infrastructure (access to digital resources), and collaborative services. The design principles we have embraced are visual impact; comfort; sensory stimulation; versatility and ubiquitous technology.

Bob Jackson, the Library's Head of Facilities and Projects, and I are fully engaged in the Student Learning Centre project. We tell our community that the building will provide students with an outstanding environment in which to study and collaborate. It is intended to spark interaction, inspiration, innovation and discovery. It will be welcoming, accessible, comfortable, and ready to adapt to new technologies,

developments and services. It will feature bright, open, technologically rich, barrier-free spaces for individual and collaborative study. It will include a variety of learning environments, digital support and academic services which promote student learning success, fostering a culture of collaboration and creativity.

The Project

Two architectural firms were chosen to partner on the project: Snøhetta, of Oslo and New York, and Zeidler Partnership of Toronto. Zeidler designed Ryerson's Ted Rogers School of Management, and is comfortable with planning a dual purpose building that stacks academic departments above retail stores at street level and below. Snøhetta was responsible for the 'new' Biblioteca Alexandrina, and recently completed the Hunt Library at the University of North Carolina.

The Student Learning Centre is now under construction. It has an area of 14,443 square metres (155,464 square feet) in total, with 1,486 square metres (16,000 square feet) of retail space at ground level and below. The site is bordered by Yonge Street on the west, Gould Street on the south, O'Keefe Lane on the east, and a retail building on the north. The building is planned for LEED Silver certification, and will have a 50 percent green roof. With a budget of CAN$112 million, it has a projected opening date of January 2015.

Snøhetta took their inspiration from the agora and stoa of ancient Greece, a space for students to interact and explore their creative potential. Many of our professional programs engender a 'tribal' response from their students: they want to spend their out of class time in the building where their classes, professors and fellow students are. With the inviting spaces of the Student Learning Centre we hope to lure students from their home buildings and into this neutral space so that "productive collisions" – to use an architect's phrase – may ensue. Recognizing that the majority of our students are commuters we aim to become a "sticky campus" – one where students don't just attend classes and leave, but engage in the life of the University (Madden-Dent, 2007).

Snøhetta's focus on nature, landscape, social experience and wellbeing can be seen throughout this project. There is a large exterior presence relating to the streetscape, and an emphasis has been placed on informal gathering space. The interior is divided into a series of thematic zones linked to nature. The floors are named the valley (1), the bridge (2), the bluff (3), the garden (4), the sun (5), the beach (6), the forest

(7), and the sky (8). The furniture and finishes reflect these themes.

The new building is connected to the current Library on two floors by a wide glass wedge with a roof garden. Public access between the two buildings will be restricted to the second floor. Moving from the Student Learning Centre the users will find themselves entering the existing library through The Ronald D. Besse Information and Learning Commons.

The original design had a concrete overhang over the retail façade, which led to concerns about creating a skateboarder's delight. This has since been changed to a green roof, so that those inside the building in the valley and the bridge will have their street view tempered by greenery.

Retail is an essential requirement of any new building in the downtown core, and the Student Learning Centre is no exception. In an interview with *The Ryersonian*, President Levy said: "When you occupy ground level ... (It) should be for the city of Toronto, to keep the streets vibrant and alive and not institutionalized" (Connor, 2013). Behind the façade at street level on Yonge Street retail will occupy the mezzanine and lower ground level. A consultant is currently working on potential occupants for this space. In an area with considerable retail density (several shopping malls are within two blocks) the challenge is to occupy the space with a unique and inviting retail presence.

The exterior of the SLC is a vital piece in defining its nature and relationship to the street. The building is sheathed in a glass curtain wall overlaid with a frit pattern, bringing an abundance of dappled light into all areas of the building. As the light changes during the day, so will the vista of those inside the building.

Also planned within the functional program of the building is The Digital Media Zone (www.digitalmediazone.ryerson.ca), which is a defining element of Ryerson University today, and a major factor in growing its reputation. Originally in one space, it now has several locations within the movie theatre complex at Yonge-Dundas Square to which I referred earlier. An incubator for student entrepreneurial projects, it brings students from all disciplines together to develop viable digital companies in a supportive environment. The DMZ is a good fit with the Library, since we have already collaborated in several ways. In the node planned within the Student Learning Centre we hope to see the development of Library-related entrepreneurial projects. We are already proud of HitSend (www.hitsend.ca), a successful DMZ-born company co-founded by one of Ryerson's librarians, Graham McCarthy, in

partnership with Brennan McEachran, who was a business student at the time.

This DMZ node is planned for the third floor bluff with a vista over the dramatic entrance and the street. It will share the bluff with the Digital Media Experience. This concept rose out of a desire to create a technology centre where students could learn how to use multimedia for their assignments. With the rise of smart phones, YouTube etc., digital images are very much part of every student's life. Within this centre we shall offer editing suites and other technology, run by student tutors trained to assist and teach their peers. One only has to visit an Apple store to see how popular this concept is.

The Library has collaborated with elements of student success services for some years. Previously dispersed student learning support services have been brought together into one unit, with a strong presence in our existing Library Commons (Writing Centre, peer tutoring centre, director's office). Also in the Library building is a Math Assistance Centre. All these services will move to the fourth (the garden) floor of the new building with a strong emphasis on accessibility.

Serendipitous collaborations

In such a creative environment as Ryerson, simple ideas can sometimes gather momentum in unexpected ways. For example, I discovered by chance that the City of Toronto Reference Library is exactly one mile north of the Student Learning Centre. Given that the stretch of Yonge Street between the two libraries is quite run down in some places, I decided to highlight how many libraries and cultural institutions exist within that mile. That idea led to RULArch, a collaboration between the Library and the Department of Architectural Science, under the leadership of Assistant Professor Vincent Hui. The Library developed a mobile app, DataM.O.B (www.news.library.ryerson.ca/datamob) which is populated by architectural students, with additional data solicited from users. DataM.O.B provides context-driven information such as history, architectural design, statistics, photographs, etc. Hui is now collaborating with other architecture schools in Canada and the USA to develop the concept in their cities.

Librarian Bob Jackson has a personal interest in Toronto's history. He has done considerable research through the City archives to develop a fascinating picture of the past occupants of the Student Learning Centre site. His findings reveal echoes of the past in our vision for the Student Learning Centre. Out of discussions with Jackson, Sociology Professor Paul

Moore developed a course on the social context of Yonge Street focusing on the site; the students' website is http://ryersononyonge.wordpress.com/about/.

Ryerson University is known for its programs in the creative industries, Image Arts being one of them. Jackson discovered the Yonge and Gould corner had been the site of the Toronto Camera Club from 1906 to the middle of the century. In the 1880s it was the home of archaeologist David Boyle's bookshop, a Toronto landmark of the time. As part of its 'green' approach, Ryerson encourages the use of bicycles and has accommodated cyclists with secure lockups. Jackson found that a popular bicycle shop operated here in the early 1900s. Around the same time the Metropolitan School of Art was holding classes in the Bank building that for most of the 20th century was situated on that corner. A business school and correspondence classes also operated in that location at this time. Ryerson currently has the largest undergraduate business school in Canada, and a very large continuing education program, of which online learning plays a major part.

Perhaps one of the most interesting echoes Jackson found was from The People's Café, opened in 1904. The Café had reading and recreation rooms, a billiards room, large facilities for meetings of societies, and food services: a congenial environment for reading, relaxing and playing, not that far removed from a modern student commons.

Music and entertainment had a strong presence on the site over the years. Fifty years before Sam the Record Man opened in 1961 there was a sheet music store, Chappell's. A & A Records was two doors further up the block, with Steele's Tavern sandwiched in between. The Tavern saw many famous names in the 1960s: indeed a near riot broke out during a visit by film stars Elizabeth Taylor and Richard Burton.

The challenges

When a new university building is planned, in many cases it is sited within a discrete campus, where existing vacant land under the university's ownership is identified for development. Ryerson's Student Learning Centre project, however, has faced significant challenges because of its location in the heart of downtown, on land that had to be acquired for the building. It is being built on a compact site with a relatively small footprint. The project required amendments to three City of Toronto by-laws to the current zoning for the site. These amendments covered height restrictions, angular plane restrictions, and density of the building area. Further, the City required that a minimum of 60 percent of the Yonge Street frontage had to be reserved for retail space.

The application process for re-zoning required lengthy and complex preparation by the architects. Included in the application were architectural concept drawings which delineated the areas subject to re-zoning, as well as numerous detailed reports on such topics as wind and shadow studies, traffic studies, and flight path studies. (The site is near several hospitals which have helicopter landing pads).

A lengthy review process by the City's Planning Department ensued, involving technical consultation as well as community reviews. In addition to zoning issues, the project required Site Plan approval from the City — another lengthy process. In addition to all the studies previously mentioned, this element required a review by all major utilities, the fire department, the transportation department and the Toronto Transit Commission (TTC). These processes took almost a year to be approved.

As stated earlier, Ryerson is largely a commuter campus. It has very few student residences, and parking is very limited. Thus most of the community travels by public transit. The site is one block north of a very busy subway station, Dundas. Discussions were held with the TTC to explore a possible underground connection to the Dundas platform from the Student Learning Centre. The cost proved to be prohibitive at this stage in the project, but the finished building will have a roughed-in access point in the basement in case of future platform extension.

Other issues that had to be addressed on the site plan documents were: emergency routes; landscaping; utilities; traffic; loading/unloading facilities; garbage storage; use of the laneway between the SLC and the existing Library building; pedestrian walkways; underground links; snow removal; storm water management and sewers.

Another requirement was an encroachment agreement with the City regarding the bridge over O'Keefe Lane, which connects the old and the new buildings, as the laneway is city property. The question of traffic flow to the loading dock was crucial given the very tight space and high pedestrian traffic area. Ryerson students had lobbied for some years to turn Gould Street (bordering the south side of the Student Learning Centre) into a pedestrian only area. They have been partly successful. The half block of Gould Street between O'Keefe and Yonge still has traffic access, and is heavily used by service trucks using the loading areas on O'Keefe Lane to the north and the south of Gould.

Construction schedules have also been affected by difficult winter weather. The large construction crane can't be operated when there are high winds, and snow or heavy rain have caused some delays.

Another major challenge has been the legacy of the Sam the Record Man spinning discs. When Ryerson bought the land, a community group successfully petitioned the City to designate the Sam's sign a heritage site, with a requirement to remount the signs when the building is completed. The thousands of neon bulbs (many of which were slowly disintegrating) were carefully dismantled by hand and put in specialized storage during the lengthy demolition process. Discussions are still underway regarding the future of the sign. Meanwhile Ryerson has created a website to commemorate Sam the Record Man (http://news.library.ryerson.ca/musiconyonge/).

From the beginning of the project we have expressed the need to address the safety and security of users, staff and equipment in the building. The Student Learning Centre is in a very busy location which a reported 16 million pedestrians pass through every year. It will be a key entry point to the campus, and thus likely to have a high drop-in rate of information seekers and even tourists. Since the Student Learning Centre and the connected Library will be the closest point to the Dundas subway station, it will likely become a main thoroughfare to the rest of the campus, particularly in bad weather. It remains to be seen what effect this will have on our Besse Commons, the entry point of the existing Library. Early in the project we considered 24/7 access, but have since decided against that.

The Toronto Reference Library has been a good source of information as they have experienced numerous issues relating to street life, as have many large urban libraries. The Reference Library has a very visible physical security presence at the main entrance. Ryerson has decided that the Student Learning Centre will have a more subtle approach. It remains to be seen after the building opens whether the visibility of Security personnel will have to be increased.

Every large city has numerous hoardings surrounding building projects. They tend to be unattractive and inconvenient for pedestrians. Ryerson chose to install Urban Umbrella (www.urbanumbrella.com), which creates a more artistic and pleasing protection from construction.

The way ahead

The Student Learning Centre won Canadian Architect Magazine's 2011 Award of Excellence in Design. Although there have been some detractors, for the most part the new building is garnering praise. There are already signs that the architectural beauty of the building will provide a spark for positive redevelopment – city building – along the block. A group of investors has purchased several buildings further up the street, and we look forward to seeing incremental change taking place.

I have described the collaborations which are underway at time of writing, but in this fast moving, creative and entrepreneurial environment, anything is possible. I believe in building relationships, not just a building. As we move closer to the opening of our Student Learning Centre for the 21st century, we shall continue to attract and entertain new and creative collaborations that we haven't even thought of yet. Infinite possibilities indeed.

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Author biography

Madeleine Lefebvre has been Chief Librarian at Ryerson University, Toronto, Canada, since 2007. She has had a long sustained interest in library space and new buildings throughout her career. As Director of Library Services at Mount Royal College she was responsible for the creation of the City Centre Campus Library in downtown Calgary. While University Librarian at Saint Mary's University in Halifax she developed the original vision for the atrium global commons. She is currently working with architects Snøhetta and Zeidler Partnership on the design and development of Ryerson's new Student Learning Centre, a major project connected to the existing Library and a window to Ryerson on Yonge Street in the heart of Toronto. Madeleine is a frequent speaker on the topic of libraries and congenial space. In 2005 Scarecrow Press published her book, The Romance of Libraries. Madeleine holds degrees from Edinburgh University and the University of Alberta. She is a Fellow of the Chartered Institute of Library and Information Professionals and an Associate of the Australian Library and Information Association. Contact: Ryerson University, 350 Victoria Street, Toronto, Ontario M5B 2K3, Canada. Tel: 416-979-5141. Email: mjlefebv@ryerson.ca

Salaries of special librarians in the United States

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Abstract

This article reviews the salaries of the US members of the Special Libraries Association who have responded to the Association's Salary Surveys and compares them to the Consumer Price Index (CPI) from 1982 to 2012. Salaries are shown to have increased sharply as has the CPI for the years studied. Significant gains have occurred in the mean and median salaries from 1982 to 2002. In the years following 2002, the salary gains were smaller, while the CPI increased at a higher rate. The salaries of these members of the Special Libraries Association are compared to the average salary for all librarians in the United States. This paper also comments on the salaries paid to holders of other advanced degrees which have similar educational requirements.

Keywords

special librarians, salaries, Consumer Price Index, United States

Preface

In 2012 a major financial magazine suggested that, based on income and in light of the salary at mid–career, the worst Master's Degree someone could earn was in Library and Information Science.[1] The authors decided to test this statement based on the salaries paid to special librarians in North America using salary data from the Special Libraries Association (SLA) Salary Surveys. In this analysis, the authors compared the Survey results against the US Consumer Price Index to judge whether salaries had kept pace with rising prices. This information allows special librarians to compare their salaries against those in this study.

While special libraries in Europe have never achieved the penetration of those in the United States, nonetheless, there are a great many special librarians in Europe and all over the world and this research can be used by them for comparison purposes.[2]

For many years, the Special Libraries Association has compiled useful information on salaries and trends for its members.[3] SLA represents thousands of members with the vast majority in the United States and a substantial minority in Canada. After 1979, salaries for Canadian members and US have been presented in separate tables. Most recent surveys have included salaries for European Chapter members. SLA has small pockets of members in Asia, but they are not yet included in the survey. In this article we focus on the US only.

Matarazzo began a serious study of special library salaries with the publication of the *SLA Biennial Salary Survey 1993*.[4] In that study, it was suggested that the graph which measured salaries against the Consumer Price Index (CPI) required adjustment.[5] The recommendations to use a graph that more meaningfully compares salary with CPI changes and to use the CPI in a way that was consistent from year to year were incorporated into future SLA salary surveys.

Much of our focus in the current article is on making salary comparisons over time for members of the Special Libraries Association. In using the salary surveys to make such comparisons, we have some critical concerns.

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Table 1[9]. Response rates to SLA Salary Survey over time.

Year	# US Respondents
2004	2320
2007	2833
2008	2665

One concern is the extent to which the respondents to the survey consistently constitute a representative sample of the entire membership from year to year. Similar response rates from year to year are neither necessary nor sufficient to assure such representativeness, but the widely varying response rates over time do raise concerns.

Of further concern for some comparisons over time, the geographic mix of respondents has changed over the years. For example, in 2004, Canadian respondents and US were included; but in 2007 and 2008, European respondents were added to those from the US and Canada. However, in order to avoid problems presented by such a changing geographic mix, the salary data presented below for the period from 1982 to 2012 is for US respondents only

Changes in median and mean salaries relative to change in US Consumer Price Index, 1982–2012

Despite our concerns about using the survey data to make comparisons over time, we plunge ahead with such comparisons. More specifically, we initially present in Figure 1 data on changes in median salary, mean salary, and the US Consumer Price Index (CPI) over the period from 1982 to 2012.[6]

For each of these, we have created an index, which we set equal to 100 for the year 1982. We then show the index value for each of these for succeeding years in which survey data are available. As an example, the median salary of $24,340 in 1982 corresponds to an assigned index value of 100. The median salary of $43,283 in 1994 has an index value of 178 since $43,283 is to $24,340 as 178 is to 100. Alternatively expressed, $43,283 is 78 percent above $24,340 and 178 is also 78 percent above 100.

Along with the index values, actual nominal (not inflation-corrected) numerical values for median salaries and mean salaries are shown within each year's boxes.

For each year, the numerical values for mean salaries are higher than median salaries. As clearly shown by the index values, mean salaries have grown by a slightly higher percentage than median salaries over the period from 1982 to 2012, both have grown more sharply than the CPI. Subject to the methodological concerns expressed above, this real growth (higher than

inflation) in salaries paid to the Survey respondents should be reassuring to Association members.

In Figure 2, a similar graph is presented using the year 2002 as the starting point. This allows one to more readily observe how salary increases have compared to CPI increases since 2002. In contrast to the longer time period from 1982 to 2012, the growth of median and mean salaries fell short of CPI increases from 2002 to 2012.

In order to put all of the above results in further perspective, Table 2 extends the time period covered back to the 1970s and breaks the overall time period from 1982 to 2012 into two sub-periods: 1982 to 2002 and 2002 to 2012.

From 1982 to 2002, percentage increases in median (146 percent) and mean (149 percent) salaries sharply outpaced increases in the CPI (85 percent). The data from 1970 to 1979 reminds us that the real salary gains from 1982 to 2002 occurred against the backdrop of salary increases falling short of CPI increases from 1970 to 1979.[5] Further, the data from 2002 to 2012 reveals, corresponding to the previous graph, that salary increases have not quite kept pace with CPI increases over this most recent ten-year period.

Comparison of salaries paid to all librarians

The US Bureau of Labor Statistics collects data on salaries paid to various professionals in the Occupational Employment Statistics Tables.[7] Table 25-4021 - Librarians indicates $57,190 as the Mean salary for all types of librarians. The Table goes on to generate the average salaries of many types of librarians. The average salaries as noted in the "SLA Survey of 2012" are higher in all categories except for librarians in the Federal Executive Branch. Thus, members of SLA can be assured that their salaries on average are more than competitive in general in the library marketplace, at least for the 1,674 US members who responded to the most recent survey.

Librarians' salaries compared to the salaries paid to other Master's Degree recipients

The largest number of SLA members in the US is based in libraries that serve corporations. For a number of years, investigators have turned to the "NACE Salary Surveys" for a guide to the starting salaries paid to other Master's Degree recipients.[8] Salaries paid to the holders of MBAs, Accounting, and Engineering Master's Degrees start at $20,000-$30,000 higher than salaries paid to librarians. Unfortunately, in the absence of additional data on the information services side, starting salaries of those holders of MLS degrees who also hold a subject-specific degree, the
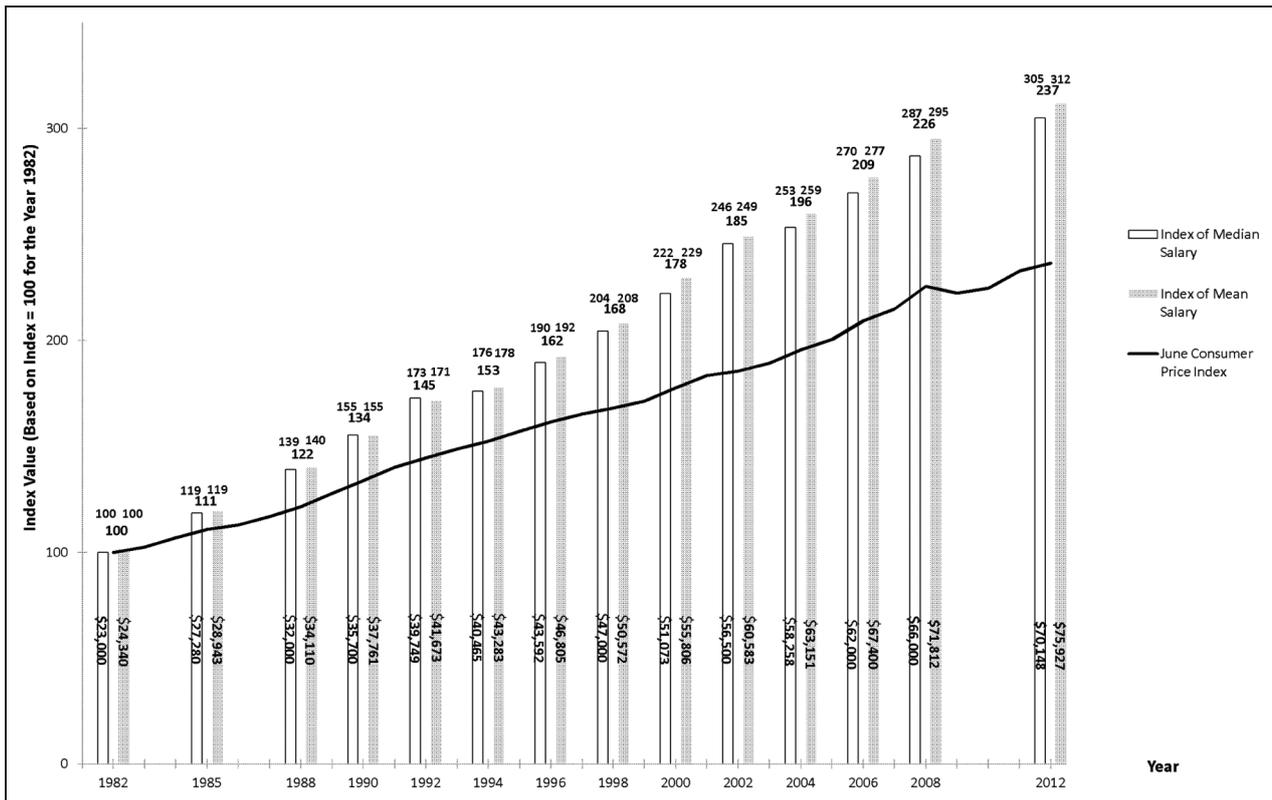
Figure 1. Change in Median Salary and Mean Salary Relative to Change in Consumer Price Index, 1982-2012.
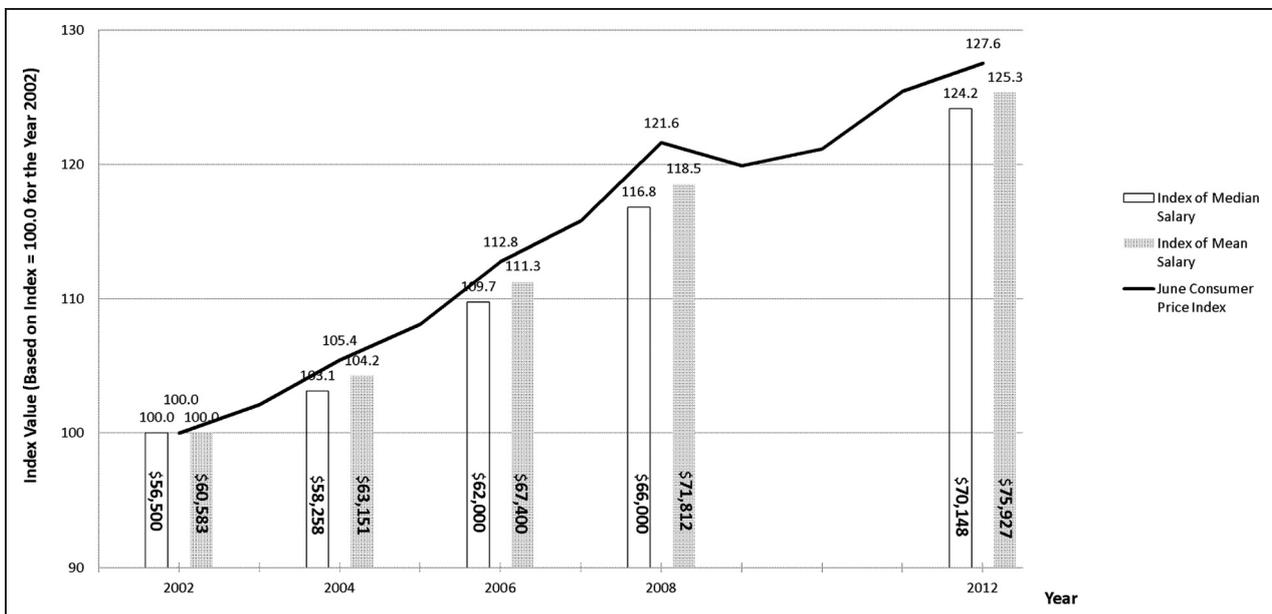
Figure 2. Change in Median Salary and Mean Salary Relative to Change in Consumer Price Index, 2002-2012.

authors must surmise that librarian salaries, in general, have not been able to keep up with, or catch up to, the salaries of those they serve.

It is often said in US corporations that your value is reflected in the salaries paid to various professionals at the organization. While salaries at most firms are confidential, people know roughly what you earn and/or whether you are bonus eligible and at what percentage. This perception of value translates into respect and, in many cases, the way you are treated

Table 2. Change in Median Salary and Mean Salary Relative to Change in Consumer Price Index, 1970-2012 and Subperiods.

Time Period	Percentage Change In Median Salary	Percentage Change In Mean Salary	Percentage Change in Consumer Price Index
1970 to 1979 (U.S. and Canada)	64%	64%	86%
1982 to 2002 (U.S.)	146%	149%	85%
2002 to 2012 (U.S.)	24%	25%	28%

and valued at the firm. Once again, we encourage organizations like SLA, American Society for Information Science & Technology (ASIST), Strategic and Competitive Intelligence Professionals (SCIP), American Association of Law Libraries (AALL), and Medical Library Association (MLA), as well as associations that represent special librarians in other countries, to aggressively collect and publish data that would better position our professions to compete in terms of salaries.

Having said all of this about salaries, the authors would be remiss if they did not note that there are many other advantages for choosing information services as a profession. Experience and research have shown that many factors contribute to someone's job satisfaction including location, benefits (e.g. vacation time, health insurance, investment opportunities, etc.) working conditions, and hours. Admittedly, salary may not be everyone's most important criterion.

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Mentoring librarians for scholarly publishing

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Abstract

This paper illustrates the experiences of the University of Namibia (UNAM) Library in demonstrating that librarians in its employment are, indeed, academic staff by research and publications and by performing academic support functions for researchers, students, faculties and centres. This was tested through the UNAM Library capacity building project initiative in partnership with the Helsinki University (HU) Library and Tampere University (UTA) Library, in Finland. The learning objectives of this collaborative project were to improve competencies of UNAM Library staff so that they are able to function expertly and competently in an academic environment and to evidently assert their position as academic staff. The approach applied in this collaborative capacity building project included staff exchanges to share best practices; joint seminars, meetings and mentorship programs with research as a cross cutting issue in all the areas. Staff members were encouraged to think critically about what they have learned, how it contributes to their work at UNAM and to develop their research skills. One of the highlights of this collaborative project is a book with the title *Empowering People – Collaboration between Finnish and Namibian University Libraries*. The book provides evidence to the librarians themselves as well to the university community that research and scholarly communication is equally a part and parcel of the librarians' work.

Keywords

mentoring, university librarians, scholarly publishing, Namibia

Exploring the problem

Is academic librarianship an administrative or an academic function? The UNAM Library staff came face to face with this question in 2008, during a self-review process which led to an approved organisational structure of the Library staff establishment. The process started with every staff member being requested to formulate a job description based on the work they do. Library staff formed teams to discuss and define their functions, how the performance of each position would be measured, with what performance indicators, how each job relates to the others within a department and across the entire Library. Gaps between what they were actually doing and what they aspire to be doing were identified. Similarly, key performance areas for each department or unit were defined. Redundancies, duplication of functions and gaps in service provision were also identified.

This self-review process was a response to the recommendations of the user needs assessment and perception of library services survey that was commissioned by the Library in 2007. The survey generated several recommendations that could not easily be implemented under the thinly spread and over-stretched existing Library structure. (Matengu and Shapi, 2008). A new UNAM Library Staff Establishment with key performance objectives to "deliver client-focused, innovative information products, services and programs of the highest quality that are integrated with, and central to, the University's teaching, learning, research and community service activities" was concluded (University of Namibia Library, 2008, p.1).

This staff establishment was submitted to various UNAM committees for approval, at which the question whether librarians are academic or administrative

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staff was raised. Discussing this question amongst library staff was tense and centred around self-defence and common-sense knowledge. No scientific evidence was used to argue the case for librarians as being part of the academic staff of the university. The librarians identified themselves with the academic staff of the university because their work requires analytical skills to identify and evaluate sources of knowledge, and using the ever changing tools of knowledge management in support of teaching and learning, research and study. The key criterion for being an academic staff at the institutions of higher learning is doing research. The classic phrase "publish or perish" was coined to exert pressure on academic staff of research-oriented universities to rapidly and continuously demonstrate academic proficiency by publishing academic work in order to sustain or further one's career.[1] Research is what distinguishes an administrative from an academic staff.[2] This was a real challenge because even the few senior librarians hardly published scholarly work.

Further questions and debate went on at UNAM seeking clarity on whether librarians have research functions and possess research skills? Do they undertake research and understand research processes? What research advice are librarians able to offer to scholars if they have no research skills and no writing and publishing experiences? These questions forced the library management to think out of the box and probe deeper into their work with more questions such as: Who decides on the content of the librarian's job description? Who says that librarians cannot do research and what prevents academic librarians from making research part and parcel of their functions? Who decides what librarians do? As the University Librarian, I was challenged by these questions from both the librarians and members of various committees with decision making power to approve the Library's organisational structure. Although, all professional librarians identified themselves as academic staff, they could not define expertly what is academic in the work they do. Arguments centred on academic librarianship being by qualification or by teaching of Information Literacy and by carrying out research searches for students, lecturers and researchers. Theoretical analysis of librarianship and evidence based practice was lacking in these arguments.

At the end of the self-review process, librarians were granted academic status. This view was backed by the library stakeholder analysis which pointed out that library is a key support service for research and academic program. Although the organisational structure was eventually approved with librarians as academic staff, further questions were still thrown around the

Library structure. Does academic support justify an academic status? These questions left us with a concern that our integrity as librarians was being questioned. We nevertheless responded in affirmative. Librarians are academic by the analytical work they do and by research and publications. The library management was aware that our integrity is measured not by what we say alone but by the quality of work, efficiency and reliability of service delivery. Urgent action was necessary to address the skills gap and to maintain the image and character of the library profession. Although, salaries and other employment benefit were outside the scope of this initiative, it is, however, worth mentioning that, as academic staff, the librarians are graded at par with all members of the academic staff. Salary and other employment benefits are important and all library managers should be concerned about them. However, we cannot be more concerned about what we earn than the quality of work we deliver. There must be a symbiotic relationship between performance and reward and that salary must be well-deserved. It therefore did not enjoy priority at the time of this initiative, and in all fairness, it was also not considered a problem by the library staff.

A committee to establish the details of the knowledge and skills gap was established within the Library. The committee's recommendations were to employ more librarians with postgraduate qualification. It identified exposure, academic writing and research skills as some of the major gaps (Shatona, Kahengua and Kafita, 2010). The success and strength of university libraries is due to knowledgeable, skilful and motivated workforce, while unskilful, passive, and alienated staff members often use a victim approach to complain all day about weaknesses of the organisation without bringing forward any solution (Iivonen et al., 2012). The Library was challenged to come up with job evaluation for research functions, especially when a great number of the librarians' working hours are devoted to research support.

Job evaluation for academic staff is based on research and teaching, pedagogical skills, ability to transfer knowledge to students in a classroom context, student pass rates, evaluation of student learning etc., while their research skills are assessed on the basis of the number of publications authored yearly. Job requirement for librarians at UNAM does not include teaching responsibilities; they however provide ad hoc information literacy instruction whenever students or faculties request them to do so. Literature on this question suggests that academic librarianship has a teaching or instructional role (Fagan, 2003). This view continues to receive support in recent literature. Mavodza (2011) writes: "The future of academic librarianship depends on

the ability to integrate services and practices into the teaching and learning process. The pedagogical knowledge and skills possessed by academic librarians is an important element in the process of enhancing the effectiveness of the library." Similarly, Asher (2003); Bell and Shank (2004, p.373) emphasize that one area in which academic librarians generally lag behind is in their understanding of pedagogy and adoption of instructional design theory and practice. The importance of these skill sets is essential and needs to be incorporated within library education because academic librarians are integral to the teaching and learning process. This could help members of the profession to become more knowledgeable about how learning takes place, how structures for effective learning are designed, and how learning outcomes are achieved.

Bain (2004, p. 17) supports this view by pointing out that there is power in teaching and librarians can raise their profile through teaching. Effective human learning produces "a sustained and substantial influence on the way people think." Macauley (2004), states that "those of us who 'teach' information literacy may need to match the qualifications normally required by academics". In the case of UNAM it is not teaching which would improve our prospects, but knowledge, skills and experiences in academic librarianship. Expertise, capabilities, skills and competencies in academic librarianship is a priority for the UNAM library because it is these skills that librarians contribute to academia. Pedagogical skills are important only when we command ability and aptitudes in librarianship and we can use them to interpret our contribution to academic programs and to research output of the University.

Research function in academic librarianship does not seem to be considered heavily in literature, although Campbell, Ellis and Adebonojo (2012) argue that librarians knowing the research environment at their institution and understanding their faculties' work habits can be vital for success in academic librarianship. The research functions of academic librarians are seen through information literacy instructions, information retrieval and reference services to students and faculties.[3] (ACRL Research Planning and Review Committee, 2012). Librarians as researchers of peer reviewed work do not seem to be recognised by the literature as their research functions are only seen through their support to students and faculties and to the creation and maintenance of institutional repositories. This view of librarians as scholars and authors of peer reviewed work is of major interest to UNAM Library. Encouraging librarians to explore their core functions and to research and publish about what they do enables them to become

experts in their jobs and in return provide better support to students and faculties. Only when librarians master their work and theories underpinning their practice, can they use such expertise to support research and academic programs. Research skills are based in library theory and practice while teaching requires content. It is these research skills that are required by librarians to provide competent and effective research services to students, researchers and members of the academic community. A deeper understanding of academic librarianship coupled with research skills was critical for the effective academic support to students and researchers at UNAM. This was a challenge because many of the staff members, even those with postgraduate degrees, hardly published.

This self-review process helped the Library staff to understand their individual functions; how every position in each unit links to each other and how they relate to other units within the whole Library; but it also helped them in identifying the knowledge and skills gaps in many areas of modern librarianship. At the end of the structural exercise, the Library was placed as an academic support unit, despite critical shortage of research skills amongst librarians. Major recommendations from the Library Committee which was set up to examine the extent of the knowledge and skills gap include the need to: "Identify and partner with regional and international Universities for mentoring". It also called on the Library to urgently create an enabling environment for librarians to find evidence for their work that would put them in a position where they could speak confidently and with pride as members of the academic staff.

Seeking external collaboration

Based on the self-review process leading to identification of critical gaps in professional skills, the University of Namibia Library management in 2008 took a decision to forge a capacity building program, seeking collaboration with a well-established academic library with high research and publishing outcomes. An external intervention was necessary because Namibia, which had just emerged from colonialism and apartheid in 1990, did not have such skills available locally. Efforts were made to raise funds locally in order bring persons with necessary skills to train UNAM librarians. With the International Training & Education Centre for Health (ITEC) support, Dr Garvin Davis of the University of Western Cape presented a five day Academic Writing Skills training workshop to UNAM Library staff. While the workshop was very popular and staff requested a repeat, it did not lead to sustained

research skills because it was not linked to a research program.

After failure to attract interest from experienced academic libraries in the region, support from well-established libraries in Finland was solicited. The University of Helsinki Library was identified as a potential partner. This idea was cemented when the University Librarian of UNAM visited Finland and held discussions with her counterpart at the University of Helsinki about the possibility to start collaborative partnership. Subsequently, funding was secured from the Embassy of Finland in Windhoek to facilitate the University of Helsinki's Chief Librarian with her delegation to visit Namibia in order to familiarize themselves with the operations of UNAM Libraries. This visit reinforced the commitment of both libraries to put into practice the idea of collaboration.

Areas of cooperation were identified and a proposal to solicit funding from the Finnish Ministry for Foreign Affairs was developed. As further discussions progressed, another partner, namely the University of Tampere Library, joined the cooperation. A common understanding was then mutually reached to form a tripartite collaboration partnership known as the "Human resource development project at the University of Namibia Library".

Thereafter, in 2010, an application for funding was submitted to the Finnish Ministry for Foreign Affairs, under the Higher Education Institutional Cooperation Instrument (HEI ICI). Approval for funding to an amount of over ZAR2 million was granted in mid-2011. This collaboration was considered under the mandate of the Centre for International Mobility (CIMO) which is an organization for international mobility and cooperation, providing expertise and services to clients in Finland and abroad. (Namhila, Sinikara and Iivonen, 2012). The top management of the partner universities supported the proposal, but the initiative also received public support both in Finland and Namibia. The Vice Chancellor of the University of Namibia writes: "During the initial phase of application for funding, I was requested in my capacity as Vice Chancellor, to write a letter of support. I did write this letter with a conviction that this cooperation will yield positive results. I followed with keen interest as the implementation progressed, and I aspired for the best outcome . . . " (Hangula, 2013, p. 1).

Objectives of the collaborative partnership

The aim of this collaborative partnership was to build capacity of UNAM Librarians by improving their skills in the identified areas and to use the skills gained in these areas to critically evaluate their work

and to write about it. The intended learning outcome was to bring about knowledgeable, motivated, capable and self-confident library staff that can share their expertise with library users and in turn empower them. The critical factor was to improve staff competencies to meet performance requirements in various job categories and performance levels and to improve performance standards, facilities and services delivery to UNAM students, researchers and academic community. Areas for the collaborative partnership were identified as follows:

- Research and publications.
- Information literacy instruction.
- Pedagogical skills to impart information literacy skills to library users.
- Collection development and management.
- Policy development.
- Marketing of library products and services.
- Quality assurance and benchmarking in libraries.

(Iivonen, et al. (Eds.), 2012, p. 7; Namhila et al., 2012, p. 26).

While these aspects of skills gaps were identified by UNAM Library, the implementation plans were jointly prepared with the Finnish counterparts. Every problem identified through the cooperation was seen as a potential research area. The staff members were encouraged to probe issues of challenge to them at the work place and turn the challenges into researchable questions. This was adopted as a working method in this collaborative partnership. UNAM librarians were encouraged to form working teams to carry out surveys/studies or prepare analytical presentations on such themes during the seminar. Research was used as a tool to evaluate services, challenges and opportunities and communicate the results through scholarly communication by authoring articles. This was a challenging task but the planning was solid with strong local support and the advantage of experienced colleagues from Finland.

The methodology in this aspect of the collaboration included staff exchanges to share best practices relating to the provision of library and information services and to jointly write about work procedures and best practices. Joint seminars and meetings to foster and enhance mentorship by presenting papers and receiving critical feedback were used. "Research and academic writing skills take time to develop. However, there are positive indicators that can be attributed to the implementation of the collaboration project. The research papers presented by UNAM librarians at the seminar held in April 2012, following a successful seminar in October 2011 and the most

notable are some of the book chapters included in the book. Academic writing and publishing attracted a great attention at the initial stage of the project implementation. In turn, this gave a strong impetus to the idea of writing jointly a book." (Human Resource Development Project at the University of Namibia Library, 2013, p. 4).

Outcomes

The implementation of the collaboration covered the period October 2011 to December 2012, a relatively short period. Consequently, not all expected results were attained. Secondly, this project was designed to benefit UNAM Library professional staff and not necessary the Library Management, who often have access to other forms of learning and exposure. A total of 21 librarians participated in staff exchange programs to Finland, which lasted between one to two months. They returned to UNAM Library motivated and inspired by the learning experience from Finland "having learned to do the same work differently". This experience helped the UNAM Library staff to evaluate evidence of their practice, identify good learning experiences even if all of them might not have been suited for Namibia.

All the library staff with a tertiary degree as well as those studying toward a bachelor's degree participated in the two seminars. Through the collaboration partnership, a great number of UNAM Library staff took on research and produced papers that were presented at the April 2012 seminar. After getting feedback during the seminar, they passionately continued working on their papers. The University of Tampere Press offered to publish these articles in a book if staff members at the three university libraries were willing to work hard and to meet the deadlines. This offer was motivational – staff members felt encouraged and in return they put more effort in the research work, although not without challenges.

Finland and Namibia are geographically very far from each other, this was a big challenge to the joint article writing efforts with colleagues in Finland without face to face encounters. Although they came through, it was not easy to work through emails, to work with a co-author on an article over distance and under very strict deadlines by the editors and publisher. For the staff members who had never authored before, this was a real challenge. UNAM librarian Ms. Menete Shatona (2013) stated, based on views summarized from UNAM librarians who participated in the research and writing process: "Some of the authors had to improve, rework and even reword their drafts, adapting to the editor's style and working within

deadlines was not easy but we came through and stepped forward. References and citations were a challenge as we had to cross check now and then, a time consuming process, but we had to ensure that all cited were referenced correctly. The analysis and interpretation of data was a real challenge. The fear of failure was there but it was not enough to make us stop."

Despite these challenges the collaboration achieved a milestone in the area of research and scholarly communication. The articles co-authored by UNAM librarians with their counterparts from Finland have now been published in a book with the title *Empowering People – Collaboration between Finnish and Namibian University Libraries*, which is the highlight of this project. A book with peer-reviewed articles was published, covering several aspects of modern academic librarianship, including human resources development and competence management in academic libraries, information use and information seeking behavior, library services for researchers, collections development, information literacy, and scholarly communication and scientific publishing.

The book gives concrete evidence that librarians at institutions of higher learning are indeed academics and capable of authoring peer reviewed articles. Twelve librarians from UNAM Library co-authored articles with their mentors in Finland, while three co-authored articles were based on the work they do at UNAM independently of the Finns. Thus, fifteen UNAM Library staff co-authored articles in this book, which constitutes about 50% of the authors, with twelve authors from the Tampere University Library and four from the Helsinki University Library. They demonstrated through this collaborative project that they have not only gained research skills but were able to put in practice what they had learnt by co-authoring peer-reviewed articles with their Finnish counterparts. Even UNAM library staff members who did not author any article participated actively in other forms of learning. As a team, we all took this program very seriously and made the best out of it, each and everyone's efforts contributed to the overall success of the project.

At the launching of the book in Windhoek, the UNAM Vice Chancellor stated in his speech that "This is the key highlight of this cooperation. It is indeed an important piece of scholarly work published within a relatively short period of time. It shows that the cooperation has been a rewarding experience for many of our librarians. They have not only gained research skills but were able to put in practice what they have learnt by co-authoring peer-reviewed articles with their Finnish counterparts . . . this book represents an important mark toward

continual research and publications by our librar-
ians." (Hangula, 2013, p. 2).

Conclusions

The question whether librarians are academic or admin-
istrative staff in the UNAM library was concluded with
clear affirmation of librarians as part of the university's
academic staff through academic writing and scholarly
communication. The peer reviewed articles in the
book "*Empowering People . . . "* demonstrated with-
out reasonable doubt that research is an integral part
of academic librarianship.

The quality of service delivery of librarians at
UNAM has also improved, although a lot still needs
to be done. This collaboration was also a learning
process on evidence-based working and decision
making. The impact can be seen in the quality of dis-
cussions on work processes with a lot more probing
for evidence and consequences of decision on the
needs of the users. The joint statement by the three
libraries in the final project report to CIMO states:
"The project has now officially ended but the
libraries will find solutions to continue fruitful co-
operation in different forms." (Human Resource
Development Project at the University of Namibia
Library, 2012, p.14)

It was a risk-taking challenge to take on this project
with a very short lifespan. But, we did it efficiently
and the results speak for themselves. University
librarians are encouraged to take such risks because
it is through them that we provide an opportunity for
library staff to learn by doing, build confidence and
find job satisfaction. It remain to be established
whether the positive outcome of this collaboration
would have a lasting impact, the extent of such impact
and that library staff would continue to embrace scho-
larly communication as part of their work. It is evi-
dent that some UNAM Library staffs are continuing
to write, while others are using the experience to pur-
sue post graduate degrees by research.

The project help create a conducive work environ-
ment at the UNAM Library. The staffs have seen the
benefit of teamwork and sharing knowledge. They
also realise the strength of working as a team and
when challenges are posed to the library, the staff
looks for evidence-based solutions instead of the
usual search for someone to blame. It was hard work
to manage performance of others toward a tight
deadline, but it has paid off and the staffs are seeing
the benefit. The exercise has proven that the issue of
research in library services of an academic institu-
tion is not an issue of empty status claims, but a
necessity for adequate performance.

Notes

1. http://en.wikipedia.org.wiki/Publish_or_perish
2. http://blogs.discovermagazine.com/neuroskeptic/2013/
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3. http://academic-librarian-status.wikispaces.com/; http://
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Abstracts

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قتطفات

نظرة عامة على المكتبات في فرنسا:

Libraries in France: an overview:

Marie-Noëlle Andissac, Frédéric Blin, Grégor
Blot-Julienne, Thierry Claerr, Amandine Jacquet,
Dominique Lahary, Danièle Verdy, Anne Verneuil.

العدد رقم 40،2 من مجلة الإفلا المُتخصصة: 77-91

للمكتبات المُتخصصة تاريخ طويل. تُقدم هذه الورقة البحثية التصنيف في فرنسا اليوم، وهي البلد المُضيف للمؤتمر العالمي للمكتبات والمعلومات المُقرر انعقاده في أغسطس 2014. يتم وضع المكتبات العامة في فئات عديدة وفقًا لمهامها المُتعددة والسلطات التي تعتمد عليها، بالإضافة إلى المكتبات الأكاديمية والعلمية والمكتبات الأخرى التي تستهدف مجموعات أكثر تخصصًا من الجمهور. يُقدم البحث أيضًا سياسة الحكومة الفرنسية والجمعيات الفرنسية المُتخصصة تجاه المكتبات.

الترويج لثقافة القراءة من خلال مُكتبات المُجتمعات الريفية في أوغندا:

Promoting a reading culture through a rural
community library in Uganda:

Espen Stranger-Johannessen

العدد رقم 40،2 من مجلة الإفلا المُتخصصة: 92-101

يُناقش هذا البحث معنى "ثقافة القراءة"، وكيف يُمكن أن يُسهم مُجتمع المكتبات في أوغندا في الترويج لهذه الثقافة بطرح سؤال: كيف يُمكن للمكتبة كيف تُروج مكتبة في مناطق أوغندا الريفية لثقافة القراءة ومدى نجاحها في ذلك؟. تتكون البيانات من لقاءات شخصية شبه مُنظمة ومُلاحظات وسجلات المكتبات من الأشياء المُستعارة. ويتم تبني مبادئ (Street's (1984 عن النماذج "الاستقلالية و"الأيديولوجية" لمحو الأمية؛ لتطوير إطار من الأسئلة الهامة. تُشير نتائج البحث إلى أن المكتبة كيان قائم على المُبادرة والموارد الجيدة نسبيًا والتكامل مع المُجتمع.

يُشير البحث إلى النمو التدريجي لثقافة القراءة، وبدلًا من افتراض أن المكتبات والقراءة شيء جيد بالفطرة، يؤكد هذا المقال على النظرة النقدية لدور المكتبات المُجتمعية في الدول النامية ويقترح إطارًا لذلك.

المهارات المطلوبة في أخصائيي مكتبات الطفل والنشء في العصر الرقمي:

Required skills for children and youth librarians in
the digital age:

Dalia Hamada and Sylvia Stavridi

العدد رقم 40،2 من مجلة الإفلا المُتخصصة: 102-109

نعيش في عالم تتسارع تغيراته؛ بسبب الثورة التكنولوجية. ويبدو أن كلا من المكتبات والمكتبيين يُعانيان للحفاظ على القيام بأدوارهم التقليدية. من المُهم التجاوب مع التكنولوجيا الحديثة ودمجها مع الخدمات المكتبية، مع الحفاظ على الدور التقليدي الذي يقوم به المكتبيون. ومن الضروري في مثل هذا العصر الذي تُقدم فيه المعرفة والمعلومات بسرعة كبيرة، تقييم المهارات الاساسية التي يجب توفرها في المكتبيين القائمين على خدمة الأطفال والنشء. يُقدم هذا البحث إطارًا نظريًا للمهارات الأساسية المطلوب تواجدها في المكتبيين في العصر الرقمي والقدرات التي حددتها جمعية المكتبات الأمريكية للمكتبيين العاملين مع الأطفال والنشء، كما تعرض الورقة البحثية أيضًا آراء تسعة مكتبيين ممن يعملون في هذا المجال في مكتبة الأسكندرية في استطلاع احتوى على المهارات الأساسية التي تلزمهم؛ لخدمة جمهورهم بأفضل صورة مُمكنة. وقُسمت المهارات وفقًا للفئة العمرية وحدد المكتبيون التسعة المهارات الأساسية من وجهة نظرهم لأداء دورهم في إتاحة المعلومات في عصرنا الرقمي المُتسارع تغيره.

المكتبة والمدينة والإمكانيات اللا مُتناهية: مشروع مركز تعلّم جامعة:

The library, the city, and infinite possibilities:
Ryerson University's Student Learning Centre
Project

Madeleine Lefebvre

العدد رقم 40،2 من مجلة الإفلا المُتخصصة: 110-115

تُعد جامعة Ryerson إحدى الجامعات الديناميكية التي تقع في قلب تورونتو أكبر المدن الكندية وأكثرها تنوعًا، وقد شهدت الجامعة توسعًا مُتسارعًا خلال العقد الماضي من جامعة فنون تطبيقية تضم تسعة آلاف طالب إلى جامعة تتسع لتلاثين ألف طالب، تُقدم برامج على جميع المستويات. يضم مُخطط الجامعة العام لعام 2008 ثلاثة أهداف: التكثيف الحضري، الناس أولًا (تمهيد البيئة الحضرية)، الالتزام بالتميز. قال "Sheldon Levy" رئيس جامعة Ryerson أثناء

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مؤشر أسعار المُستهلكين. وقد حدثت ارتفاعات كبيرة في الأجور الدنيا والمتوسطة منذ 1982 وحتى 2002، وكانت الزيادات أقل في السنين التي تلت 2002 بينما زاد مُعدل أسعار المُستهلكين. وتمت مُقارنة رواتب أعضاء جمعية المكتبات المُتخصصة بمتوسط رواتب جميع مكتبيي الولايات المُتحدة الأمريكية. كما يُعلق هذا البحث على أجور أولئك الحاصلين على درجات علمية مُتقدمة.

مُتابعة المكتبيين من أجل النشر في المجال الدراسي:

Mentoring librarians for scholarly publishing:

Ellen Ndeshi Namhila

العدد رقم 40.2 من مجلة الإفلا المُتخصصة: 120-126

يوضح البحث خبرات مكتبة جامعة ناميبيا في إيضاح أن المكتبيين الموظفين لديها يُعدون أكاديميين بما يُجرونه من بحث وما ينشرونه وبما يُقدمونه من دعم للباحثين والطلاب والكليات والمراكز، وهو ما تم اختباره من خلال مُبادرة جامعة ناميبيا لبناء القدرات بالشراكة مع جامعة هيلسنكي وجامعة تامبير في فنلندا. وكانت أهداف هذا المشروع التعاوني التعليمية هي رفع كفاءة العاملين في جامعة ناميبيا؛ بحيث يستطيعون أداء عملهم ببراعة وخبرة بصورة قادرة على التنافس في هذه البيئة الأكاديمية؛ وللتأكيد على مكانتهم الأكاديمية. شمل المنهج المُتبع في هذا المشروع التعاوني لبناء القدرات، تبادلاً للعاملين والخبرات؛ لمُشاركة أفضل المُمارسات وندوات مُشتركة وبرامج مُتابعة مع اتخاذ البحث كركيزة مُشتركة في جميع المجالات. تم تشجيع العاملين على التفكير النقدي فيما تعلموه وكيف يُسهم إلى عملهم في الجامعة الناميبية وتطوير مهاراتهم البحثية. ويُعد كتاب " Empowering People - Collaboration between Finnish and Namibian University Libraries" حد هم نجازات لمشروع، الذي قُدم ليلاً لمكتبيين نفسهم للمجتمع لجامعي أسره ن لبحث التواصل لدراسي زءًا ١ تجزأ ن مل لمكتبيين.

إعلانه المُخطط العام: "نهدف من خلال الشراكات الديناميكية والأفكار العظيمة؛ لدفع Ryerson وتورونتو بأكملها". كان مركز صور (RIC) Ryerson أول المباني الجديدة بعد هذا المُخطط العام، والذي يضم بنك صور كبير من الصور الصحفية في القرن العشرين من وكالة Black Star، تلاه مركز Mattamy الرياضي (MAC)، وهو مبنى أيقوني يعود إلى الثلاثينيات اشتهر بهوكي الجليد والفيس بريسلي والبيتلز. وتم عمل مرافق رياضية جديدة في MAC للطلاب بالتعاون مع سلسلة محلات بقالة، بالإضافة إلى سوبرماركت كبير. أما الثالث فكان مركز تعلّم الطلاب (SLC) ، الذي بُني في شارع Yonge أحد شوارع تورونتو الأساسية. وكانت المكتبة الحالية مخزنًا على طراز العمارة الوحشية الذي يعود إلى السبعينيات، يُعد حجم المبنى ومدى مُلاءمته وجوه غير مُناسبين بالمرة. يُلبي مبنى SLC الجديد الذي صممته Snøhetta (Oslo) و Zeidler (Toronto) أهداف المُخطط العام الثلاثة، وسيُقدم شباكًا وبوابةً لـ Ryerso. سيُركز هذا المبنى الشفاف على دعم تعلّم الطلاب والدراسة الفردية والمساحات التي تسمح بالعمل الجماعي. لن يكون هناك مخازن للكتب، وسيوصل المبنيان ببعضهما، ووضع منافذ البيع في الجهة المُقابلة للشارع من الدور الأرضي وأدوار ما تحت الأرض؛ لإحياء الشارع. من المُفترض إتمام هذا المشروع بحلول عام 2015. يشرح هذا البحث فلسفة وتخطيط وتصميم هذا المشروع المُثير للاهتمام وما واجهه من تحديات وما تم فيه من تعاون.

رواتب المكتبيين المُتخصصين في الولايات المُتحدة:

Salaries of special librarians in the United States:

James Matarazzo, Toby Pearlstein

العدد رقم 40.2 من مجلة الإفلا المُتخصصة: 116-119

يستعرض هذا المقال رواتب أعضاء جمعية المكتبات المُتخصصة الأمريكيين الذين أجابوا على استطلاعات الرأي التي أجرتها الجمعية بالمُقارنة مع مؤشر أسعار المُستهلكين من عام 1982 إلى 2012. وأوضحت الاستطلاعات أن الرواتب قد زادت زيادة كبيرة مثلها مثل

摘要

Libraries in France: an overview
法国图书馆：概述

Marie-Noëlle Andissac, Frédéric Blin, Grégor Blot-Julienne, Thierry Claerr, Amandine Jacquet, Dominique Lahary, Danièle Verdy, Anne Verneuil.
IFLA Journal, 40-2, 77-91

法国是2014年8月世界图书馆与信息大会的举办方，有着悠久的图书馆历史。本文介绍了法国现今图书馆的分类。根据具体职能和所依附的机构，公共图书馆可划分为多种类别。除学术图书馆和科学图书馆外，其他类别的图书馆旨在面向更具体的受众。本文还介绍了法国政府在图书馆事务以及法国专业协会方面的政策。

Promoting a reading culture through a rural community library in Uganda
在乌干达通过农村社区图书馆推广阅读文化

Espen Stranger-Johannessen
IFLA Journal, 40-2, 92-101

本文通过提出"社区图书馆如何在乌干达促进阅读文化,以及会有多大成功"这一问题,讨论了"阅读文化"的含义,以及乌干达农村社区图书馆如何促进阅读文化。文中数据包括半结构式访谈、观察和图书馆借阅记录。通过借鉴Street(1984)关于读写能力的"自主"和"意识形态"概念形成围绕关键问题的框架, 本研究结果表明图书馆需建立在社区定位基础之上,用于丰富的资源,并能与社会有机结合。这些综合表明了阅读文化的逐步形成过程。本文并没有假设图书馆和读写能力本身很好,而是强调用批判的眼光看待发展中国家社区图书馆角色和功能的必要性,并提出了实施框架。

Required skills for children and youth librarians in the digital age

数字时代儿童和青年图书馆员必备技能

Dalia Hamada and Sylvia Stavridi

IFLA Journal, 40-2, 102-109

我们生活在一个随着技术革命而迅速变化的世界里,在这样的背景下,图书馆和图书馆员似乎都在努力保持他们的传统角色。在保持图书馆员的传统角色的同时,我们必须应对这种新技术并把它整合到图书馆服务中来。在知识和信息快速传播的时代,有必要重新评估为儿童和青少年提供服务的图书馆馆员的核心竞争力。本文综述了数字时代图书馆馆员所需的关键技能以及美国图书馆协会提出的为儿童和青年人提供服务的图书馆馆员的能力。本文还介绍了在新亚历山大图书馆儿童和青年图书馆工作的9位图书馆馆员的调查反馈,调查列出了他们能够最好地服务用户而需要具备的重要技能。技能依照年龄组划分,9位馆员在调查中钩选出了他们认为的儿童或青年图书馆馆员必备的技能。最后,本文介绍了在迅猛变化的数字时代,我们在提供信息获取这一角色中必需的一系列技能和能力。

The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

图书馆,城市和无限可能性:瑞尔森大学学生学习中心项目

Madeleine Lefebvre

IFLA Journal, 40-2, 110-115

瑞尔森大学地处加拿大最大、最多样化城市多伦多的市中心,是一所充满活力的大学。在过去的十年中,瑞尔森大学经历了迅速的扩张,从一个仅有9000名学生的理工学院发展成为一所近30000名学生的综合性大学,提供各级课程。该校2008年"总体规划"的三大目标是:城市集约、以人为本(城市环境的人行步道)和力争设计卓越。在宣布总体规划时,瑞尔森大学校长谢尔登·莱维 (Sheldon Levy)表示,"我们的目标是,通过充满活力的合作关系和伟大的思想,让瑞尔森和多伦多齐头并进。"此后,学校达成了众多别出心裁的合作伙伴关系。"总体规划"下的第一个新建筑是瑞尔森大学影像中心 (RIC),收藏了大量来自黑星图片社的20世纪新闻摄影图片。继而,Mattamy体育中心(MAC) 在枫叶花园拔地而起,该花园是20世纪30年代的标志性建筑,因冰球、猫王和甲壳虫乐队而闻名。通过与一家全国杂货连锁店合作,MAC安置了新的学生运动设施,设有冰场、大型超市。第三个建筑是学生学习中心 (SLL),将建在多伦多市的主轴央街。目前的图书馆是一个20世纪70年代的野兽派书库。对我们用户来说,该建筑在规模、功能和环境方面完全不能满足需求。新学生学习中心,由来自奥斯陆的斯诺赫塔建筑师事务所和多伦多德勒建筑师事务所设计,满足"总体规划"的三个原则。它将提供通向瑞尔森的窗口和门户。该透明建筑重在关注学生学习支持、个人学习和合作空间,无书架。新、旧两座图书馆建筑将会成为有机相连的一体。建筑的临街立面及其下方将设置零售店铺,使街面别开生面。计划于2015年竣工。本文介绍了这项激动人心的项目中的哲学理念、景观、规划、设计、合作和挑战。

Salaries of special librarians in the United States

美国专业图书馆馆员薪酬

James Matarazzo, Toby Pearlstein

IFLA Journal, 40-2, 116-119

本文回顾了参加专业图书馆协会薪酬调查的美国会员的薪酬,并将其与1982年到2012年的居

民消费价格指数(CPI)做一比较。研究显示薪酬随着期间CPI的飙升而大幅增长。从1982年到2002年间，薪酬的平均值和中位数发生了显著增加。2002年之后，CPI以更高的速度增长，而薪酬涨幅较小。文中将这些专业图书馆协会会员的薪酬与美国所有图书馆馆员的平均薪酬做了对比。本文还评论了的其他高学历持有者的薪酬情况。

Mentoring librarians for scholarly publishing

指导图书馆馆员学术出版

Ellen Ndeshi Namhila

IFLA Journal, 40-2, 120–126

本文阐述了纳米比亚大学(UNAM)图书馆展示其馆员在职期间借助研究、出版物以及为研究者、

学生、教职员工和中心提供学术支持而使自身成为学术人员的经历。这通过纳米比亚图书馆与芬兰的赫尔辛基大学(HU)图书馆和坦佩雷大学(UTA)图书馆合作的能力建设项目方案得以测试。这一合作项目的学习目标是提高纳米比亚图书馆员工的能力，以便他们能在学术环境中发挥专家和能手的作用，并明确地展示自己是学术人员这一角色。这个合作能力建设项目采用的方法包括交换人员分享成功经历，将研讨会、指导项目与研究相互结合并使之成为跨各个领域的议题。鼓励员工批判性地思考自己的所学，和如何利用所学知识促进他们在纳米比亚大学的工作、提升自己的研究技能。这个合作项目的亮点之一是一本名为《赋予人们权力——芬兰和纳米比亚大学图书馆之间的合作》的著作。该书向图书馆馆员和大学说明了研究和学术交流同样是图书馆馆员工作的一个重要组成部分。

Sommaires

Libraries in France: an overview

[Les bibliothèques en France : une vue d'ensemble]

Marie-Noëlle Andissac, Frédéric Blin, Grégor Blot-Julienne, Thierry Claerr, Amandine Jacquet, Dominique Lahary, Danièle Verdy, Anne Verneuil.

IFLA Journal, 40-2, 77-91

Les bibliothèques françaises ont un long passé. Cet article présente une typologie des bibliothèques aujourd'hui en France – pays hôte du Congrès mondial des bibliothèques et des sciences de l'information en août 2014. Les bibliothèques publiques sont réparties en plusieurs catégories et décrites en fonction de leurs missions spécifiques et des autorités dont elles dépendent. Outre les bibliothèques universitaires et scientifiques, certaines bibliothèques s'adressent à des publics plus spécifiques. L'article présente aussi la politique du gouvernement français à l'égard des bibliothèques ainsi que certaines associations professionnelles françaises.

Promoting a reading culture through a rural community library in Uganda

[Promouvoir une culture de la lecture par l'intermédiaire d'une bibliothèque communautaire rurale en Ouganda]

Espen Stranger-Johannessen

IFLA Journal, 40-2, 92-101

Cet article s'emploie à définir la notion de « culture de la lecture » et à déterminer comment une bibliothèque communautaire rurale en Ouganda peut contribuer à la promouvoir, en posant la question : comment une bibliothèque communautaire peut-elle faire la promotion de la culture de la lecture en Ouganda et y parvient-elle avec succès ? Les données reposent sur des entretiens semi-directifs, des observations ainsi que les registres de prêts de la bibliothèque. Les concepts de modèles « autonomes » et idéologiques » d'alphabétisation mis au point par Street (1984) sont utilisés pour développer une grille de questions critiques. Les conclusions montrent que la bibliothèque est basée sur une initiative locale, qu'elle est relativement bien pourvue en ressources et plutôt bien intégrée dans la communauté. Globalement, cela indique le développement progressif d'une culture de la lecture. Plutôt que de partir du principe que les bibliothèques et l'alphabétisation sont bonnes par définition, cet article insiste sur la nécessité de considérer d'un œil critique le rôle et la fonction des bibliothèques communautaires dans les pays en développement et suggère un cadre pour le faire.

Required skills for children and youth librarians in the digital age

[Compétences requises des bibliothécaires spécialistes des enfants et des jeunes à l'ère numérique]

Dalia Hamada and Sylvia Stavridi

IFLA Journal, 40-2, 102-109

Nous vivons dans un monde qui change rapidement en raison de la révolution technologique et par conséquent, les bibliothèques et les bibliothécaires semblent avoir du mal à maintenir leurs rôles traditionnels. Il est essentiel de réagir et d'intégrer ces nouvelles technologies aux services bibliothécaires tout en maintenant le rôle traditionnel des bibliothécaires. À une époque où le savoir et l'information sont fournis à un rythme très rapide, il est essentiel de réévaluer les compétences essentielles des bibliothécaires proposant des services aux enfants et aux jeunes adultes. Cet article présente une analyse documentaire des compétences essentielles requises des bibliothécaires à l'ère numérique et des compétences requises par l'Association américaine des bibliothèques (ALA) des bibliothécaires travaillant avec des enfants et des jeunes adultes. L'article présente aussi les réactions de neuf bibliothécaires travaillant dans les bibliothèques pour enfants et jeunes adultes de la Bibliotheca Alexandrina à une étude qui énumère les compétences essentielles exigées d'eux afin qu'ils puissent proposer les meilleurs services à leurs utilisateurs. Ces compétences sont réparties par groupe d'âge et les neuf bibliothécaires ont réagi à l'étude en indiquant celles qu'ils estiment essentiels pour un bibliothécaire pour enfants et jeunes adultes. Enfin, l'article présente une liste d'aptitudes et de compétences essentielles dans le cadre de nos fonctions, qui consistent à fournir l'accès aux informations à une époque numérique en rapide évolution.

The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

[La bibliothèque, la ville et des possibilités infinies : le projet du Centre d'apprentissage pour les étudiants de l'Université de Ryerson]

Madeleine Lefebvre

IFLA Journal, 40-2, 110-115

Ryerson est une université dynamique en plein centre de Toronto, la principale ville du Canada et aussi la plus cosmopolite. Au cours de la dernière décennie, l'université a connu une expansion rapide et est passée de 9000 étudiants en polytechniques à une université polyvalente comptant près de 30 000 étudiants, qui propose des programmes à tous les niveaux. Les trois objectifs du Plan directeur de l'université en 2008 étaient : l'intensification urbaine, la priorité aux personnes (la piétonisation de l'environnement urbain) et un engagement en faveur d'une conception de haut niveau. Lors de l'annonce du Plan directeur, Sheldon Levy, président de Ryerson, avait dit : « Avec des partenariats énergiques et de grandes idées, notre but est de faire progresser ensemble Ryerson et Toronto ». De nombreux partenariats inventifs ont été formés depuis. Le premier bâtiment neuf réalisé depuis le Plan directeur a été le Ryerson Image Centre (RIC), qui abrite la vaste banque d'images de l'Agence Black Star consacrée au photojournalisme au vingtième siècle. Ensuite, le Mattamy Athletic Centre (MAC) a été édifié à partir de Maple Leaf Gardens, un bâtiment emblématique des années 30 réputé pour le hockey sur glace, Elvis et les Beatles. Réalisé en partenariat avec une chaîne nationale de supermarchés, le MAC abrite de nouveaux équipements sportifs pour les étudiants, une patinoire et un hypermarché. La troisième réalisation est le Centre d'apprentissage pour les étudiants (SLC), devant être construit sur Yonge Street, l'artère principale de Toronto. La bibliothèque actuelle est une sorte d'entrepôt de livres de type brutaliste datant des années 70. Les dimensions, la fonctionnalité et l'ambiance du bâtiment sont totalement inadaptées à nos utilisateurs. Le nouveau SLC, conçu par Snøhetta (Oslo) et Zeidler (Toronto) satisfait aux trois principes fondamentaux du Plan directeur. Il constituera une fenêtre et un accès sur Ryerson. Le bâtiment transparent sera consacré au soutien de l'apprentissage des étudiants, à l'étude individuelle et à l'espace collaboratif. Il n'y aura pas de rayonnages pour les livres. Les deux bâtiments de la bibliothèque seront reliés de façon organique. Au rez-de-chaussée et au-dessous, des boutiques occuperont la façade sur la rue, pour redonner vie à la rue. L'achèvement des travaux est prévu en 2015. Cet article décrit la philosophie, le paysage, le planning, la conception, les partenariats et les défis de ce projet passionnant.

Salaries of special librarians in the United States

[Salaires des bibliothécaires spécialisés aux États-Unis]

James Matarazzo, Toby Pearlstein

IFLA Journal, 40-2, 116-119

Cet article examine les salaires des membres américains de l'Association des bibliothèques spécialisées ayant répondu aux enquêtes sur les salaires menées par

l'Association et il les compare à l'indice des prix à la consommation (IPC) de 1982 à 2012. Pour les années concernées, on constate que les salaires ont nettement augmenté, de même que l'IPC. Les bas et moyens salaires ont connu une croissance significative de 1982 à 2002. Au cours des années suivantes, les augmentations de salaires ont été plus faibles alors que l'IPC augmentait à un rythme plus élevé. Les salaires de ces membres de l'Association des bibliothèques spécialisées sont comparés au salaire moyen global des bibliothécaires aux États-Unis. Cet article rend également compte des salaires versés à ceux qui détiennent d'autres types de diplômes supérieurs et doivent satisfaire à des exigences similaires sur le plan de la formation.

Mentoring librarians for scholarly publishing

[Mentorat des bibliothécaires dans le cadre de publications scientifiques]

Ellen Ndeshi Namhila

IFLA Journal, 40-2, 120-126

Cet article évoque les expériences de la bibliothèque de l'Université de Namibie (UNAM) visant à démontrer que les bibliothécaires à son service sont effectivement un personnel académique, qui effectue des recherches et des publications et prend en charge des fonctions de soutien académique pour les chercheurs, étudiants, facultés et centres. Cela a fait l'objet de tests dans le cadre du projet de renforcement des capacités de l'UNAM mené en partenariat avec la bibliothèque de l'université d'Helsinki (HU) et la bibliothèque de l'université de Tampere (UTA) en Finlande. Ce projet en collaboration a pour objectif d'apprentissage d'améliorer les aptitudes du personnel de l'UNAM afin qu'il dispose de toutes les compétences requises pour fonctionner dans un environnement académique et pour affirmer sa position en tant que personnel académique. L'approche utilisée dans ce projet commun de renforcement des capacités comprenait des échanges de personnel pour partager les pratiques d'excellence ainsi que des séminaires en commun, réunions et programmes de mentorat, la recherche étant le thème récurrent dans tous ces domaines. Les membres du personnel ont été encouragés à réfléchir de façon critique sur ce qu'ils ont appris, sur la façon dont cela a contribué à leur travail à l'UNAM et au développement de leurs aptitudes de recherche. L'un des temps forts de ce projet en collaboration est un livre intitulé *Empowering People – Collaboration between Finnish and Namibian University Libraries* (Autonomisation des populations - Collaboration entre bibliothèques universitaires finlandaises et namibiennes). Ce livre démontre aux bibliothécaires eux-mêmes ainsi qu'à la communauté universitaire que la recherche et la communication savante font à part égale partie intégrante du travail des bibliothécaires.

Zusammenfassungen

Libraries in France: an overview

[Bibliotheken in Frankreich: ein Überblick]

Marie-Noëlle Andissac, Frédéric Blin, Grégor Blot-Julienne, Thierry Claerr, Amandine Jacquet, Dominique Lahary, Danièle Verdy, Anne Verneuil.

IFLA-Journal, 40-2, 77-91

Französische Bibliotheken haben eine lange Geschichte. Diese Arbeit enthält eine Typologie von Bibliotheken im heutigen Frankreich - dem Gastgeberland des Weltkongresses „World Library and Information Congress" im August 2014. Die öffentlichen Bibliotheken werden darin je nach ihrem speziellen Auftrag und den Behörden, von denen sie abhängig sind, in verschiedenen Kategorien dargestellt. Außer den akademischen und wissenschaftlichen Bibliotheken richten sich auch andere Bibliotheken auf ein bestimmtes Fachpublikum. In dem Artikel wird auch die Strategie der französischen Regierung in Bezug auf Bibliotheken auseinandergesetzt und es wird eine Übersicht der französischen Berufsverbände aufgeführt.

Promoting a reading culture through a rural community library in Uganda

[Förderung der Lesekultur in einer Dorfsbibliothek in Uganda]

Espen Stranger-Johannessen

IFLA-Journal, 40-2, 92-101

Der Artikel befasst sich damit, was unter dem Begriff „Lesekultur" zu verstehen ist und wie eine Dorfsbibliothek in Uganda zur Förderung einer solchen Kultur beitragen kann. Die zentrale Frage lautet daher: Wie fördert eine Dorfbibliothek die Lesekultur in Uganda und wie erfolgreich ist sie damit? Das verwendete

Datenmaterial besteht aus halb strukturierten Interviews, Beobachtungen und den Verleihdaten der Bibliothek. Streets (1984) Konzepte eines „autonomen" oder „ideologischen" Bildungsmodells wurden zu einem Rahmenwerk kritischer Fragen umgearbeitet. Der Leser erfährt, dass die Bibliothek das Ergebnis einer lokalen Initiative ist, relativ gut ausgestattet und sehr gut in die Gemeinschaft integriert ist. Insgesamt ist eine allmähliche Entwicklung einer Lesekultur festzustellen. Dieser Artikel stützt sich weniger auf die Annahme, Bibliotheken und Bildung seien von sich aus gut, sondern betont die Notwendigkeit, eine kritische Haltung gegenüber der Rolle und Funktion öffentlicher Bibliotheken in Entwicklungsländern einzunehmen und schlägt ein entsprechendes Rahmenkonzept vor.

Required skills for children and youth librarians in the digital age

[Notwendiges Rüstzeug für Kinder- und Jugendbibliothekare im digitalen Zeitalter]

Dalia Hamada und Sylvia Stavridi

IFLA-Journal, 40-2, 102-109

Dank der technischen Revolution leben wir in einer sich rasch verändernden Welt, in der anscheinend sowohl Bibliotheken als auch Bibliothekare um die Erhaltung ihrer traditionellen Rollen kämpfen. Es ist jedoch von größter Bedeutung, diesen neuen Technologien aufgeschlossen gegenüber zu stehen, sie in das Angebot der Bibliotheken zu integrieren und gleichzeitig die traditionelle Rolle der Bibliothekare zu erhalten. In einer Zeit, in der wir unablässig mit neuen Kenntnissen und Informationen konfrontiert werden, müssen wir die Kernkompetenzen von Bibliothekaren in Bezug auf Kinder und Jugendliche neu überdenken. Diese Arbeit enthält eine Literaturanalyse des wichtigsten Rüstzeugs für Bibliothekare im digitalen Zeitalter sowie die von ALA formulierten Kernkompetenzen für Bibliothekare, die mit Kindern und Jugendlichen arbeiten. Außerdem kommentieren neun Bibliothekare der Abteilung für Kinder und Jugendliche der Bibliotheca Alexandrina eine Befragung, in der die wesentlichen Kompetenzen, die sie für eine optimale Arbeit mit ihrer Zielgruppe benötigen, aufgeführt sind. Diese Kompetenzen sind je nach Altersgruppe unterteilt. Die neun Bibliothekare haben in dieser Befragung die Kompetenzen angegeben, die sie für ihre Arbeit als Bibliothekar für Kinder und Jugendliche als wesentlich ansehen. Abschließend enthält der Artikel eine Liste mit Fertigkeiten und Kompetenzen, die wir Bibliothekare benötigen, um in einer sich schnell verändernden digitalen Zeit Zugang zu Informationen zu bieten.

The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

[Die Bibliothek, die Stadt und unbegrenzte Möglichkeiten: das Student-Learning-Centre-Projekt der Universität Ryerson]

Madeleine Lefebvre

IFLA-Journal, 40-2, 110-115

Ryerson ist eine dynamische Universität im Herzen von Toronto, der größten und vielfältigsten Stadt Kanadas. Im vergangenen Jahrzehnt entwickelte sich diese Universität von einer technischen Hochschule mit 9000 Studenten zu einer umfassenden Universität mit fast 30.000 Studenten in allen Fachbereichen. Die drei Ziele des Masterplans 2008 der Universität lauteten: urbane Intensivierung; Vorrang für Fußgänger (Einrichtung von Fußgängerbereichen im städtischen Umfeld) und das Commitment, sich zu einer Spitzenuniversität zu entwickeln. Bei der Ankündigung dieses Masterplans sagte Sheldon Levy, Präsident der Ryerson Universität: „Mit synergischen Partnerschaften und großen Ideen wollen wir Ryerson und Toronto gemeinsam nach vorne bringen." Seitdem wurden zahlreiche einfallsreiche Partnerschaften gegründet. Das erste neue Gebäude seit Ankündigung des Masterplans war das Ryerson Image Centre (RIC), das eine große Bilddatenbank mit den fotojournalistischen Werken des 20. Jahrhunderts der Agentur Black Star beherbergt. Anschließend entstand das Mattamy Athletic Centre (MAC) aus dem Maple Leaf Gardens, einem ikonischen Stadion aus den 1930er Jahren, das sich mit Eishockey, Elvis den Beatles einen Namen gemacht hat. In Zusammenarbeit mit einer kanadischen Supermarktkette sind in dem MAC jetzt ein neues Sportzentrum für Studenten, eine Eisbahn und ein großer Supermarkt untergebracht. Das dritte Gebäude ist das Student Learning Centre (SLC), das in der Hauptverkehrsader von Toronto, der Yonge Street, errichtet werden soll. Die jetzige Bibliothek ist ein reines Bücherlager mit dem „Charme" der 1970er Jahre. Größe, Funktionalität und Atmosphäre dieses Gebäudes genügen nicht mehr den Anforderungen der heutigen Zeit. Das von Snøhetta (Oslo) und Zeidler (Toronto) entwickelte neue SLC entspricht den drei Grundsätzen des Masterplans und wird ein Fenster und Zugangstor zu Ryerson werden. Das transparente Gebäude konzentriert sich auf optimale Arbeitsbedingungen für Studenten, individuelle Arbeitsplätze und Gemeinschaftsräume. Bücherregale wird man vergeblich suchen. Die beiden Bibliotheksgebäude werden auf organische Weise miteinander verbunden. Zur Belebung der Straßenfront werden Geschäfte in die

Räume im Erdgeschoss einziehen. Die Fertigstellung ist für 2015 geplant. Der Artikel beschreibt die Philosophie, die Landschaft, die Planung, das Design, die Zusammenarbeit und die Herausforderungen dieses spannenden Projekts.

Salaries of special librarians in the United States

[Gehälter spezialisierter Bibliothekare in den USA]

James Matarazzo, Toby Pearlstein

IFLA-Journal, 40-2, 116-119

Dieser Artikel analysiert die Gehälter der US-amerikanischen Mitglieder der Special Libraries Association, die sich an der Gehälterumfrage des Verbandes beteiligt haben, und vergleicht sie mit dem Verbraucherpreisindex (VPI) von 1982 bis 2012. Darin ist ein deutlicher Anstieg der Gehälter, gleichzeitig mit dem VPI für den analysierten Zeitraum, zu erkennen. In den Jahren 1982 bis 2002 sind vor allem die Durchschnitts- und mittleren Einkommen gestiegen. Nach 2002 blieben die Gehaltserhöhungen hinter dem VPI zurück. Die Gehälter der Mitglieder der Special Libraries Association werden mit dem Durchschnittsgehalt aller Bibliothekare in den USA verglichen. Darüber hinaus werden die Gehälter von anderen Akademikern mit ähnlichen Ausbildungsanforderungen miteinander verglichen.

Mentoring librarians for scholarly publishing

[Unterstützung von Bibliothekaren bei wissenschaftlichen Publikationen]

Ellen Ndeshi Namhila

IFLA-Journal, 40-2, 120-126

Dieser Artikel berichtet von den Erfahrungen der Bibliothek der Universität von Namibia (UNAM) mit den akademischen Kompetenzen ihrer Bibliothekare, die selbst Forschungstätigkeiten betreiben und diese veröffentlichen und außerdem eine zuverlässige akademische Stütze für Wissenschaftler, Studenten, Fakultäten und Institute darstellen. Dieser Beweis wurde in der Capacity-Building-Projektinitiative der UNAM in Partnerschaft mit der Bibliothek der Universität von Helsinki (HU) und der Bibliothek der Universität von Tampere (UTA), Finnland, erbracht. Zielsetzung dieses Gemeinschaftsprojekts war die Verbesserung der Kompetenzen der UNAM-Bibliotheksmitarbeiter, um sie in die Lage zu versetzen, fachkundig und kompetent in einem akademischen Umfeld tätig zu sein und ihre Position als akademische Mitarbeiter zu bestätigen. Die Mitarbeiter wurden bei diesem Capacity-Building-Projekt dazu angeregt, Best Practices auszutauschen, außerdem wurden gemeinsame Seminare, Meetings und Mentorenprogramme mit dem gemeinsamen Schwerpunkt Forschung veranstaltet. Die Mitarbeiter sollten kritisch über das Gelernte reflektieren und darüber nachdenken, welchen Beitrag es zu ihrer Arbeit an der UNAM leisten könnte. Außerdem sollten sie ihre Forschungskompetenzen entwickeln. Einer der Höhepunkte dieses Gemeinschaftsprojekts ist ein Buch mit dem Titel *Empowering People – Collaboration between Finnish and Namibian University Libraries*. Dieses Buch beweist den Bibliothekaren selbst und der Universitätsgemeinschaft, dass Forschung und wissenschaftliche Kommunikation sehr wohl Teil der Arbeit und des Aufgabenpakets von Bibliothekaren sind.

Рефераты статеи

Libraries in France: an overview

[Библиотеки во Франции: общий обзор]

Мари-Нуэль Андиссак, Фредерик Блин, Грегор Бло-Жульен, Тьери Клер, Амандин Жаке, Доминик Лаари, Даниэль Верди, Анн Вернёй

IFLA Journal, 40-2, 77-91

Библиотеки Франции имеют давнюю историю. В настоящей работе представлена современная типология библиотек во Франции, стране, где в августе 2014 года будет проводиться Всемирный библиотечный и информационный конгресс. Публичные библиотеки описываются согласно их разделению на несколько категорий в соответствии с конкретными миссиями, а также с уполномоченными органами, от которых они зависят. В дополнение к библиотекам учебных заведений и научным библиотекам существуют другие библиотеки с более узкой специализацией. Кроме того, в настоящей работе изложена политика правительства Франции в области библиотечного дела, а также представлена информация о французских профессиональных объединениях.

Promoting a reading culture through a rural community library in Uganda

[Библиотека сельской общины в Уганде как средство, способствующее развитию культуры чтения]

Эспен Стренджер-Йоханнессен

IFLA Journal, 40-2, 92-101

В данной работе представлено рассуждение о том, какое значение имеет понятие "культура чтения", и как библиотека сельской общины в Уганде может способствовать развитию такой культуры, путем постановки вопроса: "Как библиотека сельской общины способствует развитию культуры чтения в Уганде, и каковы ее успехи в названном деле?" Данные представлены в виде не стандартизированных опросов, результатов наблюдений, а также записей библиотек о выдаче материалов в пользование. Для формирования блока насущных вопросов использованы понятия Стрита (1984) об "автономной" и "идеологической" моделях грамотности. Результаты исследования показывают, что библиотека основана на местной инициативе, относительно неплохо обеспечена ресурсами и довольно хорошо интегрирована в общину. Всё вместе взятое указывает на постепенное развитие культуры чтения. Настоящая статья не столько основывается на предположении, что грамотность хороша сама по себе, сколько подчеркивает необходимость критически взглянуть на роль и функцию библиотек общин в развивающихся странах, а также предлагает соответствующую структуру оценки.

Required skills for children and youth librarians in the digital age

[Навыки, необходимые в эру цифровых технологий посетителям библиотек детского и юношеского возраста]

Далия Хамада и Сильвия Ставриди

IFLA Journal, 40-2, 102-109

Мы живём в мире, который быстро изменяется вследствие научно-технической революции, и в силу этого как работники, так и посетители библиотек, похоже, с трудом играют свои обычные роли. Очень важно реагировать на новые технологии и интегрировать их в услуги библиотек, сохраняя при этом традиционную роль библиотекаря. В эпоху, когда знание и информация передаются в ускоренном режиме, крайне важно провести переоценку ключевых профессиональных качеств библиотекарей, работающих с детской и юношеской аудиториями. В настоящей работе представлен литературный обзор ключевых навыков, необходимых библиотекарям в эру цифровых технологий, а также профессиональных требований

Американской библиотечной ассоциации (ALA) к библиотекарям, которые работают с детской и юношеской аудиториями. Также в работе представлена точка зрения девяти библиотекарей, работающих в библиотеках для детей и юношества при Библиотеке Александрина, полученная в результате заполнения анкеты, в которой были перечислены ключевые навыки, необходимые им для обслуживания своих клиентов наилучшим образом. Навыки были разделены в соответствии с возрастными группами, и девять библиотекарей отвечали на вопросы анкеты, отмечая в ней те навыки, которые они считают необходимыми для библиотекарей, работающих с аудиторий детского и юношеского возраста. В заключение представлен список навыков и профессиональных качеств, необходимых для выполнения нашей роли по предоставлению доступа к информации в быстро меняющуюся эпоху цифровых технологий.

The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

[Библиотека, город и безграничные возможности: проект Студенческого учебного центра университета Райерсона]

Мадлен Лефевр

IFLA Journal, 40-2, 110-115

Университет Райерсона - динамичное учебное заведение в сердце Торонто, крупнейшего и самого разноликого города в Канаде. За последнее десятилетие университет существенно расширился, превратившись из политехнического института для 9000 студентов в многопрофильный университет почти на 30000 учащихся, предлагающий программы всех уровней. В Генеральном плане университета 2008 года указаны три цели: интенсивная урбанизация; интересы человека - на первом месте (создание комфортных для пешехода условий в урбанистической среде); и приверженность совершенству дизайна. Во время оглашения Генерального плана Шелдон Леви, Президент университета Райерсона, сказал: "Имея в арсенале активное сотрудничество и великие идеи, мы ставим своей целью вместе вести университет и Торонто вперед". С той поры было реализовано немало партнерских проектов. Первым новым зданием после оглашения Генерального плана стал Центр изображений Райерсона (RIC), в котором находится большое хранилище фотожурналистики двадцатого столетия из

агентства "Black Star". Затем возник Атлетический центр Маттами (MAC), выросший из "Maple Leaf Gardens", легендарного здания 1930-х годов, знаменитого благодаря хоккею, Элвису и Битлз. Являясь плодом сотрудничества с национальной сетью продуктовых магазинов, MAC вмещает в себя новый студенческий спортивный комплекс, ледовую арену и огромный супермаркет. Третьим будет Студенческий учебный центр (SLC), который построят на улице Янг-стрит, главной артерии Торонто. Сейчас библиотека представляет собой бруталистическое книгохранилище 1970-х годов. Это здание абсолютно не подходит нашим пользователям ни по размерам, ни по функциональности, ни по атмосфере. Новый SLC, авторами проекта которого являются Снехетта (Осло) и Зейдлер (Торонто), удовлетворяет трем основополагающим требованиям Генерального плана. Он станет окном и входом в университет Райерсона. В его прозрачном здании главный упор будет сделан на поддержке обучения студентов, индивидуальном обучении и пространстве для коллективных занятий. Там не будет книжных стеллажей. Два здания библиотеки будут органично соединены между собой. На нулевом уровне и ниже фасады, обращенные к улице, будут заняты розничными магазинами, что соответствует общей атмосфере улицы. Завершение строительства запланировано на 2015 год. В данной работе изложена философия, обрисован ландшафт, рассказано о планировании, дизайне, совместной работе, а также о главных задачах, которые необходимо решить в ходе реализации этого захватывающего проекта.

Salaries of special librarians in the United States

[Заработная плата работников специальных библиотек в Соединенных Штатах]

Джеймс Матараццо, Тоби Перлстейн

IFLA Journal, 40-2, 116-119

В настоящей статье приведен обзор величины заработной платы тех американских членов Ассоциации специальных библиотек, которые участвовали в опросах относительно уровня заработной платы членов Ассоциации, и приводится её сравнение с индексом потребительских цен (CPI) за период с 1982 по 2012 годы. Исследование показывает, что в указанный период зарплаты резко выросли, также как и индекс потребительских цен. Существенный рост средней и серединной величины заработной платы наблюдался в период с

1982 по 2002 годы. После 2002 года уровень роста заработной платы снизился, про этом сохранился высокий уровень роста индекса потребительских цен. Производится сравнение величины заработной платы данных членов Ассоциации специальных библиотек со средней заработной платой среди всех работников библиотек Соединенных Штатов. В настоящей работе также даются комментарии относительно размеров заработной платы обладателей иных ученых степеней со сходными требованиями к уровню образования.

Mentoring librarians for scholarly publishing

[Наставническое обучение библиотекарей для научного издания]

Эллен Ндеши Намхила

IFLA Journal, 40-2, 120-126

В настоящей работе описан опыт библиотеки Университета Намибии (UNAM) в части наглядной демонстрации того, что библиотекари в своей трудовой деятельности действительно являются научными кадрами, поскольку принимают участие в исследовательской работе и публикациях, а также выполняют функции академической поддержки научных сотрудников, студентов, факультетов и центров. Это было проверено в ходе реализации проекта по наращиванию потенциала библиотеки UNAM совместно с библиотекой Университета Хельсинки (HU) и библиотекой Университета Тампере (UTA) в Финляндии. Целью обучения в рамках данного совместного проекта было улучшить профессиональные качества работников библиотеки UNAM таким образом, чтобы они могли профессионально и грамотно действовать в условиях учебно-научного процесса и могли неопровержимо доказать, что выполняют работу научно-педагогического персонала. В рамках этого совместного проекта по наращиванию потенциала использовались такие приемы как обмен персоналом с целью передачи наиболее эффективных методов работы, проведение совместных семинаров, встреч и программ наставничества, при этом сквозной темой во всех областях была научно-исследовательская работа. Сотрудников поощряли к тому, чтобы они критически оценивали полученные знания, а также то, каким образом эти знания помогут в их работе в UNAM и послужат развитию их навыков научно-исследовательской работы. Одним из ключевых аспектов данного совместного проекта стала книга под названием "*Вдохновляя*

людей - Сотрудничество между библиотеками университетов Финляндии и Университета Намибии". Книга свидетельствует как самим сотрудникам библиотек, так и сообществу Университета, что исследовательская работа и научное информационное взаимодействие являются равносильными и неотъемлемыми составляющими работы библиотекарей.

Resumenes

Libraries in France: an overview

[Las bibliotecas francesas: visión general]

Marie-Noëlle Andissac, Frédéric Blin, Grégor Blot-Julienne, Thierry Claerr, Amandine Jacquet, Dominique Lahary, Danièle Verdy, Anne Verneuil.

IFLA Journal, 40-2, 77-91

Las bibliotecas francesas cuentan con una larga trayectoria. Este artículo presenta una tipología de las bibliotecas actuales de Francia, el país que alberga el Congreso Mundial de Biblioteconomía y Documentación que se celebrará en agosto de 2014. Las bibliotecas públicas se engloban en distintas categorías, en función de sus misiones específicas y las autoridades de las que dependen. Además de bibliotecas académicas y científicas, existen otras bibliotecas destinadas a públicos más específicos. En este artículo también se presenta la política del gobierno francés en materia de bibliotecas, así como un panorama de las asociaciones profesionales francesas.

Promoting a reading culture through a rural community library in Uganda

[Promoción de una cultura de la lectura a través de una biblioteca comunitaria rural en Uganda]

Espen Stranger-Johannessen

IFLA Journal, 40-2, 92-101

Este artículo analiza lo que se entiende por «cultura de la lectura» y la forma en que una biblioteca comunitaria rural ubicada en Uganda puede contribuir a la promoción de la misma planteando la pregunta: ¿Cómo promueve una biblioteca comunitaria una cultura de la lectura en Uganda y cuáles son sus resultados? Los datos se presentan en forma de entrevistas semiestructuradas, observaciones y los registros de artículos prestados de la biblioteca. Se adaptan los conceptos de Street (1984) de modelos «autónomos» e «ideológicos» para desarrollar un marco de preguntas críticas. Los hallazgos indican que la biblioteca se basa en una iniciativa local, dispone de recursos relativamente buenos y está bastante bien integrada en la comunidad. Juntos, todos estos elementos indican el desarrollo gradual de una cultura de la lectura. En lugar de dar por supuesto que las bibliotecas y la alfabetización son intrínsecamente buenas, este artículo destaca la necesidad de adoptar un punto de vista crítico en relación con el papel y la función de las bibliotecas comunitarias en países en vías de desarrollo, y sugiere un marco para hacerlo.

Required skills for children and youth librarians in the digital age

[Habilidades necesarias para bibliotecarios que atienden a niños y adolescentes en la era digital]

Dalia Hamada and Sylvia Stavridi

IFLA Journal, 40-2, 102-109

Vivimos en un mundo en constante evolución debido a la revolución tecnológica y, en medio de ella, bibliotecas y bibliotecarios luchan por mantener sus funciones tradicionales. Es esencial reaccionar e integrar esta nueva tecnología en los servicios de la biblioteca, manteniendo el papel tradicional de los bibliotecarios. En una era en la que los conocimientos y la información se entregan a un ritmo vertiginoso, es esencial reevaluar las competencias básicas de los bibliotecarios que atienden a niños y adolescentes. Este artículo presenta una revisión bibliográfica de las aptitudes esenciales para los bibliotecarios en la era digital y las competencias ALA de los bibliotecarios que trabajan con niños y adolescentes. El artículo también presenta los resultados de una encuesta realizada a nueve bibliotecarios que trabajan en bibliotecas de niños y adolescentes en la Bibliotheca Alexandrina en la que se enumeran las habilidades esenciales para atender a sus usuarios de la mejor forma posible. Las habilidades se dividían de acuerdo con el grupo de edad y los nueve bibliotecarios respondieron a la encuesta marcando las habilidades que consideraban esenciales para un bibliotecario que atiende a niños y adolescentes. Por último, presenta una lista de las habilidades y competencias básicas para nuestras funciones de

suministro de acceso a la información en una era digital vertiginosa.

The library, the city, and infinite possibilities: Ryerson University's Student Learning Centre Project

[La biblioteca, la ciudad e infinitas posibilidades: el proyecto Student Learning Centre de la Universidad de Ryerson]

Madeleine Lefebvre

IFLA Journal, 40-2, 110-115

Ryerson es una dinámica universidad en el corazón de Toronto, la mayor y más diversa ciudad de Canadá. En la última década, la universidad ha experimentado una rápida expansión. De ser un politécnico de unos 9.000 estudiantes se ha convertido en una diversificada universidad de unos 30.000 alumnos, que ofrece programas en todos los niveles. Los tres objetivos del Plan Maestro 2008 de la Universidad fueron: intensificación urbana; la gente primero (peatonalización del entorno urbano); y compromiso con la excelencia en el diseño. Al anunciar entonces el Plan Maestro, el presidente de Ryerson, Sheldon Levy, manifestó que "con sólidas alianzas y excelentes ideas, nuestro objetivo es que Ryerson y Toronto avancen juntas". Desde entonces se han establecido numerosos y fructíferos acuerdos de colaboración. El primer edificio nuevo después del Plan Maestro fue el Ryerson Image Centre (RIC), que aloja a un gran banco de imágenes del fotoperiodismo del siglo XX de la agencia Black Star. Seguidamente se construyó el Mattamy Athletic Centre (MAC) en los Maple Leaf Gardens, un famoso edificio de la década de 1930, con su carga de recuerdos del hockey sobre hielo, Elvis y los Beatles. En colaboración con una cadena nacional de tiendas de alimentación, el MAC aloja las nuevas instalaciones deportivas para estudiantes, un estadio con pista de hielo y un enorme supermercado. El tercero ha sido el Student Learning Centre (SLC), que se construirá en la Yonge Street, la arteria más importante de Toronto. La actual biblioteca es un almacén de libros del "brutalista" estilo de la década de 1970. Se trata de un edificio totalmente inadecuado por tamaño, funcionalidad y ambiente. El nuevo SLC, diseñado por Snøhetta (Oslo) y Zeidler (Toronto) satisface los tres requisitos del Plan Maestro. Será una ventana y una puerta a Ryerson. El transparente edificio se centrará en apoyar el aprendizaje del alumnado y el estudio individual, y será un espacio colaborativo. No habrá libros en depósito. Los dos edificios de la biblioteca

estarán conectados orgánicamente. Las tiendas minoristas ocuparán la fachada a nivel de la calle y debajo para revitalizar la calle. Se estima que el edificio estará terminado en 2015. Este artículo describe la filosofía, el paisaje, la planificación, el diseño, las colaboraciones y los retos de este notable proyecto.

Salaries of special librarians in the United States

[Salarios de bibliotecarios especiales en los Estados Unidos]

James Matarazzo, Toby Pearlstein

IFLA Journal, 40-2, 116-119

Este artículo revisa los salarios de los miembros de la Special Libraries Association de EE. UU. que respondieron a las encuestas sobre salarios realizadas por la asociación y los compara con el índice de precios al consumo (IPC) desde 1982 hasta 2012. Durante los años estudiados, los salarios han experimentado un notable incremento, al igual que el IPC. Se han producido aumentos significativos en los salarios medios desde 1982 hasta 2002. En los años posteriores a 2002, las subidas fueron menores, mientras que el IPC aumentó a un ritmo más rápido. Los salarios de estos miembros de la Special Libraries Association se comparan con el salario medio de todos los bibliotecarios de Estados Unidos. Este artículo también analiza los salarios que perciben personas con otros títulos superiores con requisitos educativos similares.

Mentoring librarians for scholarly publishing

[Mentoría para bibliotecarios sobre edición de obras científicas]

Ellen Ndeshi Namhila
IFLA Journal, 40-2, 120-126

Este artículo ilustra las experiencias de la biblioteca de la Universidad de Namibia (UNAM) para demostrar que los bibliotecarios también son personal académico mediante la investigación y las publicaciones y mediante el desempeño de funciones de apoyo académico para investigadores, estudiantes, facultades y centros. Esto se demostró mediante una iniciativa de proyecto de creación de capacidades de la biblioteca de la UNAM en colaboración con la biblioteca de la Universidad de Helsinki (HU) y la biblioteca de la Universidad de Tampere (UTA), en Finlandia. Los objetivos de aprendizaje de este proyecto de colaboración eran

mejorar las competencias de los miembros del personal de la biblioteca de la UNAM para que pudieran trabajar de forma experta y competente en un entorno académico y ratificar su puesto como personal académico. El método utilizado en este proyecto de colaboración de creación de capacidades incluyó intercambios de personal para compartir buenas prácticas, seminarios conjuntos, reuniones y programas de mentoría con la investigación como tema común en todas las áreas. Se animaba a los miembros del personal a reflexionar de forma crítica sobre lo que habían aprendido y cómo contribuía a su trabajo en la UNAM y a desarrollar sus propias habilidades de investigación. Uno de los puntos a destacar en este proyecto de colaboración es un libro titulado *Empowering People – Collaboration between Finnish and Namibian University Libraries*. El libro ofrece pruebas sólidas tanto a los bibliotecarios como a la comunidad universitaria de que la investigación y el diálogo entre especialistas forman una parte esencial del trabajo de los bibliotecarios.

Erratum

Proscovia Svärd

Information culture in three municipalities and its impact on information management amidst e-government development

IFLA, International Federation of Library Associations and Institutions Vol 40(1): pp. 48-59 (2014)

DOI: 10.1177/0340035214526534

Due to a publisher error the second author on this article was not included. The authors should have been listed as follows:

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SAGE wishes to apologise to the authors for this oversight.