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The Australian Library Journal

Contents

Editorial

Following on from special issues on information literacy and Web 2.0, *ALJ* is back to reflecting the diversity of practice that characterises contemporary Australian librarianship.

In this issue we carry seven papers by nine authors from public, academic, special and state library backgrounds. Some of our contributors are making an early appearance in print, while others, reputations well-established, are in demand as writers and as speakers at international conferences. Eight are women, plus just one man.

Amy Heap and Bob Pymm report on a Web-based local studies project which uses interactive technology to reach back to the voices of the 1930s. Katrina Macdonald, recently published in *ALJ,* has written again on information literacy, this time with a reflective practice case study. Janet Smith discusses the evidence base in criminology, arguing for the value of grey literature. Jane Shelling continues this theme in her paper on training to ensure use of the evidence base in the alcohol and other drugs sector. If you ever wondered about the importance of controlled vocabularies in information retrieval – and doesn't everyone with misgivings about search engine performance? – then Jill Buckley Smith and Prue Deacon's account of the progressive refinement of the Health*Insite* thesaurus will leave you convinced of the benefits of persisting with continuous refinement based on usage. Sarada Rao writes about electronic health information resources, 'eHealth', and their potential for improving health service delivery to rural and remote communities. Finally, Ellen Forsyth's account of a VALA-funded study tour continues the technology thread with an assessment of a wireless device, used widely in hospitals, and now applied to roving reference services. Have we seen the end of the reference desk?

Our contributors take us on a journey back to the future, and forward to more personalised service which might be argued was a feature of our past when our clientele was a more manageable size. Then there is the usual swag of book reviews documenting our present and reminding us that there is much more to learn. I trust you will enjoy the process.

You may be familiar with the State Library of Victoria's $1.3m six-year research project into the value of public libraries which began in 2005. Two new reports now complete the series and join already-published *Setting the scene*, *Logging the benefits*, *Bridging the gaps,* and *Showcasing the best.* The newcomers

are: *Showcasing the best: Volume 2* which presents additional case studies of exemplary libraries, and *Connecting with the community* which covers service development specifically for Indigenous Australians, Horn of Africa communities, vulnerable learners, disadvantaged young people, and low-income families. These reports are a major contribution to evidence based practice, this time in the public library field. Details can be found at: http://www.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html

Finally, Gary Gorman, our book reviews editor (gary.gorman@vuw.ac.nz), is keen to add to what he describes as his band of 'ardent reviewers'. If you have harboured the desire to comment for your colleagues on fresh new books, and then to keep them, please contact Gary.

Ian McCallum
Editor
January 2009

Wagga Wagga Women's Wireless and the Web: local studies and new technologies

Amy Heap and Bob Pymm

The coming of the Web and the ease with which on-line history projects can be established has seen a wave of popular history websites that encourage personal reflections on an organisation or event from anyone with an opinion. This paper looks at one such project, established by Wagga Wagga City Library, to record memories of Radio Station 2WG's Women's Club which flourished in the Riverina area from the 1930s to the early 1960s, providing a valuable information and entertainment resource to this rural and regional community.

Remembering the past

Traditionally, the past is remembered in many ways. Jimerson (2003, p. 89) talks of four separate but intersecting approaches – collective or social memory, historical memory, archival memory and personal memory. Collective memory, often based on myths or simplistic interpretations of events serves to shape and enshrine the identity of social groups; historical memory takes a more disciplined, evidence based approach in seeking to interpret the past, and archival memory relies upon documents and records to provide the basic resources for historical interpretation. Personal memory comprises individuals' memories and interpretation of events. Such memories, complete with the person's biases, narrow focus and individual understanding of events makes them a rich source for understanding how these events impacted on individual lives while at the same time making them suspect as sources for historical 'truths'.

The first three memories described by Jimerson involve the mediation of trusted experts – historians and cultural institutions whose job it is to decide what gets preserved, what is ignored; what is included, what excluded, from

the historical canon associated with a particular event. Thus collections of material are formed and retained for various periods depending upon rules and guidelines (interpreted by individual employees) associated with the goals and objectives of particular institutions. In addition, this material, when accessed by researchers and used to create histories is interpreted and edited by the stakeholders – authors, curators, publishers, institutions – inevitably reflecting their own interests, biases and concerns, before being repackaged and presented to the public. This need to select and edit has been a response to the very practical issue of finite resources that limit both the production and acquisition of material and its longer term preservation.

Popular histories and the Web

With the advent of the Internet, the falling costs of computer storage and a growing acceptance of online resources with no print equivalents, real possibilities for greatly increasing the amount of material being acquired by libraries and archives and preserved over the longer term have arisen. And while digital preservation is a challenging process for the library and archive community, it is determining strategies and techniques that create the difficulties, not necessarily the volume of data involved. This then opens up the potential for institutions to readily acquire and preserve a wide range of digital objects that add considerably to the depth and extent of their traditional holdings. While resources in the past may have limited the collection of physical items to materials sanctioned in some way as adding to the archival or historical memory, the potential of the digital realm to enable acquisition of personal memories on a large scale across a broad spectrum is very real indeed.

For collecting institutions there is potential for exploiting the Web 2.0 philosophy of user involvement in creating and adding to collections, bolstering that fourth dimension, personal memory, which has in the past tended to receive limited attention.

Thus the last few years have seen an explosion of popular history projects, where individuals have been encouraged to contribute their own memories to a database of information on a particular topic. These have included large scale initiatives focusing on significant events such as the BBC's *World War 2 – People's War* website which now comprises over 47,000 stories and 15,000 images contributed by individuals describing events they were involved with or witnessed during the War (http://www.bbc.co.uk/ww2peopleswar/) and the UK National Trust's *One Day in History* program which canvassed a diary entry for the 17th October 2006 from anyone in the UK with access to a computer,

resulting in over 46,000 contributions described as providing 'a moving, hilarious and unique picture of the United Kingdom on 17 October' (http://www. webarchive.org.uk/pan/15378/20061212/www.historymatters.org.uk/output/ Page96.html).

Smaller scale activities have also been undertaken, with the Australian government developing the *Seniors Living History Project*, encouraging contributions from older Australians across a range of topics such as the Melbourne Olympics, the introduction of television and 'your first date'. At a far more local level, individuals, families or interest groups have also established websites and blogs seeking input of personal memories relevant to their topic. Australian examples include *The Nancy Street Network* (one street in suburban Melbourne, its residents and its history – http://www.orthogonal.com.au/), the *Memories of Woomera* site (http:// homepage.powerup.com.au/~woomera/memor.htm) and the *Remembering Billy Thorpe* blog, hosted by *The Age* newspaper, (http://blogs.theage.com.au/yoursay/ archives/2007/02/billy_thorpe_yo.html).

All of these and thousands of similar sites, large and small, encourage personal contributions and memories in order to build a broader understanding of an event, organisation, place or individual that will provide an invaluable resource in addition to the more formal, selected and mediated material that would traditionally be acquired. For many of these online resources, the major way in which they will be preserved and made accessible beyond the initial enthusiasm of a few devoted individuals is through the active involvement of libraries with their tradition of building collections relating to local history, personalities and regional events.

Local studies collections and their users

Local studies collections exist within libraries to provide access to documentation illustrating the local community's historical development. Local studies librarians collect, maintain and provide access to material of local significance which contributes to the story of the region. Electoral rolls, telephone books and school magazines tell us who lived and went to school there. Cemetery transcriptions tell us who died there, and historical texts and newspapers tell us when and where significant events occurred. Council records and environmental reports tell the history of the land, and maps and photographs show how the landscape changes as the years pass. Memoirs of local residents and family histories give the more personal perspective and photographs help bring the past to life.

The past holds the key to a community's identity – what events and which people contributed to the present environment and culture. For this reason, local studies collections play a very important role in the community – a role that tends to be well recognised by older generations. As people age, the past may become more important to them and they naturally seek information to support their interest. Family and local history buffs are strong users of local studies collections. These collections are, however, relevant to a much broader community with other groups such as students, home owners and business people starting to take notice of them and their usefulness.

Much of what is held in local studies collections is rare or unique. The importance of this material and the fact that often it cannot be replaced, dictate the conditions under which it must be held. Most local studies collections have restricted access to ensure that the collections are preserved for future generations. Local studies librarians often work only part-time and the result is collections that are not able to be browsed or viewed at the users' convenience but must be accessed in very specific ways and at prescribed times (for instance, the State Library of Western Australia maintains a website detailing that State's local history collections and their availability. The vast majority are only accessible on specific days of the week). Local studies collections become, therefore, prime candidates for digitisation and the benefits that the use of Web 2.0 technologies can bring.

Digitising local history material renders it accessible by anyone at any time. This is, in itself, a significant change and brings local studies information into the same realm as the other information that people seek. Schlumpf and Zschernitz (2007) found that providing greater access to their local studies material had the effect of renewing community interest and increasing donations to the collection. As fragile items are digitised they no longer need to be handled frequently and are able to be better preserved. Existing users of local studies collections will find access much easier but there is also the possibility that new audiences will be found. Melrose (2006) states that audience development is a significant management driver within the local history field. A website can highlight material that is well hidden in archive boxes in a locked room. Putting local studies collections on to the Internet brings them to a new audience and shows them in a new light.

Much of the material held in local studies collections captures the historical and archival memory of the community. How historians and journalists record events, however, can be very different from how the community perceives them. Collective and personal memories are a vital part of a rich and vibrant collection. Grant (2000) called for local studies librarians to use the Web to

empower the community to record its own memories. The emergence of Web 2.0 technologies makes this not only possible, but simple and inexpensive. By taking advantage of the interactive nature of these technologies, librarians can encourage their users to respond and add to the collection. Browsing collections of digitised photographs can, for example, prompt personal memories of the subject which, in the appropriate environment, can then be captured immediately, becoming part of the collection.

Wagga Wagga City Library and the 2WG Women's Club Project

In 2006 Wagga Wagga City Library's local studies librarian, in collaboration with a local academic at Charles Sturt University began a collaborative project to document the history of Radio Station *2WG Women's Club*, which flourished in the Riverina district from the mid 1930s to the mid 60s. The project began with the donation of material relating to the *2WG Women's Club* by the daughter of the radio station's owners. The collection consisted of items such as photographs, club newsletters, badges, meeting minutes, lists of radio names, scrapbooks of newspaper clippings and club constitutions and rules. The project was undertaken in order to try and better understand the importance of a radio club such as this to the local regional community while some of those who had been closely involved were still alive.

Radio's impact on the patterns and rhythms of everyday life in Australia is undeniable (Johnson 1981, p. 177). At its peak, during and after World War II, there were over 100 commercial radio stations broadcasting within Australia with, in 1940, 1.23 million licences issued (Australian Heritage Commission, 2003). Their role in rural areas combined entertainment and information with Kent noting that, for isolated women, 'radio took the place of a good gossip over the back fence' (1990, p. 185) with country stations catering personally for the needs of the districts they served. A report on radio in Australia produced for the Jubilee of Federation noted country radio as a leader in community life, entertaining and helping in a wide range of local social and cultural activities, 'reaching out and informing the most remote farmhouse' and, in times of crisis, helping maintain communication, broadcasting information and directly assisting in relief and rescue efforts (Ziegler 1951, p. 244).

Radio, as well as providing entertainment and fun, also quickly adopted a community support role with the development of clubs focusing on local charitable works, community engagement, friendship and support and information sharing (Griffin-Foley 2007, pp. 10–11). A report in 1942 noted that

around 40 radio stations in Australia had established women's clubs, with a total membership of nearly 150,000 (Griffin-Foley, p. 11), emphasising the popularity and importance of such clubs. Yet little has been written about the role of radio clubs for the stations, for the participants and for the audiences. To a large degree, this social phenomenon that lasted around 30 years and which for many was a key entertainment and support service, has passed unrecorded. Club records survive in piecemeal form, occasional articles in periodicals of the time such as *Radio Pictorial,* or local newspapers, hint at the scope and popularity of the clubs and it is possible some broadcasts were recorded and do still survive. Yet these physical records are very limited and for anyone trying to gain a better appreciation of the role of radio clubs during their heyday, the major surviving resource is the participants themselves and their personal memories.

This absence of printed records was confirmed during the 2WG Project through a content analysis of the local newspaper, *The Advertiser*, covering the period 1932 to the early 60's. Little was found relating to the Women's Club and its activities. *Radio Pictorial* and *Wireless Weekly* were also scanned for relevant content and for the period 1938–39, a regular report on the activities of 2WG, including the Women's Club, was published in *Radio Pictorial*. However, that appears to be the total of published information available about Radio Station 2WG during this period.

In order to add to this sparse information, it was decided to undertake a number of oral history interviews with ex-members of the Women's Club to acquire their personal memories to supplement the physical record. Personal memory provides another dimension useful for gaining a better understanding of the impact on the lives of individuals which does not come through from meeting minutes, newspaper articles, badges or photographs. Through recorded interviews, participants were able to share not only the facts of the past, what happened and when, but how they felt about them and how their lives were affected. This is conveyed through their voices as well as their words with emotions adding to the intensity of their response.

Known members of the Women's Club were contacted and oral histories conducted. Articles were placed in the local newspaper and the Project promoted through radio spots (on the current 2WG) in order to encourage community members to come forward with their memories.

Making the memories accessible

Having collected the personal memories, access again became the issue. CD copies of oral histories were catalogued into the local studies collection,

but were only available for reference within the library – and how are others alerted to the existence of this potentially rich resource? How then can the local community benefit from such a collection that tells the story of what was an institution, still fondly remembered by the majority of older people in the region? Given the desire to make this material more widely known and readily accessible and also to encourage interest in the Internet and its potential for older library users, it was decided to make this a virtual resource, as well as holding the physical materials. In addition, this was seen as an avenue that could be used to further build on what had already been done, making this a dynamic and increasingly rich collection of materials about the Club, Radio Station 2WG and life more generally in the Riverina during this period.

Thus Wagga Wagga City Library collaborated with the City Council's IT staff to create a Web presence for the 2WG project that would sit with the other local studies information. Print and photographic material added to the site were digitised (following appropriate copyright clearances!), with selected sound grabs from the oral histories being added as well. Storage concerns and related issues still pose problems that, at the current time, make digitisation and mounting of the entire oral history interview impractical. See for example, this extract from an interview on the charitable work of the Club http://www.wagga.nsw.gov.au/www/html/1080-the-haven.asp.

Thus the 2WG website (http://www.wagga.nsw.gov.au/www/html/1077-introduction-radio-station-2wg-womens-club.asp) was formally launched during Local History Week in 2007 to an enthusiastic local audience.

The website is hosted on the Council's computer and its design, including links to other relevant cultural sites, and general 'look and feel', ties in with the Council's overall style. Council IT staff developed the site in conjunction with the Local Studies Librarian, resulting in a site that is hopefully attractive, easy to find, easy to use and encouraging for older users to consider adding their memories to those already recorded. This is facilitated by the establishment of a blog under the various headings, where anyone may add their comments or memories to the historical record of *2WG Women's Club*. The actual wording used is shown in the box below and is designed to be friendly and encouraging, particularly for older users (and can be found at http://www.wagga.nsw.gov.au/www/html/1079-womens-club.asp). Note that communication by more traditional means, ie. letters, is also encouraged.

We are interested in knowing more of your memories of the Women's Club and would like to hear from you.

2WG BLOG

Help us build an archive on the personalities associated with the Club and its activities. If you were involved – tell us about it! Leave a comment on the blog or send a letter to The Local Studies Librarian, Wagga Wagga City Library, PO Box 5186, Wagga Wagga 2650.

Overall, establishing the site was relatively easy. Encouraging input via the blog is probably the hard part, requiring a concerted effort to encourage contributions from those who had been involved.

The role of Web 2.0 and local history resources

Much has been written on Web 2.0 and its application to libraries or Library 2.0. Casey (2006) argues that 'the heart of Lib 2.0 is user-centred change'. Static Web pages are Web 1.0, providing information, but today's online environment is not just for finding information but also for shopping, sharing photos, downloading and social networking with people all over the world (Curran, Murray & Christian, 2007). Web 2.0 is interactive, inviting user participation, seeking new users and better serving existing users. As people's experiences and demands change, libraries must adapt and change in order to survive. As Curran, Murray & Christian go on to state, Web 2.0 technology allows libraries to meet their audiences wherever they are and to engage with them in a way that enriches both the library and the clients. By using Web 2.0 technologies, libraries are able to engage new clients, offering the opportunity for those clients to actively contribute to the library's collection, particularly in the local studies area.

One method of building this participation is to establish a topic or subject focused blog calling for relevant input from users. Lee & Bates (2007) note that a blog is a website consisting of dated entries in reverse chronological order, taking the form of an online journal. They may contain hyperlinks, photos and videos and are interactive as readers are able to add their own comments. Librarians use blogs as a means to disseminate news, for knowledge management, and to obtain feedback from clients (Curran, Murray & Christian, 2007). In the case of the *2WG Women's Club* project, two blogs were created which enabled further access to the collection and, more importantly, gave readers the opportunity to interact with the collection and add their personal memories to those more formally recorded through the interviewing process.

A significant issue faced by the Local History Librarian was that the people whose memories were most pertinent to the 2WG project were not generally those most aware of, or comfortable with, the technology. Unlike digital natives, those who have grown up with computers, mobile phones, video games etc. and for whom these are an integral part of life (Prensky, 2001 cited in Robinson 2008), the majority of people who were old enough to have memories of the Women's Club were not familiar or comfortable with Web 2.0 technologies. Turning them into digital immigrants, comfortable with the new technologies, was a task that also had to be factored in if the collection was to grow as originally envisaged.

However, while encouraging older users to become digital immigrants and thus at home with the online presence requires considerable effort, taking traditional local studies collections online and making them collaborative makes them far more attractive to the generation of digital natives who use a search engine for all their information needs and are very much at home online. Rosa et al, 2006 (cited in Robinson 2008) surveyed students who associated libraries with books, rather than information in any format. Presenting information in a new way may help to break down this limited perception of the library's role, hopefully leading to a new audience for local studies collections amongst digital natives.

Chowdhury, Poulter & McMenemy (2006) state that librarians should play a significant role in helping their clients embrace information technologies in their daily lives. Wagga Wagga City Library has traditionally held Internet lessons for seniors during Seniors' Week but this is not really sufficient to develop the skills or confidence necessary for active participation in the online world. Maintaining computer skills is also problematic when lessons are sporadic. For this reason and also the desire to encourage input into the *Women's Club* story via the blog, the Library began a more consistent program of Senior's Internet Classes each week. These classes are run regularly and clients are expected to attend each one as far as possible in order to gradually develop their skills through regular use of the technology in a supportive, encouraging environment. The biggest issue, as far as contributing to the 2WG blog, or any other, is the need to start from the beginning, focusing on basic competencies such as mouse skills and fundamental computer operating instructions, before moving on to email, the relevance of the Internet and its potential usefulness to their day-to-day lives, and Web searching more broadly.

The popularity of these classes has risen to the extent that they are now usually fully booked in advance and those who have become involved have gained considerably from the process and as a consequence, started to broaden and develop the online story of the *2WG Women's Club*.

Once interaction and collaboration with the local studies collection are taking place, the nature of the collection is inevitably going to change. Where once library collections could be relied upon to comprise credible published material, carefully selected by information professionals, the Web 2.0 philosophy allows publishing by people of unknown authority (Oberhelman, 2007). This is not necessarily a dire situation for librarians but one that needs careful management. By keeping the interactivity within blog comment fields, for example, readers are able to delineate between what has been professionally added, and can therefore be considered historical and archival memory, and what has been added by other readers and is, therefore, personal memory, with all its potential for idiosyncrasy. Adding these interactive capabilities is not about being cutting edge for the sake of it, or about replacing trusted methods, but about expanding functionality and opening up new aspects to collections (Curran, Murray & Christian, 2007).

Chowdhury, Poulter & McMenemy (2006) suggest that public libraries are in the perfect position to form a network of community knowledge; if libraries take on this role of facilitating the creation of, and providing access to, local community knowledge, they are performing a vital role that cannot be taken away by technological advances. Local community knowledge has value when it can be shared and added to by the community so that the users are also the creators of content.

Sites such as Facebook, Flickr and MySpace can also hold content highly relevant to local studies, despite the fact that it may be idiosyncratic and tagging inconsistent or unhelpful. Including such material in a local studies collection is possible, given permission, where librarians can the use their expertise to overcome these drawbacks through the selection and cataloguing processes, further developing their own local information network (Chowdhury, Poulter & McMenemy, 2006).

Conclusion

Local studies librarians are the memory keepers of their communities. It is important, therefore, that local studies collections are rich, deep and varied, continuing to provide access to traditional material expressed through historical and archival memory, but reaching out to the community and encouraging interaction and contribution of personal and collective memory. Local studies collections may be all about the past but that does not mean that the way they are accessed needs to be antiquated. Local history will continue to be important to communities so librarians need to ensure that the collections are expanding,

representing all aspects of place and people. In addition, these stories should not be locked up, gathering dust, and difficult to access, but be open and available, enticing new audiences and new material to maintain their relevance as a locality evolves. The example of the *2WG Women's Club* illustrates how a relatively simple local history project can be undertaken which strikes a strong chord with the community (the launch of the website attracted over 50 local people); creates very positive publicity for the library and provides a genuine opportunity to exploit the new technologies in a very practical and visible way. It has sparked discussion within both the library and contributors to the project as to the next steps – expanding upon the existing site to tell more broadly the story of Radio 2WG, establishing a similar project focused on some major local businesses or, working with local schools, targeting young people – how do they see life in Wagga Wagga in 2008?

At the 2008 New South Wales Local Government Cultural Awards the site was adjudged Highly Commended – resulting in further publicity in Wagga Wagga and a further spurt of interest in what had been done . . . and importantly, what may be possible in the future.

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Out of the boot camp and into the chrysalis: a reflective practice case study

Katrina Macdonald

From the information literacy educator's perspective, librarians have the potential to play important roles in strengthening information literacy elements within curricula learning scaffolds. While there needs to be an increased awareness amongst academics about the forms of assistance teaching librarians can provide teachers as integrated curriculum support resources, there is also a need for information literacy librarians to engage in reflective practice in order to break down the self-perceptions and taken-for-granted attitudes that can represent barriers to professional growth and development. In this article, I present a personal case study of one information literacy librarian's experience of coming to accept the role of educator in a tertiary education context.

Introduction

From the information literacy educator's perspective, librarians have the potential to play important roles in strengthening information literacy elements within curricula learning scaffolds (Bruner, 1986). I suggest that two elements must be addressed to fulfil this potential. Firstly, there needs to be an increased awareness amongst academics about the forms of assistance teaching librarians can provide teachers as integrated curriculum support resources in order to, to adapt Ramsden's (2003) idea, make student learning of information literacy possible. At the same time, self-perceptions of teaching librarians can also raise significant challenges. Secondly, there is a need for information literacy librarians to engage in and grow through reflective practice, which Brine and Feather (2002) regard as 'a hallmark of any competent and committed professional' (p. 259). In this paper, I demonstrate the positive power that reflective practice can have in questioning the self-perceptions and taken-for-granted attitudes that can become barriers to professional growth and development.

The importance of reflective practice for information literacy educators

Rethinking the way one teaches, learns and perceives one's role as both teacher and learner has the power to enhance the way one supports learners (Quinsee 2005, p. 151), creating a better space in which to practise alignment with one's commitment as a teacher (adapted from Palmer, 1998). Reflective practice is necessary to ensure growth, not only for the benefit of individual practitioners but also for the profession to ensure that it does not become blinkered in its disconnection from 'best practice and best thinking, and one which, by default, often resorts to advocacy and position as a bid for survival' (Todd 2003, in Hallam 2005, p. 4). The Australian Library and Information Association (ALIA) recognises that a sustainable future library and information workforce requires professionals who have, amongst other qualities and skills, the ability to engage in reflective practice (ALIA National Advisory Congress, 2008, p. 2). Boud (1996) argues that critical reflection is a requirement of effective practice (p. 115), an assertion expanded upon by Haddock (2002) who views it as an essential part of critical, evidence-based professional practice and research (p. 95). Although recognised as a professional development practice of great importance, reflective practice often struggles to gain status as a higher priority in time-poor work schedules (Doskatsch 2002, para. 1), suggesting in part why the experience can be so personally challenging when we do engage in reflective practice (Burge & Haughey 2001, p. 4).

Hallam (2005) states that reflective practice is:

> a crucial tool to manage the constant change in our workplaces, from both the perspective of the social developments (which influence the expectations of users of the information services we provide) and the perspective of the technological changes that affect the development and delivery of these services (p. 4)

This argument is pertinent in the case of information literacy librarians who are positioned as discipline specialists and people who liaise with university faculties. I argue that it is important for teaching librarians to understand and appreciate not only their own roles and responsibilities but those of others within the collaborative relationship (Payne 2005, p. 210), particularly in relation to developing a sophisticated and confident understanding of education language, frameworks and pedagogy. Professional development courses in education for information literacy librarians are becoming more popular as a professional development strategy (Peacock 2001a). However, the specialist, theoretical language used by academic educators can present a barrier to effective communication (Allan & Burridge 2006) for teaching librarians who lack

teaching qualifications (in the same way that the language of information literacy specialists can seem alien to the uninitiated). Harvey & Mason (1996, p. 27) assert that the 'combination of reflection, transformation and the acquisition of the high-level skills of critique, analysis and interpretation forms the basis of the reflective practitioner'. This assertion applies equally for librarians and the students whom Harvey and Mason discuss.

Peacock (2001b) raises the pressing need for academic librarians to engage in proactive training as educators inclusive of reflective practice, pointing out that:

> As information literacy pushes the reference librarian squarely onto this stage [as educators], they must be fully equipped to take on the challenge…demand[ing] that the librarian attains a high level of educational credibility by demonstrating sound pedagogical knowledge and reflective practice, and by communicating effectively with faculty colleagues (using mutually understood language). (Peacock 2001b, p. 28).

Teaching librarians often perceive themselves primarily as 'a librarian first, teacher or trainer second' and are 'restricted by operational boundaries that work against the implementation of information literacy' (Lupton 2002). This is in contrast to the experience of the teacher trained in the theories and methodologies of education as their primary focus; the study and growth of personal pedagogy – as well as confidence in the craft of teaching – is a taken-for-granted part of professional development for the teacher librarian. Given that the teaching librarian's work involves collaboration with educators (as well as students) from other specialist fields, reflective practice is:

> . . .more than an examination of personal experience; it is located in the political and social structures which are increasingly hemming professionals in…In order to retain political and social awarenesses and activity, professional development work needs to be rooted in the public and the political as well as the private and the personal (Bolton 2001, p. 3).

From this perspective, teaching librarians work under the same obligation as their academic peers to 'adopt a reflective stance, to continually expand their understanding and repertoire of practice. In doing so they realize both the challenges and benefits of lifelong learning' (York-Barr, Sommers, Ghere & Montie 2001, p. 11).

An accidental educator in the boot camp

Bolton (2001) describes reflective practice as an act of making sense of our chaotic world by making it appear strange; in telling our stories from different

– and critical – perspectives, we construct new worlds that do not have 'true' accounts or given endings (p. 2). The beginning of the story, however, 'defines its boundaries, creating a framework into which the body of the story fits' (McKay & Dudley 1996, p. 15).

I was not meant to become a teacher in my story. From an early age I knew I was going to be a librarian and took the position that while I might be capable of being proficient in teaching, I was not passionate about the idea of my future self in the role of a teacher. This decision was the result of mentally trying on professional characters to find the best fit. It did not occur to me that my decisions were informed by my limited understanding of what these roles can actually involve. Even as a tertiary student who daydreamed about lecturing, the teacher character was still confined by my assumptions to a set comprised of four walls and an ensemble cast of children. I made no realistic connection between adult education, career teaching and myself until, as a new graduate, I became an information literacy librarian in a tertiary institution. However, it took several years to make the internal transition from accidental teaching librarian to information literacy educator. The main catalyst for change was a reflective practice exercise involving analysis of a metaphor that encapsulated my teaching practice.

The boot camp metaphor was partly inspired by Gunnery Sergeant Hartman's opening monologue in *Full Metal Jacket* (Kubrick 1987). With the exception of a pilot library skills course designed for non-academic, adult learners of English as a second language (Macdonald 2008), the scope for teaching information literacy to students I have experienced during my five years as an information literacy librarian has been limited to roles as a guest trainer in one-off tutorial sessions, rather than an embedded part of the learning scaffold (Bruner 1986). Because classes are often booked by curriculum teachers during the early period of courses, these sessions sometimes seem like boot camps for newly recruited soldiers, in which we cover comprehensive content in a short time. Although it is perhaps contrary to the concept of a drill sergeant, I feel empathy for the students having to digest yet another lot of information when they may already feel overwhelmed, particularly when library sessions are scheduled in the first week of orientation. Certain elements of Hartman's albeit extremely belligerent address echo the rationale behind students engaging in introductory library skills classes. Assuming that I may not have another opportunity to speak to some (or even many) of the students who attend these one-off classes, there is a need to impress upon them the importance of the primary objective of information literacy education:

> If you leave my island, if you take on board the information and strategies I will share during information literacy recruit training, you will be empowered. You will be a scholar of knowledge enhanced by learning and assessment. But without information literacy you may struggle (adapted from Kubrick 1987).

The military metaphor was also inspired by Lakoff and Johnson's (1980) metaphor of 'rational argument is war' (pp. 61–5). These metaphors are particularly relevant to research and debate within the academic context; strategies are formed and deployed, and arguments are won, lost, attacked, counterattacked or abandoned on the basis of strength and defensibility (p. 4). Information literacy, in the context of this metaphor, is about student survival, just as military literacy is essential to the survival of military recruits. It is recognised – at least, on paper – by my institution as a graduate attribute, expressed in terms of self-reliance and 'the ability to analyse and synthesise information (that is, be information literate)' (Hastings 2007, p. 3). More than this, information literacy is recognised in the *Prague declaration* (Information Literacy Meeting of Experts 2003) as 'a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning' (p. 1).

The boot camp metaphor is not simply about preparing students for tours of duty during their period of active service with the organisation (that is, assessment tasks during study at university). It also involves helping students gain survival skills for future life as individuals, students, practitioners and members of the community in an information society. Information literate rookie students are equipped with the capability to learn:

> …because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand (American Library Association 1989, para. 3).

If information literacy equates with empowerment, what then are the consequences of poor information literacy for a tertiary student? There is no collateral damage if a student does not know how to search the catalogue or databases or does not understand why and how they should cite references, for example. However, the fewer requisite information literacy skills or competencies the student has, the less well equipped the student is to engage in effective research practices. To extend the metaphor, I would suggest that the information jungle is an overwhelming enemy. It is unpredictable; the soldier (student) cannot trust anything at face value and must evaluate every source. Tours of duty (study periods) are intense, relentless, requiring stamina and knowledge

of which weapon to use in a given situation, including calling on reinforcements (such as the reference or information literacy librarian). Rest and recreation (R & R – the non-teaching periods) are few and far between. The rookies will find themselves tired and stressed in the information jungle with an overwhelming burden of expectations and deadlines. The rookies need to know how to defeat the enemy with speed and efficiency, and be ready for the next battle (study task). They will need to know how to cope and how to draw on their boot camp training (having the initiative and confidence to seek intelligence through the information desk).

While militaristic domination and bullying are decidedly absent within my metaphor and teaching style, there is – like the military drill sergeant – a strong sense of duty to help the rookies to equip themselves for survival and to conquer their (combative or scholarly) assignments. I teach them about the weapons (search tools and research skills) they will need to be able to use. The weapons have complex functionality (for example, advanced search strategies) compared to the 'pop-guns' on which they have conceivably relied (such as quick-and-dirty Google searching). The purpose of the classes is to teach them to fight like soldiers (search and respond like researchers). A further reason for the drill sergeant metaphor is the personal distance from their troops through the nature of the role. Given the nature of my one-off teaching assignments, I do not have the opportunity to establish the same sort of rapport with students as, for example, those who have them over the course of a semester. Students who actively use the library's information desk service are an exception. However, there is not the deeper engagement of the student/tutor relationship; in the context of the military training metaphor, the tutor would be the platoon sergeant who guides the rookies through the information jungle on their tours of duty.

There are also similarities between the military recruitment and student enrolment processes. In both cases, the new member signs oneself (and certain freedoms, such as time and informality of expression) over to the institution, receives a number and a physical form of identification to be carried at all times (a student identification card or dog tags), and then subjects oneself to learning the ropes in an environment with its own language, code of conduct and set of expectations. The rookies are raw, in need of refinement. They are, as yet, ineffective as practitioners of scholarly and military literacy. The students' newness is also sometimes associated with demands on time and patience by more experienced members of the institution. I would stress that this is not a derogatory attitude towards new students, but recognition of the metaphor of 'inexperience is down, experience is up', to add to Lakoff and Johnson's (1980) arsenal of metaphors. Some rookies I see in my classes seem disempowered,

fearful and overwhelmed as they begin their boot camp training; it is a personal measure of success to witness the empowering influence of information literacy skills and knowledge as they progress through the educational battle fields.

Attempting to enable students to increase their information literacy in a non-integrated curriculum can place intense demands on the librarian to impart – and the students to take in – knowledge and information about a whole arsenal of requisite tools and strategies that the rookie will need to be able to deploy when dealing with the pressures of the scholarly battle. The idea of the teacher as transmitter is at odds with that of the teacher as constructivist facilitator or collaborator (Scheurman 1998). To admit teaching in a prescriptive style may be regarded by many educators as archaic and patriarchal and I expect my nominated metaphor would be unpalatable to some educators. Koo (2006, para 3), for example, proposes that teachers:

> …cannot erect infinitely high seawalls against a rising tide of information and opinions – indeed, given the reality that…students will step into as practitioners, such an approach may even be harmful. Rather, perhaps professors are increasingly being called on to serve as ***architects of an educational space*** that students create together and not just as ***drill sergeants of knowledge*** (Koo's emphasis)

However, it remains that this approach dictates a certain amount of prescriptive teaching methodology, particularly in cases where the curriculum teacher expects that I will 'teach the students everything they need to know about the Library', as some teachers have phrased it. At least, it did remain so until this exercise in reflective practice.

Looking beyond the chrysalis

This reflective practice exercise had a curiously and unexpectedly unsettling effect. Instead of increasing assuredness of the subject, the more I examined my metaphor and its implications, the less certain I felt about my pre-existing self-concept of accidental teacher. For example, to what extent are my teaching methodologies and sense of pedagogy a product of my environment or my own self-perception – or perhaps more accurately, self-deprecation? Engaging in this critical reflection, I became my own drill sergeant, breaking myself down to build myself back up.

Rather than maintaining a cause-and-effect assumption that my educational environment induces a prescriptive teaching style, further reflection on the educational literature suggested that I might unconsciously employ a variety of

teaching methods. This exercise in reflective practice enabled, for example, an awareness that my existing teaching style is influenced by my perspective as a pragmatic learner; helping students make connections between the subject, the new search tool and the techniques with which they are already familiar (such as Google), rather than teaching in a way 'where the learning event seems to be all theory and general principle, distant from their reality' (Mumford 1986, p. 8). Brown, Collins and Duguid (1989, cited in Laurillard, 2002) summarise this perspective in the following manner:

> We should abandon once and for all any notion that a concept is some sort of abstract, self-contained substance. Instead, it may be more useful to consider conceptual knowledge as in some ways similar to a set of tools (p. 14).

This echoes Krause's (2004) argument that education is to be experienced, not delivered. In this sense, the drill sergeant metaphor is still appropriate; the education process involves enabling the drill sergeant's rookies to draw on their internal resources.

To draw on a metaphor from the natural world, my experience of reflective practice resulted in an unexpected journey into the educational chrysalis; entering as a 'librarian who also teaches' and emerging as a librarian (through training), an information literacy practitioner (through employment), an educator (through calling), an academic (through research application) and a lifelong learner. Realising that I am not alone in my tendency to apologise for my audacity in claiming the title of educator or teacher as an information literacy librarian (Peacock 2007) has been both a reassurance and a motivation to change. Bullough (2001) warns that exploration of teaching self 'can be risky and fraught with danger' (p. 21). This exercise of aligning self-perceptions with a metaphor has uncovered more questions than I expected.

Conclusion

The drill sergeant/boot camp metaphor began as somewhat of a confession of a perceived prescriptiveness in my approach to teaching based upon a lack of formalised training as an educator and the sense that my potential value in enabling students to become information literate scholars is restricted by an educational environment where the role, purpose and function of information literacy librarians are not widely understood or accepted in the curricula. In questioning the very metaphor I initially chose, my teaching self-perception became overwhelmed by new possibilities rather than devoted to a particular viewpoint. Through this critical reflection, I discovered – or rather, accepted – that my character involves not only the roles of librarian (by training) and teacher

(through employment), but also educator through professional development, academic through presenting research and a lifelong learner in both the external world of information and also of the personal world of self-reflection. To be the change we want to see in the world (a phrase attributed to Mahatma Gandhi) is perhaps the essence of reflective practice; the positioning of ourselves to be able to focus upon and increase our self-awareness as a vehicle of self-efficacy.

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The evidence base: where is it?

Janet Smith

In criminal justice, as in many other areas of public administration, politicians and managers increasingly call for evidence-based policy (EBP). This should raise questions about what evidence, who will find it and how will it be used. The rising emphasis on bibliometrics as the way to measure importance and impact is another development that should raise questions about what is being measured and how it will be used. The academic research publication model does not fit all aspects of criminology very well, where much work is done by or for government and non-government organisations, and much is multidisciplinary. This grey literature has always presented problems in meeting standards for peer-reviewed, evidence-based evaluation, but is often all there is – if it can be found. Funding agencies may have stringent requirements for evaluation studies, but how are these reports written or structured and what happens to them? How can they be used to inform subsequent practice?

Evidence and bibliometrics: simple solutions

In April 2008, the Australian Prime Minister (Rudd 2008) addressed his senior bureaucrats on his government's policy priorities for, and expectations of, the Australian Public Service. The third of his seven key points called for evidence-based policy. This is good news for the proponents of this approach like the Campbell Crime and Justice group, and indicates a commitment to good, research-based public policy decision making.

Also in 2008, the Australian and New Zealand Society of Criminology (ANZSOC) released its list of quality rankings for criminology journals and publishers (Brown & Daly 2008; Daly 2008) and Cohn and Farrington (2008) updated their work on influential criminologists. Although the particular Research Quality Framework assessment of Australian universities for which the ANZSOC ranking

was done is no longer operative, it is expected that bibliometrics will play a part in whatever replaces it.

Ostensibly now, armed with these two developments, the approach to good policy is straightforward – at a minimum, the policy maker or practitioner can go to the best sources to find the evidence about what works. However, both raise the question of how this evidence base is created, found, shared and used.

The value of bibliometrics has long been debated (see Levi 1995), with the Cohn and Farrington article giving a good overview of its history in criminology and criminal justice. Its commercial genesis lies in the Institute for Scientific Information, established in 1960 with the *Science citation index* and now flourishing in the Web of Knowledge and other services. Although unlikely to go unchallenged anywhere, the value of citation analysis in science is likely to be less contested than in the social sciences.

Regardless of how impact analysis might be used to measure academic performance however, there is a disjunction between the literature as identified in such bibliometric exercises, the standards set in systematic analyses based on the medical template, and the information created and used in policy and practice – not so much for what is found, but for what is missed. The transition of graduates from university to policy and practice, with their experience limited to academic journal and commercially published monograph literature, particularly to online, instantly accessible literature, and the new emphasis on systematic reviews combine to mean that the complex wealth of experience may be masked.

Further, this narrow academic approach, however rigorous and laudable, misses several key areas of information, including multidisciplinary, foreign language, conference presentations, new or unsuccessful ideas and, particularly, the report literature ('grey literature'). Not to mention the potential of missed material caused by poor citations (Gehanno, Darmoni & Gaillard 2005) – not only misspelled (for example, names such as Skrzypiec, Shepherd or even Tilley, all important authors in criminology) but even completely misnamed. By insisting that the only studies to be trusted are those using the gold standard of academic research that survives the most rigorous statistical analysis, we are also missing out on the opportunity to provide policy-relevant advice based on other experiences to governments and other agencies desperate for information about what works at a time when the demand for 'what works' reports is unprecedented. For example, of 5,564 articles on problem oriented policing (a policing strategy widely implemented in the United States), only 10 met the standard for a Campbell Collaboration review. This is a very small evidence

base for a strategy on which large sums of money and amounts of energy have been spent and which is widely promoted internationally (Weisburd 2008). Are we saying that the other articles, not to mention the countless reports and other evaluations may not be used as their information content cannot be trusted?

There may be an element of over-simplification in the Prime Minister's call – as Grayson and Gomersall (2003: 1) suggest: 'As EBP has developed it has become abundantly clear that the simple notion of policy making based on the rational assessment of research evidence is a naïve one' given the influence of many other forces in public policy development. For example, in the hot world of law and order politics, a television series about the 'success' of zero tolerance policing in New York or a ministerial meeting with a travelling police proponent may carry more weight than any number of well-researched journal articles from the cool recesses of academic excellence. Further, the short timelines demanded by governments for the often ad hoc development of policies is scarcely consistent with a rigorous investigation of the evidence-based literature.

In reality, the evidence base continues to be built on shifting sands of peer-reviewed articles, practitioner/industry journals, books, conference presentations – not to mention the chance contacts and unrecorded knowledge that are the business of the knowledge management/knowledge sharing movement.

The grey literature

As an illustration of what will be missed in focusing on journal literature, the Australian Institute of Criminology released a report (Wundersitz 2007) in late 2007 on Australian drug offender diversion programs, including an overview of their evaluations. One, by chance, was able to undertake a control group comparison. The bulk of the 23 evaluations are consultancy reports to government agencies – classic grey literature. Not being published in the peer reviewed journal literature, neither this report, nor any of the evaluation studies would be picked up in the academic journal databases. One of the evaluations is in a series that is now covered in *SocIndex*, but this issue predates inclusion. At least five cannot be traced easily on the Internet, if they ever were there.

As a further illustration, each year, the Australian governments and police ministers sponsor the Australian Crime and Violence Prevention Awards to community-based projects demonstrating good practice in the reduction or prevention of violence and other types of crime. Forty projects received awards in 2007. Of the four major category winners, I could find general information about only three online and no evaluation reports, although one general website

tantalisingly referred to such a report. Expecting academic standard evaluations from the groups that provide programs such as these is unrealistic – the existing paperwork requirements are sufficiently frustrating, and seen as taking resources away from the primary target of providing the service (Ryan, Newton & McGregor-Lowndes 2008). It is highly unlikely either that rigorous quantitative research will be part of their evaluation or that any evaluations will appear in peer reviewed journal articles.

These examples show the need to get the language and practice of evaluation into what Rock (1995) has called the commonplace internal practices of policy making. Other calls for the connection are legion, with countless conferences aiming to link theory, policy and practice and whole journal issues dedicated to bridging science and practice (for example, *American journal of community psychology* 2008).

Despite its value as a source of information about what works, the grey literature is notoriously ill-organised, distributed and promoted. It was when it was print based, and continues to be so now that it is online. One reason is that the dissemination of information is often not the primary purpose of the report. Reporting to the client, on the project, or to authority is generally the purpose, and any wider interest in the report is incidental. In many ways, this material is harder to find out about and track down in an online world, and the unstable nature of many websites makes its long-term availability even less certain.

As De Castro and Salinetti put it (2006: 12), 'grey literature has now all rights to be involved among the useful documents to be shared by the global scientific community…[it has] no longer a supporting role but a leading role'. There is even a grey literature society with an annual conference, which, among its other activities, is promoting minimum standards in the production of reports (De Castro & Salinetti 2006) and the development of a new international standard for them. In the illicit drugs and alcohol sector, there is a new Australian database, the Drug Police Modelling Program dedicated to the grey literature. This can be found at: http://www.dpmp.unsw.edu.au/DPMPWeb.nsf/page/Bibliography

Some long standing, but less commercial, bibliographic databases, such as the National Criminal Justice Reference Service (NCJRS) and CINCH make a strong point of including the criminal justice grey literature as a feature of their collections.

Multidisciplinary studies

Too close a concentration on purely criminology sources may be limiting in a multidisciplinary area like criminology, where relevant articles will appear in anything from architecture (crime prevention through environmental design, or CPTED) to zoology (endangered species trafficking). In Australia, as in Canada and other countries, indigenous studies is becoming established as a research area with a literature in its own right, and a vital source of information for criminal justice interested in local applications. Housing, urban studies, psychology, public health, economics, environment, international relations, education, law are all areas where relevant information is likely to appear. For example, of two large scale longitudinal studies of Australian young people currently looking at criminal/antisocial behavior, one is based in a criminology school (University of Queensland 2008), the other in a medical research unit (IYDS 2008). This influences where their results are published, with the latter more likely to appear in medical than criminology journals.

Similarly, the winners of the 2008 Criminology Prize come from surgery and developmental psychobiology and have published primarily in the medical literature, with Professor Shepherd also represented in the criminology literature.

Multiple sources

The work that the Centre for Evidence Based Policy and Practice has done in training researchers has revealed the limited ability of many to discover information outside a narrow range of database sources. As Grayson and Gomersall (2006: 52) note:

> Many potential users have extremely limited awareness of the bibliographic services that are available to them…Reliance on Google is widespread…Almost all users have very limited searching skills…Even when using Google, many have never got beyond entering a single term…Many users give up easily…Academic users tend to expect immediate access to any useful documents that they find.

Another gap in the traditional publishing model occurs in the publishing bias towards English speaking and US sources. While the lingua franca of the industry might be English, it is an added burden on those whose research language is not. However, in the associated cultural bias towards English and American sources, the lack of coverage of Australian experience is akin to that of European or Canadian research. Interestingly, in the journal rankings mentioned earlier, as Table 1 shows, there is less overlap than might be expected between ANZSOC's top 20 journals of importance and the Cohn and

Farrington top 20 of influence, with only three of the ANZSOC top six appearing anywhere in the other, and nine in common between the two. Between the language and culture gaps we have the twin tyrannies of distance (Blainey 1968) and country of origin.

Table 1: ANZSOC and US top 20 criminology/criminal justice journals

ANZSOC top 20 (in order)	US top 20 (no order implied)
British journal of criminology	Criminology
Crime and justice: a review of research	Journal of quantitative criminology
Criminology	Journal of research in crime and delinquency
Law and society review	Journal of interpersonal violence
Punishment and society	Violence and victims
Theoretical criminology	Justice quarterly
Advances in criminological theory	Journal of criminal justice
Australian and New Zealand journal of criminology	Crime and delinquency
Crime and delinquency	Criminal justice review
Criminal justice and behavior	Federal probation
Criminology and criminal justice	Australian and New Zealand journal of criminology
Journal of criminal law	British journal of criminology
Journal of law and society	Canadian journal of criminology and criminal justice
Journal of quantitative criminology	Crime, law and social change
Journal of research in crime and delinquency	Criminologie
Justice quarterly	Crime and justice
Law and policy	Criminal justice and behavior
Law and social inquiry	International journal of comparative and applied criminal justice
Policing and society	International journal of offender therapy and comparative criminology
Social and legal studies	Social justice

Sources: Brown & Daly 2008; Cohn & Farrington 2008

The ineligibility of failed research for publication is another gap. This is often raised for medical research (Lenzer & Brownlee 2008) but must also be true for criminal justice. Surely asking what works implies avoiding what doesn't work. Maybe we should be moving more to a culture of lessons learned than

a concentration on success. There was an interesting article recently, basically reporting an unsuccessful study as advice to governments considering parental responsibility legislation (Brank et al. 2008). Unsuccessful studies can also always be published in a compendium of what works and what doesn't, as a recent RAND report did (Beckett 2008).

The supposed saving of the world through the Internet has not yet occurred, either. Certainly, desktop access to commercially published literature through database services like Ebsco, Sage, Proquest and Thomson has made a difference. It is possible to find a known government report, or other known item on the Internet in many cases, but with expectations that the Internet will be ten times its 2006 size by 2011, and growing at 60% per annum (Dale 2008), but around half of the URLs disappearing within 12 months of being created, and the lack of useful metadata on most Web publications, the chances of doing a general subject search and achieving an acceptable recall rate are slim.

The price of online journal and database subscriptions is a further consideration for many organisations, particularly those not eligible for the favourable prices offered to academic institutions. It should be remembered that this online publishing is an industry in its early stages of development and likely to undergo tectonic upheavals before it settles. While the open access/open archive movement may yet triumph, and the democratisation of knowledge through social networking provide new insights into policy development, they haven't done so yet, so we are still working our way through the changes. While universities measure performance based on the traditional publishing avenues, there is little pressure to change.

What can be done?

In terms of what is already available, some excellent services exist. A small sample of those that aggregate offerings from different places:

- databases such as NCJRS and CINCH that do not restrict coverage to journal articles and actively seek grey literature (CINCH is available through Informit. NCJRS is at http://www.ncjrs.org/)
- Professor Kerner's *Criminology-cj news*, an e-list of events and recent reports
- RAND's Promising Practices Network (http://www.promisingpractices.net)
- The Australian Policy Online and Policy Pointers e-alerts (http://www.apo.org.au/ and www.policypointers.org)

- The ESRC EBPP bibliography (http://www.kcl.ac.uk/schools/sspp/
  interdisciplinary/evidence/biblio/)
- The Campbell Collaboration (http://www.campbellcollaboration.org/)

In terms of broadening the search for the evidence it is a matter of acknowledging that the evidence base is not as simple as might be hoped. There is a group of professionals who are more than ready to work collaboratively with researchers – whether they are called librarians, information specialists, or documentationalists, they have skills to assist. McGowan and Sampson (2005) list the essential elements of a successful collaboration as:

- understanding the issue
- an iterative process
- development of a complex strategy that takes into account sources and their structures
- non-bibliographic database sources
- non-database bibliographic sources.

In terms of developing useful evidence, everything from the simple suggested grey literature standard to frameworks for evaluation and reporting, such as Ekblom's 5Is (Ekblom 2003) is worth exploring. The UK's Magenta Book (Great Britain. Government Social Research Unit 2003) is a handy guide to evaluation.

Into the future

Within the online academic publishing world, as noted above, there is a great deal of change and further development taking place, with the open access/ open archives movement strong in the sciences and spreading its influence. As Scherlen and Robinson (2008) advocate, given the problems of publishing in the key journals, open access is a more 'just' way to promote dissemination of scholarship more widely. They see the subscription model as a thing of the past.

The policy of the US government that reports from government-funded research must be made public and the longer standing one that all government reports must be made available publicly must be applauded. However, the battle is not yet over.

While we applaud the democratisation of access to the academic record, how far do we also applaud the democratisation of the public policy sphere, as evidenced for many years in talkback radio, but now more widely available through Web 2.0 technologies? What about the sidelining of experts and professionals, as searchers seize on anything they find quickly on the Internet as good enough?

We also need to find ways to reconcile different types of knowledge (Holgersson, Gottschalk & Dean 2008) and their application. And does the development of a probabilistic risk and uncertainty based approach (Bammer & Smithson 2008) to complex social policies have implications for an evidence-based outlook? Finally, coming back to the idea of lessons learned – the organic development of knowledge based on experience – is the call from Nicholas Maxwell (http://www.nick-maxwell.demon.co.uk/) for conversation about wisdom, rather than evidence, going to catch on?

Conclusion

Although calls for evidence-based policy development are welcome, and should give librarians great hope that the value of our information services and resources will be recognised and supported, over-simplification of approaches to the delivery of information must be avoided. In government policy making, the grey literature is an essential source but, not fitting the standard academic publishing mould, can be too easily missed.

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Bringing the evidence base to the alcohol and other drugs sector

Jane Shelling

The National Drug Sector Information Service is committed to supporting those who work to prevent or reduce the harm to individuals, families, communities and the nation caused by alcohol and other drugs. This paper describes a project to assist particular members of the alcohol and other drugs sector to improve quality and the transfer of research into practice, through information literacy training using the evidence-based practice process. The project was made possible by the Anne Harrison Award (http://www.alia.org.au/awards/merit/anne.harrison/) and involved members of the Alcohol and Drug Librarians and Information Specialists (ADLIS) group.

Background

The Alcohol and other Drugs Council of Australia (ADCA) was established in 1967 as the peak, national, non-government organisation representing the interests of the Australian alcohol and other drugs (AOD) sector, providing a national voice for people working to reduce the harm caused by alcohol and other drugs.

ADCA is funded by the Australian Department of Health and Ageing to provide a National Drug Sector Information Service (NDSIS) and AOD Clearinghouse for those working in the AOD sector.

Through its NDSIS and AOD Clearinghouse, ADCA currently provides a wide variety of AOD information services and products to the AOD sector, much as any special library would to its clientele. Whilst copyright restrictions mean that some of the services can only be offered to members of ADCA, on the whole we offer an information service to anyone working in the AOD sector which includes: researchers, medical practitioners, nurses, psychologists, social workers, youth workers and AOD workers. In particular the NDSIS strives to fill the information gap for those working in the AOD sector that are not attached to any major institution and so do not have their own library.

Identifying the need

One result of many AOD agencies not having their own library is a lack of information literacy training. This is linked to quality improvement which is becoming a key focus in the sector, through initiatives including workplace development and embracing an evidence-based approach (Rose 2008). Expertise in many aspects of evidence-based practice (EBP), particularly formulating the question, searching databases and critiquing results is well within the skill set of the health librarian (Brettle 2003). Whilst AOD researchers and physicians generally already possess these skills and in many cases also have the help of professional librarians when needed, a large portion of the AOD sector workforce is not so fortunate and lacks information seeking skills and the opportunity to learn them.

Another related challenge to the AOD sector is the transfer of research into practice, an issue over many areas of health but particularly in the field of substance misuse treatment, and the recognition that dissemination alone is not enough to produce lasting change (Condon et al. 2008). There are a number of reasons for the gap between research and practice which include structural and financial barriers and lack of education and training (Squires, Gumbley and Storti 2008).

Special libraries need to be proactive in finding opportunities to broaden and strengthen their roles in their organisations (Kirton and Barham 2005). To this end the NDSIS is involved in a number of activities both within the organisation and also more broadly across the sector. These include: participating in organisation wide projects, conducting literature reviews for policy officers, and even producing a sector specific directory of services. The NDSIS in addition to producing the *Drug* database (a database of over 70,000 AOD resources) also established two projects: the National Inhalants Information Service (NSIS) and the Register of Drug and Alcohol Research (RADAR). Offering information literacy training incorporating an evidence-based approach within the context of the AOD sector appeared to be a need that could be fulfilled by our information service.

There were however two immediate challenges in offering training sessions. The first was physical accessibility. The NDSIS is a national service situated in Canberra and the client AOD agencies are scattered across Australia. Offering a Web-based program to remote users was impractical and beyond current resources; whilst face to face training is also expensive there are added networking benefits.

The second challenge was the disciplinary diversity of the AOD workforce with accompanying differences in practitioners' education, training and experience and the varied nature of their parent organisations (Condon et al. 2008; Rose 2008). This challenge was met by tailoring sessions to specific groups and also securing the support of the parent organisation – where possible with a 'champion'.

Identifying what to deliver

In 2004 a tentative start to deliver health research methods training was made through a presentation at a small Australian AOD rural conference. From this beginning and with subsequent presentations over the following four years a number of lessons were learnt. These included: determining exactly what information was relevant to AOD workers, which workers typically attended sessions and their motivation, the correct AOD terminology to use in order to relate effectively to the audience, and the existing depth of EBP and information literacy knowledge.

EBP is defined as 'the conscientious, explicit and judicious use of current evidence in making decisions about the care of individual patients' (Sackett et al. 2000). But it emerged that there was a need for the process of EBP to be taught, that is: the posing of the answerable question, the searching of suitable databases and finding and critically appraising the evidence, applying it with professional expertise and evaluating the outcome (Sackett et al. 2000).

An AOD sector specific, introductory EBP information literacy presentation was developed and presented at a number of AOD conferences and workshops and met with a positive response. Following a number of such presentations two short booklets which explained the background of EBP and how it could be applied to the AOD sector, the appropriate research tools, and a step by step process to a population base method, were produced. *An Evidence-based approach for the AOD sector* (Alcohol and other Drugs Council of Australia 2007) was introduced to the sector using a small pilot study to test usability amongst local Canberra AOD workers. Whilst the material was well received, it was evident that printed material worked best as a back up to hands-on training.

Delivery methods

A variety of ways to deliver a training package was considered. Some of these include: presentation, demonstration, hands-on practice, interactive Web packages and email sessions (Robinson et al. 2005). An interactive workshop

presentation with smaller groups that had hands-on practice was decided upon, as Web packages were beyond resources and email sessions were impractical for this user group.

A hands-on training session was developed using the booklets as a base and an offer of on-site training was made to all ADCA organisation members. This offer was taken up, often with training delivered as part of a continuing professional development day so that other discipline specific training could also be presented. Whilst this initiative was successful to a point and helped to promote the NDSIS and the *Drug* database, limited time and resources meant that this free service could only be delivered on a small scale.

In order to broaden the reach of the project to benefit the largest number of clients, it was decided to try to include other librarians, namely members of the Alcohol and Drug Librarians and Information Specialists (ADLIS) group in this training process as trainers.

ADLIS is a longstanding, informal group made up of twelve libraries in Australia and one in New Zealand. ADLIS enjoys a reciprocal borrowing agreement similar to the health libraries *Gratis* arrangement but on a smaller scale. The NDSIS takes a leading role in the ADLIS group, being one of the principal interlibrary loan lenders and having the largest AOD collection. The NDSIS supports ADLIS by co-ordinating and distributing an ADLIS Union List of Serials and setting aside a page of the ADCA website for ADLIS information. There are difficulties with interacting within the ADLIS group as it is small and its busy members are scattered widely across Australia.

Broadening the project's teaching base to include other ADLIS librarians was intended to:

- increase the uptake of EBP research skills by AOD sector clients (particularly the expertise of non-tertiary educated AOD workers)
- involve ADLIS librarians in this training process and offer to them any support required, including EBP training for themselves or their clients, and associated training material, and
- assist in promoting the expertise of ADLIS librarians and individual ADLIS libraries by a joint activity.

It was hoped that an additional bonus for this project would be the opportunity for ADLIS members to participate in a joint professional activity, to encourage cohesion within the group and provide training where necessary.

ADLIS members around Australia were approached and the project explained, an offer was made to provide the printed resource (*An Evidence-based approach*

for the AOD sector) free of charge and to provide any training necessary. After a slow response, follow-up offers were made stressing the perceived benefits and offering flexibility in training. It was also clarified that this was an opportunity for individual libraries to promote their own services to their clients.

The ensuing response from ADLIS members was varied. Of the eleven libraries approached:

- three were already involved in in-house EBP training
- four did not conduct user training as part of their service (some were research institutions where EBP was already very much part of their practice and they did not have funding to conduct training outside their institution)
- one did not consider that their users needed training
- three accepted the offer of assistance.

This response reinforced the view that each library in this group is unique and variously attached to government and non-government organisations, universities, charities or hospitals. All of these responses were quite reasonable as each librarian would know their client group and be aware of their individual needs.

Project delivery

The project went ahead in the latter part of 2007 with funding from the Anne Harrison Award which was established to encourage professional contributions to the development of health librarianship, plus some financial support from ADCA.

The Libraries

Each of the three libraries identified was visited and information or training prepared and tailored to meet their predetermined needs. Library 1 had an informal meeting format. Library 2 had an informal training session with three staff around a PC. Library 3 had structured training sessions with participants pre-booked.

Library 1

The first library visited did not have the resources to provide outreach training but the librarian was keen to be kept up to date with what was on offer and to discuss current trends (onsite training was later carried out at a therapeutic

community in this library's jurisdiction by NDSIS staff). In addition to introducing *An Evidence-based approach for the AOD sector* to the librarian there was some discussion of best ways to network with ADLIS members in the future.

Library 2

The second library was a not for profit, non-government, organisational library. The staff of this library, not being attached to a larger organisation, had little opportunity for health library training. Whilst some client training was carried out, most literature searching was done by staff on the client's behalf. A session was held for library staff where they were introduced to the print EBP resource and to the available searchable resources. The strengthening of the ADLIS network and future training in their sector were also discussed.

Library 3

The third library visited was actually a rural and remote regional library with two branch libraries. Four sessions were arranged for library staff, organisational AOD workers and external AOD workers. Two sessions were introductory and two were advanced classes. An additional separate session was held at each of the branch libraries. These sessions were essentially introductory but were specifically tailored to the needs of the group. The number of participants in each session averaged around twelve.

The introductory session was of two hours' duration and suitable for those who knew little about EBP but wanted to learn the basics. The advanced session was three hours and suitable for those who knew the basics but wanted more detailed explanations and some help to formulate questions and conduct advanced searching. The two sessions involved a presentation, critiquing selected journal articles, exercise sheets and where possible involved hands-on use of relevant databases.

The introductory session covered:

- evidence-based medicine (EBM), what it is and how to use it
- evidence-based practice for the AOD sector, how it differs from EBM and why using evidence-based practices is important for the AOD sector
- introduction of the kit *An Evidence-based approach for the AOD sector*
- a group exercise in formulating questions and queries
- tutorial using the *Drug* database and Medline followed by exercises based on pre-formatted queries
- hands on searching exercises using the *Drug* database and *PubMed*

- journal articles, how to choose the right ones and how to obtain full text
- overview of the process and any questions, and
- conclusion and way forward.

Additional topics covered in the advanced session included:

- sources of information
- tutorial in using the *Drug* database, *Medline* and *Cochrane Library*
- participants formulating their own queries and search strategies, and
- evaluation of retrieved articles.

Training sessions were all well attended and attracted a wide variety of AOD workers.

Results

The visits to ADLIS libraries were all very different but all successful in meeting some or all of the aims of the project. The correspondence and visits to ADLIS libraries reinforced the notion that whilst all ADLIS libraries are similar in their collections they all serve different client groups, have different funding priorities, and different aims, therefore it is difficult to generalise the needs of individual libraries and their ability to meet those needs.

The training sessions that were conducted received very positive feedback, definitely met a need and were rewarding to perform. Feedback from AOD worker participants revealed that before training not only did they not understand the EBP process but in some cases they did not know how to obtain a full text article and generally relied on Google to conduct searches.

Conclusion

There were two main aims to this project. The first was to increase the uptake of EBP research skills by AOD sector clients (particularly the expertise of non-tertiary educated AOD workers). This aim was attained if on a somewhat limited scale. There is generally no direction for AOD workers to complete this type of training and on the whole attendees are self-motivated to attend sessions. Some attendees went to considerable effort to attend sessions, sometimes in their free time and at times travelling long distances. There were also attendees who had limited formal education but were brave enough to confront the unknown and attend a training session. Their commitment was both gratifying and humbling.

The second aim was, as part of the Anne Harrison grant, related to engaging the ADLIS group in a joint EBP training initiative and promoting their expertise.

This was successful in that contacts were made and worthwhile sessions were completed. However in the future I would give the same amount of attention to researching the needs of my ADLIS colleagues and their libraries as I did with my client group which I think would ensure an improved take up rate and outcome.

This project achieved worthwhile outcomes and I am grateful for the assistance received from the Anne Harrison Award. More training of a similar nature is planned for the future but I am currently researching ways to assess training impacts to make the whole exercise more effective.

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Precision with ease: refining thesaurus support for quality health information searching on Health*Insite*

Jill Buckley Smith and Prue Deacon

Health*Insite* is the Australian Government's Internet gateway to reliable health information online, providing access to over 15,000 information items on the websites of more than 80 approved information partners.

The gateway provides a variety of searching and browsing options to assist users to find information on a wide range of health topics. It relies heavily on subject and other metadata associated with each information resource to provide relevance-ranked search results lists. Subject metadata terms are selected from the *Health and Ageing Thesaurus* which was developed by the Department of Health and Ageing Library.

All of the Health*Insite* search and browse options have been successively improved over the eight years since Health*Insite* was launched, but the need for significant enhancements to the search engine and search results displays prompted a major upgrade. The upgrade also presents an opportunity to better integrate the *Health and Ageing Thesaurus* into the search engine to provide support for topic page authoring and searches on non-preferred terms, synonyms and related terms.

Background

Health*Insite* was launched in April 2000 as a gateway to quality health information for Australians. Its main aim is to make it easy for users to find quality-assessed health information.

The Verity Information Server was implemented in mid-2001, with new search interfaces to support Quick Search, Power Search, Thesaurus Search and Refine Search options. These interfaces enable searching of both text and metadata associated with Health*Insite* information partners' resources and Health*Insite* pages. Search results are sorted according to their relevance scores as calculated by the search engine algorithms, page type, and date of last modification. The topic pages include a comprehensive embedded search that uses more sophisticated metadata searching to retrieve more relevant items than users' own searches.

In late 2002, a 'search for words similar to the one you typed' function was implemented to provide an option for users whose initial search resulted in either no results, or only results with low relevance scores. By clicking on the 'search for similar words' link, users are presented with a search results list for similar spellings.

Following an evaluation of searching on Health*Insite* and a review of the literature (Smith et al. 2003), the search interface was redesigned. Enhancements undertaken are listed in the 'Results' section of this paper. A number of search-related recommendations were made in an Operational Review of Health*Insite* in 2006 and these are also discussed in the 'Results' section.

Functionality to meet the needs identified through these processes was incorporated into the requirements for the new search engine.

Current thesaurus use in search

Health*Insite* relies heavily on metadata elements to support not only searching and results displays, but also the administration and compilation of Web pages. In particular, the subject element in the metadata for each resource accessed through Health*Insite* is used in:

- weighting search results
- filtering to limit to subject-related metadata elements
- automatic searches used to create results lists for topic pages
- the Thesaurus search option
- the Thesaurus navigator option
- personalised searches for personal profile users
- displaying subject terms and tree codes for logged-on authors.

The subject metadata element is populated by terms from the *Health and Ageing Thesaurus* which is managed by the Library of the Department of Health

and Ageing. The *Thesaurus* was originally developed to meet the needs of staff of the Australian government health portfolio agencies but it is also useful for other health-related collections, including consumer resource collections and has been adopted by a number of health organisations in Australia. It is modeled on *Medical Subject Headings* (MeSH) but with a much smaller number of preferred terms (about 3500) and a preference for Australian terminology in common usage.

In Health*Insite* the hierarchical structure of the *Thesaurus* is used in automatic searches in topic pages and in personal profile searches to search for terms within thesaurus trees, and in the Thesaurus Navigator option to display terms for selection and searching. The Thesaurus Search option enables a user to type in a term and get a display of all thesaurus terms that include that term, and then select the term(s) to be searched. However, in the current system, if a user types a term that is not a preferred thesaurus term, a message is displayed simply telling the user that the term is not a preferred term without offering any suggestions for alternative search strategies.

In the weighting of search results, items that have the search term as one of the subject metadata elements are given extra weighting. There is also an Advanced Search filter for 'title, description and subject keywords' that limits results to items that have only the search term in those metadata elements.

Logged-on system authors are also able to see the subject terms and their associated thesaurus tree codes displayed with each topic page search result to assist in refining and modifying queries to meet the requirements of the page. Logged-on authors also see the tree codes displayed with the thesaurus hierarchy in the Thesaurus Navigator option.

Literature summary

A literature review undertaken as part of the 2003 evaluation of Health*Insite* search behaviour highlighted some issues that could be better managed by Health*Insite* and informed some of the changes that were made to its search facilities and interfaces in the following two years.

In addition to well-known issues, such as users' having a limited understanding of how to structure searches and an unwillingness to look through large numbers of search results, recommended search options included a range of advanced search options, the use of metadata, and spell-checking. Some studies indicated that the categorisation of search results, and displays that assist users to browse results and make judgements about the relevance

of individual items were important, particularly in an environment where the numbers of items retrieved by searches are potentially overwhelming.

Studies published since 2003 have mostly reached the same conclusions, but they have also provided a better understanding of the effects of perception, attitudes and cognitive processes in searching generally, and in health information seeking in particular.

In a selective literature review of Web information seeking studies and an analysis of gaps between theory and practice, Fourie (2006) noted that the emphasis used to be on recall and precision, and on database and system knowledge to evaluate the success of information retrieval systems. The review found that now other models are proposed, such as cognitive models that consider:

- users' cognitive space
- social and organisational environments
- roles of intermediaries
- knowledge of topic
- search system
- search experience
- emotions and perceptions.

It also found that learning style and personality can influence:

- relevance judgements
- document selection criteria
- ways of dealing with information overload and bias
- thoroughness
- critical judgement
- search strategies
- use of information sources and effort invested.

The review confirmed that information seeking can be an iterative, cyclical process, resulting in changing and evolving needs and relevance judgments, and different uses for analytical searching, browsing, undirected and conditioned viewing, informal and formal searching, serendipity and citation searching.

A study by Crystal & Greenberg (2006) aimed to develop a better understanding of what document criteria users employ to assess documents in the context of a Web search. It provided some very useful insights into the role of metadata and other subject information in assisting users to predict the relevance of documents quickly and accurately. They suggest that system designers should

consider customising for particular contexts and user groups, provide filtering mechanisms to enable users to specify queries more effectively, and use relevance ranking based on user profiles to allow matching to preferences.

Research conducted by the Centre for Health Informatics at the University of New South Wales, revealed that documents accessed at different positions in the search session were found to have different degrees of influence on answers, but that influence was reduced as the number of documents accessed was increased (Lau & Coiera 2007). The Centre is developing a national clinical evidence Web service to support consumer and clinician access to health information, based upon its own, as well as state-of-the-art Web technologies.

In relation to general Web searching, Nielsen (2008) found that users understand the basics of searching, turn to search as their first step and use it more often than in the past, but are overwhelmed by the amount of information they find. They are very poor at interpreting search engine results page listings, especially since the popular search engines typically do not offer good descriptions of items found. Expert searchers, though, are better than average users at looking at search results listings and predicting a destination site's quality. Nielsen summarised his findings by listing three problems that users face:

- an inability to retarget queries to a different search strategy
- an inability to understand the search results and properly evaluate each destination site's likely usefulness, and
- an inability to sort through the mass of poor results provided in search engine results pages.

Of particular interest to those who manage health information gateways is Fox's (2006) finding that a typical health information session starts at a search engine (for 65% of health information seekers), includes multiple sites, and is undertaken on behalf of someone else. The study found that 27% of health information seekers started at specifically health-related websites.

Cho & Giustini (2008) explore the promises and deficiencies of the Semantic Web and suggest the need for domain specific search tools, descriptions of items, and multiple access points, so information can be found. They suggest a preliminary step could be to develop controlled thesauri compatible with those on the Semantic Web.

Health librarians would not be surprised by the results of two studies on search intermediaries' success in finding useful health information. For most (96.2%) cancer patients and families seeking information, professional searches offered unique information they were not able to obtain on their own (Volk 2007).

Similarly, results of a survey of 513 patients and families visiting the University of Michigan Comprehensive Cancer Center's Education Resource Center (*Librarians provide more health information than internet searches* 2006) found that for 65% of visitors, a professional search returned information not found elsewhere and 30% said the librarian had found new, more specific, detailed and comprehensive information for them. While a health information gateway such as Health*Insite* cannot provide the type of one-on-one support offered by the services highlighted in the studies, the lessons about the usefulness of providing guidance to searchers are important for the design of user search support options.

Supporting the need for better thesaurus term assistance for users, Smith (2007) reports on the design and early data analysis from a large consumer health vocabulary study funded by the Medical Library Association and describes the consumer vocabulary problem as one of a mismatch between the terms used by health care professionals and those used by consumers. Health*Insite*'s experience has been that even when consumers use the same terminology as health care professionals, they commonly misspell terms or use spelling variations and parts of terms rather than complete terms.

In evaluating a model for predicting average familiarity with consumer health vocabulary (CHV) terms, Keselman et al. (2007) found that CHV term vocabulary and health literacy are statistically significant predictors of participants' familiarity with terms, but that conceptualisation lagged behind recognition, especially for terms predicted as 'likely to be familiar'.

Project aim

The project had two aims:

- to improve the search experience of Health*Insite* users and improve the effectiveness of health information searches through Health*Insite,* and
- to investigate whether the extensive referencing in the non-preferred terms component of the *Health and Ageing Thesaurus* could assist with user searching.

Methods

Over the life of Health*Insite*, a variety of methods have been used to gain as much information as possible from the Health*Insite* system and its users, and from other websites and stakeholders. These have included:

- analysis of Health*Insite* search logs and user feedback
- scanning of information from focus groups and stakeholder interviews
- analysis of health and non-health websites to determine what search options are available on those sites
- analysis of metadata for resources retrieved in Health*Insite* topic pages to ascertain the effects of possible metadata content changes on results, and
- usability testing of current and proposed Health*Insite* designs to identify any search-related issues.

In approaching the implementation of the upgraded search engine for Health*Insite*, an additional analysis of search logs was undertaken. This aimed to determine what proportion of user searches were for terms that were preferred *Health and Ageing Thesaurus* terms and what types of non-preferred terms (including terms not listed as non-preferred terms in the Thesaurus) were being used.

In addition to the above activities, the recommendations from the 2005 Operational Review that related to search functionality were analysed to determine what, if any, action was appropriate to address the issues uncovered and meet the recommended solution. Similarly, any outcomes of the 2007–2008 strategic planning process that suggest changes to Health*Insite*'s search options are being considered for future action.

Results

Search log analysis

A report of the top 100 search terms to April 2008 showed that:

- 14 of the top 100 search terms were for terms that were not preferred *Health and Ageing Thesaurus* terms, and
- of these, only four were for terms that were not currently listed as non-preferred terms in the Thesaurus, although two of those had terms with the same stem listed as non-preferred thesaurus terms.

A report of the search terms queried more than 50 times and giving zero results showed:

- of the 60 terms on the list, 49 were misspellings or variations on common spellings
- of the misspelt terms, 30 had an equivalent thesaurus term for the correct or an alternative spelling

- 35 of the misspelt searches would give the user the option to 'search for similar words' which would return appropriate results
- of the 11 terms that were not misspellings:
  - four were used in Advanced or Refine searches, meaning that they were not found in any items which also contained the user's initial search terms or did not match the filters used, although three would have retrieved items if they had not been filtered
  - one was a nonsense term, and
  - the remaining terms were acronyms, variations lacking special characters, or terms for which there are currently no items in the Health*Insite* database.

A report of the top 200 terms that were not preferred thesaurus terms but that retrieved some results showed that:

- 33 were exact synonyms of preferred terms and are listed in the thesaurus as non-preferred terms. For example, MS is a synonym for multiple sclerosis
- 39 were variant forms of preferred terms. In a sense these are exact synonyms but they are not really suitable for inclusion in the thesaurus as non-preferred terms. For example, if a user searches on 'coeliac', it is clear that they are looking for 'coeliac disease', but we probably would not want to add this reference to the Thesaurus
- 19 were non-preferred terms or variants where the reference was to a broader preferred term and that broader term would give reasonable search results. For example, 'haemorrhoids' has the reference 'USE rectal diseases'. Since haemorrhoids are the major rectal disease covered by Health*Insite*, a thesaurus search on 'rectal diseases' will give a good result
- however, 26 were non-preferred terms or variants where the reference was to a broader term but that broader term would not give good search results. For example, 'rosacea' has the reference 'USE skin diseases'. In this case, a search on 'rosacea' produces more targeted results than using the broader term because there is a topic page on rosacea which is displayed at the top of the results list
- 30 were non-preferred terms with more complex references, which would require a user to understand the reference and perhaps also be able to perform a Boolean logic search. Often a simple search would get better results for less effort. For example, 'colonoscopy' has the reference

'USE endoscopy AND intestinal diseases, while a simple search on 'colonoscopy' gives good results.

2003 Review and 2005 search interface redesign follow up

Enhancements undertaken as a result of the 2003 review and as part of the 2005 search interface redesign included:

- changes to search results weightings and sorting
- changes to the display of search results, including a summary results page with results listed in three broad categories by type
- changes to the message displayed when a search retrieves zero results
- changes to the default search for Quick Search, greater visibility for the 'search for similar words' option
- changes to provide more attractive and simplified options for the Advanced Search and Refine Search pages, and
- changes to the display of search results within Health*Insite* topic pages.

The Search Tips page was updated to reflect the changes made.

A second phase of enhancements following that review included the addition of new explanatory words at the top of the Thesaurus Search page, an A–Z topics search from the A–Z topics pages, and a search for all items for each information partner from the Current Information Partners page.

However, there were some issues that could not be readily managed with the current search engine and resolution of these was delayed until a new search engine could be implemented. These included:

- thesaurus searching integration into advanced search
- searching on non-preferred thesaurus terms
- addition of search filters for risk, prevention, etc
- the possible inclusion of shortcuts for the top 10 user searches.

2006 Operational Review

In 2006 the results of an Operational Review of Health*Insite* made a number of searching-related recommendations. The recommendations that were dependent on the search engine upgrade included:

- to improve search order and relevance, display search results in a non-linear fashion, including clustering like topics and/or presenting

'topic maps' which allow users to visually navigate from one piece of information to any related information

- align thesaurus searching so that the same results are presented when a user selects a specific thesaurus entry as when they type the equivalent keyword

- improve the flexibility of keyword searches by supporting synonyms as equivalent terms, and providing equivalent results

- improve search order and relevance, include 'intelligent search agents' that track search terms that users submit against the resources that they end up navigating to, in order to refine the search algorithms to return better results in future

- add a 'shopping cart' or equivalent facility to enable users to collect and bundle information within and across multiple searches (i.e. creating a customised information pack for downloading)

- improve the layout of searches and search result pages by increasing the prominence of links such as 'Refine Search' and 'Similar Words Search'

- providing additional 'Matches' buttons on the Thesaurus Navigation and Searching screen, so that users do not need to scroll back to the top of the screen to proceed.

Functionality to meet the needs identified through these processes was incorporated into the requirements for the new search engine.

Search options on other health information websites

Features that were provided by some sites in 2003 are now more commonly found in health information websites, with Web 2.0 features now also commonplace.

The MEDPILOT medical search engine of the German National Library of Medicine (recently reported in EAHIL's Journal (European Association for Health Information and Libraries)) maps documents and user searches to sub-words for retrieval, giving more and better results for synonyms, translations and linguistic variants. The authors noted that it is very difficult to predict information needs from single word searches, suggesting the need for technical support for users to help specify their search terms, such as the integration of MeSH term navigation for browsing and to suggest query-associated search terms.

Research and evaluation of pilot specialised health information search engines, such as MEDPILOT (Dzeyk & Marko 2008), and Quick Clinical (Coiera, Walther, Nguyen & Lovell 2005), have shown the potential of innovative approaches to assisting users to formulate searches and find relevant results.

Quick Clinical is a federated evidence retrieval system that uses a universal query language to reformulate queries internally and meta-search filters to optimise search strategies. It achieved a good trade off between performance and reliability, and system maintenance was minimised through incorporating search capabilities of each individual source to improve the quality of search results.

The new Google Health (www.google.com/health) product will provide users with a picklist from which to select conditions for searching across trusted sources based on information in a user's profile and will update when the profile changes ('First Google Health Screenshots' 2007). Yahoo! plans to provide a search assist layer that will present users with suggestions to help finish or expand queries or offer related concepts when a user begins typing a query (Newcomb, K 2008). It also provides shortcuts to give quick access to a dictionary, synonyms, etc (*Recommended Search Engines* 2008).

Investigation of functionality of search engines

Once the search engine requirements had been developed, the features proved by a number of possible search engines were evaluated against each of the criteria. These included commercially available products and an Australian whole-of-government search engine that was then being trialled by the Department of Health and Ageing for its agency website. However, only two of the evaluated products were found to include the more sophisticated functionality required for Health*Insite*'s gateway website functions and one of these was Autonomy's IDOL K2 v7. This Autonomy search engine was the successor to the Verity search engine that had been used by Health*Insite* since 2001. Purchasing it had the advantage of involving an upgrade rather the installation of a completely different product, while meeting Health*Insite*'s immediate requirements.

Discussion

The 2003 study showed that Health*Insite*'s search interfaces already provided many of the useful features suggested for website search interfaces and offered on other websites. They also measured up well against the search interface usability criteria suggested by studies in the literature and worked well to assist users to find the information they are seeking.

The search log analysis suggests that further integration of the *Health and Ageing Thesaurus* into Health*Insite*'s search functionality could better support

users' searching and provide more relevant results, particularly for searches using terms that are not preferred thesaurus terms.

The analysis of the potential for the thesaurus references to assist users identified a problem with the simple USE reference in the thesaurus. This type of reference is used for exact synonyms (for example, 'MS USE multiple sclerosis') as well as for references to broader terms (for example, 'rosacea USE skin diseases'). While this usage is in line with the international thesaurus standard (ANSI/NISO 2005), it would possibly be detrimental if these references were taken automatically from the thesaurus system into the search engine synonym rings. Hence, the initial step should be to use the thesaurus to manually create synonym rings. For the longer term, a change is desirable in the thesaurus software to code exact synonym references differently from references to broader terms.

It was also found that some of the more complex references in the thesaurus could be confusing or misleading to users. Up until now, the thesaurus system and the thesaurus references have been used primarily by indexers and expert searchers, and have not been available for use by consumers. One option to investigate is a 'best bets' search strategy, initially in the Health*Insite* search engine but also for later consideration as an additional field in the thesaurus software.

Proposed thesaurus integration features

In the 2003 review, it was recommended that better integration of the thesaurus search options should be implemented to optimise searching and improve support for users. This would include enabling searching of non-preferred terms in the Thesaurus Search to avoid the dead-end that users currently reach if they type a non-preferred term into Thesaurus Search.

Other features recommended and not yet implemented following the 2003 evaluation include:

- search filters for advanced search risk, prevention, etc. searches
- addition of Consumer Medicines Information (CMI) and other information types as separate display categories on the Search Results Summary page
- categorised search results display in topic pages, and
- clustered search results displays.

With the upgrade of the search engine, the following features were identified as functional requirements and will be investigated and implemented when feasible:

- automatic mapping of search terms to thesaurus terms where appropriate, with term suggestion features

- synonym lists including thesaurus terms and tree codes where appropriate

- inclusion of thesaurus references in the A–Z Topics display and Thesaurus Search/Navigator display

- additional search filters in Advanced search, eg. diagnosis, prevention, risk factors

- thesaurus-based clustering of results

- Health*Insite* search bar with term suggestion

- display of thesaurus terms in search results to assist evaluation and selection

- functions to support management of automated queries used for topic pages, including query 'hedges' for re-use in a range of topics

- functions to support management of synonym lists and term mappings

- functions to assist in management of results weightings to favour thesaurus term matching.

While the new search features will assist all users of Health*Insite,* the management functions will assist both the editorial and technical teams to better tailor result scoring in search results, and to create consistent automatic queries and synonym searches for common and more difficult queries.

Evaluation and future development

The implementation of the upgraded search engine was completed in January 2009. Subsequent stages will progressively add the new features listed above throughout 2009.

Ongoing and future evaluations are intended to include an analysis of common queries to determine the optimal result for each so that results rankings can be optimised.

The Health*Insite* Editorial Team will continue to provide assistance to the the Department's Library in identifying new terms and references to assist indexers and searchers to find appropriate terms to enable better recall.

Health*Insite* will also recommend options for the further development of the thesaurus software to the Departmental Library, which manages the thesaurus. A number of potential new preferred and non-preferred terms, identified in the search log analysis, will also be recommended to the Library. Health*Insite* has

already commenced discussions with the Library on allowing public access to a searchable version of the thesaurus.

The Health*Insite* Editorial and Technical Teams continuously monitor use of the site, including upstream and downstream traffic movements and users' search and navigation paths and search term use. Evaluation of the upgraded search functionality will also include analysis of click-throughs from search results listings, use of various search features, and search retrievals and displays.

The results of the implementation and evaluation will be used to inform future search and navigation design changes to ensure that Health*Insite*'s users are able to easily and quickly find the information they are seeking.

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Jill Buckley Smith

Prue Deacon

Jill manages the Health*Insite* quality assessment process and topic page creation and maintenance. Prue manages the metadata database and liaises with Health*Insite* information partners to ensure compliance with metadata standards.

The Health*Insite* Editorial Team received an ALIA Innovations Award in 2001 for the development of the topic query technique that supports the flexible creation and maintenance of topic pages for Health*Insite.*

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The role of libraries in eHealth service delivery in Australia

Sarada Rao

eHealth is an emerging service sector which has great potential to improve health care delivery to rural and remote communities, facilitate health surveillance, and promote health education and research. Despite the critical need for eHealth services in Australia based on the challenges of distance and human resources, its utility has yet to be realised, resulting in the 'Australian rural eHealth paradox'. Increasing availability of electronic health information resources needs to be adequately harnessed to improve the availability and quality of health information on the Internet to both health care providers and the community. This paper describes the key information resources required for an efficient eHealth system, and the major issues that influence the use of eHealth information resources. Different models for the delivery of eHealth information services are reviewed, and the analysis explores the potential role of the library and information management sector in strengthening eHealth information service delivery in Australia.

Introduction

Over the past three decades rapid developments in information technology have improved communication all over the world, largely through the Internet. For the health sector, this has immense potential to facilitate health care service delivery, administration, education, surveillance, and research. These functions are collectively termed eHealth. Although there are many definitions of eHealth, it can briefly be defined as 'Cost effective and secure use of information and communication technologies in support of health and health related fields' (Oh et al. 2005). Given the wide spectrum of these services, the need for eHealth has spawned a large number of providers with varying content as well as quality, with overlapping or competing interests, based on the characteristics of different stakeholders. This has created difficulties for end users of eHealth

– healthcare providers, the community, health administrators, and academia – who are required to deal with a confusing array of electronic literature on these aspects. Although recent initiatives have attempted to improve access to high quality eHealth information resources through managed portals, the utilisation of eHealth resources is hampered by inadequate infrastructure and training programs. This is particularly so in the case of rural and remote communities in Australia, which have been targeted specifically for the provision of high quality health care by the National Productivity Commission in 2005 (Liaw & Humphreys 2006). This paper explores the potential role of the information services sector in general, and libraries in particular, in improving provision, access and utilisation of eHealth resources in rural Australia, towards advancing the quality of health care and thereby health status, in these communities.

A brief overview of the different dimensions of eHealth helps to place the role of the information services sector into context. Firstly, Internet and computer technology are fundamental to eHealth services, which require developments in hardware, software, and communications, with all their related technologies. However, technological developments have been driven by the business sector, emphasising design and implementation of hospital information systems for improved patient management, electronic health records, image transfer, financial transactions, and corporate communications (James 2003). While these have no doubt enhanced facility based health care and management, it is unlikely that these technological developments have had any impact on rural health service delivery. Rural health care is faced with problems of limited institutional facilities, higher and wider range of clinical load, and limitations in availability of professional staff (Liaw & Humphreys 2006). This requires a broader eHealth program, described later. Secondly, the provision of basic infrastructure in terms of power, communication lines, and adequate bandwidth is essential for accessing eHealth resources in remote locations, the availability of which will indicate a readiness for uptake of these services by providers and consumers. A third aspect of relevance to eHealth is the capacity among rural health professionals as well as communities to develop and maintain technical skills required to use eHealth applications. These range from accessing clinical guidelines and policies or specialist advice, contacting professional support groups, or even conducting financial transactions such as health insurance payments or claims (Liaw & Humphreys 2006). The skill sets for these activities require specific training and support services. Last but not the least, the organisation and quality of information provided through eHealth applications is of major importance in the provision of standardised, high quality eHealth services and health care in rural communities.
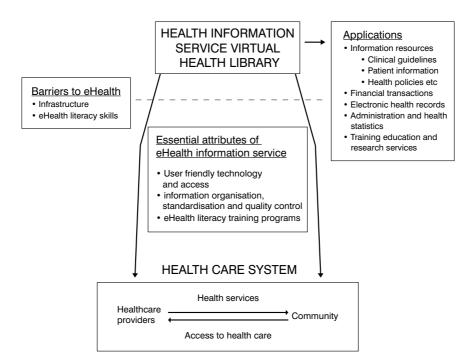
Figure 1. eHealth Information Services model

Role of information services in eHealth

Figure 1 depicts a generic model of the interactions between different stakeholders in the healthcare system and eHealth information services. While outlining the range of applications as well as the key attributes of eHealth information services, it also portrays the factors that could influence the quality of eHealth information services and the barriers to uptake of these services. This clearly explains the multisectoral collaboration required for the delivery of eHealth information services including information technology sector, information management sector and the health care system (health care providers and health information providers) and the community.

While Internet access and high quality information organisation are essential, eHealth literacy skills among the community are vital for the penetration of eHealth information to achieve the desired objectives. Previous research conducted in the U.S. has identified several barriers for vulnerable populations to access and utilise eHealth information services (Cashen, Dykes & Gerber 2004). These include several different dimensions of literacy, cultural differences, language, willingness to develop computer skills, and education. All these

factors are subtly related to each other, with higher education fostering computer skills, as well as the ability to comprehend and utilise eHealth information and technology. The evaluation of the nature and magnitude of these barriers through qualitative research is an essential step towards designing interventions to overcome them.

From a user perspective, the need for adequate eHealth literacy skills is a significant basic gap that can be addressed only through careful planning. Literacy skills can be divided into two broad sets. Firstly, there are analytical skills which comprise basic reading, comprehension and expression in a range of media in different environments. These skills when applied to the health context enable the individual to use health information in order to make 'appropriate health decisions' (Norman & Skinner 2006). The second set of skills is more context-specific in terms of their relation to science and technology. Consumers accessing health information should understand the scientific principles of systematic enquiry and the evidence based approach used in compiling health information resources. Based on such understanding they should be able to critically appraise the strengths and limitations of available health information. Technological skills are also important in adapting to different computer environments and communication devices. Hence, eHealth literacy relates to a range of skills combining both education and knowledge transfer.

Current status of eHealth in Australia

In Australia, rural and remote communities stand to gain the most from eHealth applications given the challenges of distance, limited human and technical resources, and support services. eHealth applications have the potential to vastly improve health service delivery through several mechanisms ranging from specialist advice (teleHealth) to increasing consumer health literacy. However, a recent article has described the current situation in Australia as 'the rural eHealth paradox', going on to declare that rural areas have the poorest infrastructure, resources, capacity and capability for successful implementation and uptake of eHealth (Liaw & Humphreys 2006). Figure 1 and its related text indicate that successful eHealth is reliant upon infrastructure (information and communication technology – ICT), information organisation and eHealth literacy. All three need to be implemented simultaneously for there to be any likelihood of success in achieving eHealth goals. The library and information services (LIS) sector has primary expertise in promoting information literacy, and makes an important contribution towards information organisation in collaboration with subject specific information experts. In his review, Liaw did not identify the potential role

of LIS sector in this field. However, it is useful to review current developments in the provision of ICT infrastructure in rural Australia as well as the attributes of existing eHealth information services, before discussing added value from the LIS sector.

According to data on Internet usage in Australia, 70% of Australians have access, and 70% of these use broadband services. However, there are significant differences in access across states, with Victoria and New South Wales accounting for 60% of Internet users, with only 18% of users residing in Queensland, and 2% of users in the Northern Territory (Daniel 2006). Even within states, there are likely to be differentials, with rural and remote communities at a disadvantage. In recognition of this issue, the Queensland eHealth Strategy has outlined its intent to improve Internet services as a priority (Queensland Health 2006). However, their focus is largely towards improving eHealth connectivity for health establishments, and is mainly oriented towards improving the functionality of eHealth applications to provide integrated patient information across a network of care providers to support clinical decision making, management of patient flow, and optimisation of health care resources. Hence the strategy lays much emphasis on ICT development in the form of networking, systems integration and data standardisation to facilitate medical diagnostics (e.g. image transfer), emergency information management, prescription, clinical management and patient coordination, among others. While the strategy does mention that training of end-users in the use of new technology will be conducted at the time of implementation, this will require intensive preparation and follow-up. The need for information skills development among professionals is supported by findings from an evaluation of the Clinical Information Access Programme in New South Wales, which identified that lack of training was a major factor for non-use of the program by nursing staff (Westbrook & Gosling, 2002). The virtual exclusion of the community from this venture creates a major gap in the overall scope of eHealth information services to improve health care delivery.

On the other hand, the Commonwealth Government has taken up a major initiative to deal with the second essential element in eHealth, that is, information organisation and service. Health*Insite* was launched in April 2000, to serve as a single entry point to quality health information for all Australians, either directly or through health professionals or service providers (Health*Insite*, 2007). The information content provided through Health*Insite* is managed by an Editorial Board, whose role is to assess the content of individual websites and organisations through a standardised process, prior to approval. The portal serves as a gateway to health information which is disease or condition specific, and provides relevant links to different aspects for each condition

such as clinical guidelines, management schedules and policies, public health strategies, consumer services and support, and key research areas. Health*Insite* can be accessed by a range of stakeholders in health services (consumers, providers, academics, researchers, social service agencies etc.), and the portal also supports individualised user profiles, subscription to a free email newsletter, and an option to provide feedback. Despite the excellent services provided by Health*Insite*, a review of user statistics reveals that uptake, whilst steadily increasing over the years from about 400,000 visits in March 2007 to nearly 466,000 visits in March 2008 (see Figure 2), the numbers themselves represent a small fraction of the Australian population who could benefit from use of the service. A more detailed analysis of user data could reveal geographical as well as professional or socio-economic factors, and identify specific audiences that could be targeted to improve usage. The current situation indicates that although there is a well planned, high quality and efficient eHealth service in Australia, its utilisation is less than optimal, probably because of a combination of factors arising from ICT infrastructure and eHealth literacy.
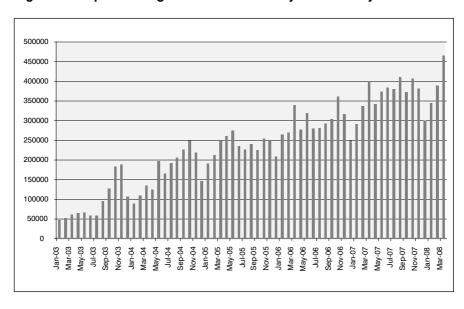
Figure 2. Graph showing Health*Insite* visits by month and year

Source: Health*Insite* statistics 2009 (unpublished information)

Role of the library sector: the VHL model of ePortuguese

Even where there are restrictions in Internet access, information technology and services have immense potential for increasing the delivery and usage of health information, through planning and organisation. The review of the current situation of eHealth services in Australia clearly identifies that eHealth literacy skills need to be augmented among health professionals, community and other social service organisations if the benefits of eHealth are to be realised. Figure 1 indicates that information services through libraries have an important role in providing eHealth literacy programs. A literature search was undertaken to identify interactions between libraries/information services and eHealth services. Various databases such as Medline, Australian/NZ Reference Centre, Library, Information Science & Technology Abstracts, and CINAHL were searched using the following key words – 'libraries', 'eHealth', 'information services'. These searches identified the Virtual Health Library (VHL) model coordinated by the Latin-American and Caribbean Center on Health Sciences Information (BIREME) which is promoted by the Pan American Health Organisation (WHO-PAHO) as a comprehensive model of eHealth information service, and which includes the three essential attributes described in Figure 1 (BIREME, PAHO, & WHO 2007). In particular the VHL model lays particular emphasis on information and knowledge management between information producers, intermediaries and end users. In terms of design of website and portals the VHL model is similar to the Health*Insite* information service in Australia, although it provides a much broader collaborative service through access to a range of subscription-based resources. Another significant added feature in the VHL model is the creation of VHL stations throughout its area of operations. These VHL stations are nodes that:

1. provide access to the functions of the VHL
2. serve as eHealth training centres for local health personnel
3. provide a physical location for meetings, feedback sessions and research activities.

This VHL model is a component of a broader ePortuguese strategy launched by several Portuguese speaking countries and supported by WHO, to improve eHealth resources with the goal of strengthening health care services for their populations (World Health Organization 2007). These countries, located across the globe e.g. Brazil, Angola, East Timor, have economically less developed regions, with concomitant constraints in health services. Effective use of eHealth technology could potentially transform the health status of these populations. In this scenario of resource constraints, the VHL station plays a significant role,

by providing physical resources in terms of space, furniture, computers and printers, and Internet access (Ministry of Health Brazil 2007). VHL stations have now been established in 20 states in Brazil. Local librarians receive training in accessing various resources available through the Virtual Health Library, and in turn, guide local users in using VHL services. Similar ventures have been envisaged elsewhere, particularly in the United States, with a view to improving access to online health information, and to reduce health inequalities (NLM-HBCU ACCESS Project 2003). However, in its current form, the VHL station only serves as an information access point, rather than a comprehensive eHealth information service that can be used by health professionals, the community, and can facilitate health administration and research.

Promoting eHealth literacy in Australia

In previous sections, evidence has been provided to support the concept that inadequate eHealth literacy is likely to be the most significant barrier to the uptake of eHealth services in Australia, particularly in rural and remote regions (Liaw & Humphreys 2006). The ePortuguese model provides a useful example of how the library and information services sector is playing an important role towards bridging the gap between availability of eHealth resources and their subsequent utilisation. Adapting this model to the Australian context appears to be a feasible strategy to achieve a similar outcome. Indeed, Health Libraries Australia has also been exploring the potential for establishing a national electronic health library to improve the provision of electronic clinical knowledge resources (Hamill 2005). However, the specific structure, organisation and delivery method would require careful planning, keeping in mind available human and technical resources, as well as institutional capacity and priorities.

In operational terms, establishing information service nodes similar to the VHL station could be a useful strategy to promote eHealth literacy and usage in Australia. These could be set-up in local communities through collaboration between council libraries and local health establishments. The primary administrative responsibilities for these centres could lie with the library sector, with staff from the health sector providing technical support where necessary. Such an initiative could be instrumental in 'bringing public libraries back on the agenda', in response to a recent call for such action from the public libraries sector (Anderson & Jones 2006). Also, in view of the situation that the health sector in rural and remote communities is already faced with limited resources and significant work commitments, the VHL station could provide useful support by designing and conducting eHealth literacy events for community

and social support organisations – as well as health professionals. Such literacy events would serve the purpose of actively promoting Health*Insite* to achieve a greater audience reach, and the VHL stations could primarily focus on building eHealth literacy in accessing Health*Insite*, given the comprehensive and validated eHealth information service available through it. Specific segments of the community such as adolescents, senior citizens and minority groups with language or cultural barriers have special requirements to develop eHealth literacy skills, necessitating the need for such initiatives even in urban populations. Other consumers who would benefit from these developments include aged care providers, disability support groups, and police and citizen groups. The promotion of eHealth literacy can be best addressed by the library and information service sector, which specialises in such capacity building. A special cadre of librarians would need to be established, elsewhere termed 'consumer health librarians' (Stahl & Spatz 2003), with health information skills to support eHealth literacy development, as well as conduct research on service usage, information needs, and communicate feedback to Health*Insite*.

The approach described here seems plausible in theory, and is probably worth testing through a pilot research project, to determine the feasibility of its practical implementation. Such a pilot project should be preceded by a stakeholder analysis and needs assessment, to quantify the scope and depth of activities that would be required. Adequate coordination between the different collaborators is essential for the success of such a venture, which could be a significant step towards resolving the existing eHealth paradox, and improving health service delivery to vulnerable, rural and remote communities in Australia.

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Fancy walkie talkies, Star Trek communicators or roving reference?

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This paper investigates the customer service and library staff benefits of using Vocera badges (www.vocera.com), a portable wireless technology (WiFi), to facilitate roving reference service. Use of portable voice communication devices allows help to be taken to the people and away from service desks. These communication technologies allow library staff to easily access the expertise of other staff.

There is now an Australian library using this technology. The State Library of Victoria, after trialling Vocera in 2008, went live with a system for all reading rooms in January 2009.

Introduction

Current library trends involve taking services directly to clients. This is evident in the growing number of libraries with blogs, MySpace or Facebook pages, using Flickr to collect and display images and using YouTube to promote library services. It can also be seen in how library services are provided within libraries. Does the client/patron/customer/guest[1] need to come to the inquiry or reference desk, or can the staff member go to the part of the library where the question is being asked? Can staff learn to help clients before clients become frustrated with not finding things, but before clients think to ask for assistance?

This paper will look at in-library roving reference. 'Roving reference' is emerging as the preferred term to describe a service where staff, for some or all of the

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1   'Client' is the term used in this paper to cover all of these customer service descriptions.

time, leave a fixed service point to find clients within the library who are seeking assistance rather than waiting for them to approach the reference or information desk. While libraries providing roving reference still have service desks, the designs of the desks are changing.

Taking the reference and information service away from a desk to anywhere in the library requires a few changes, not least amongst them the attitude of staff towards their clients. Staff need to learn different ways of interacting with clients and with each other. Some consideration has to be given to technology that will enable the librarian to help the client. For the most part, this paper looks at how Vocera badges are used in public libraries in the United States, often to help with roving reference.

Vocera: wireless voice communication

Vocera badges are the size of a large USB drive, usually worn around the neck like a security tag, that enable voice communication with other staff. They are often linked to telephone systems, run on a wireless network and work with voice commands. They are extensively used in US hospitals and in Australia are used in the Emergency Department of Blacktown Hospital in Sydney. Some public libraries in the US use Vocera to assist with staff communication as well as for reference.

In June 2007 Vocera badges were in use at the central libraries of Boston, Massachusetts; Jacksonville, Florida; Minneapolis, Minnesota; Orange County Library System in Orlando, Florida; Santa Monica and Pasadena, California; and Seattle, Washington. Cerritos Library, California used walkie talkies for a similar result.

King County, Washington had roving reference aided by bay-end opacs (opacs at the end of book shelves). East Lake Library, Minnesota offered roving reference and had plans to install two bay-end opacs.

The effectiveness of the Vocera badges in supporting the roving reference model depends upon the effectiveness of the wireless network within the library and on staff training tailored to roving reference. Some libraries had dramatically changed how they were delivering services as a result of using the Vocera badges, but in others there was little impact on reference services. However in the libraries which had limited change to services there were significant benefits as a result of staff being able to communicate with one another more effectively. The floor areas of the central libraries shown on the table below indicate some of the reasons additional communication tools are required.

Table 1. Library size (area)

Library Name	Approx. area m2
Boston	15 800
Cerritos	8 200
Jacksonville	27 600
Minneapolis	32 800
Orange County Library System	26 900
Pasadena	12 100
Santa Monica	9 700
Seattle	33 700

Most libraries had at least 50 devices, and licences for more identities (or users). No library which had implemented Vocera felt they had enough devices. The badges are mostly used by reference staff, floor and library supervisors, often by circulation staff, and most of the libraries had at least one device for security staff. In one library all security staff wore a Vocera device as well as a walkie talkie. The optimal system appeared to be for each person to have their own dedicated badge. This reduced wear and tear on the badges and increased effectiveness as people were contactable wherever they were within the building. While most libraries encouraged staff to stay logged on all day it is possible to put Vocera badges on hold so that that people can leave messages, for example when in meetings, or on breaks.

Each library had a different system for managing access to the badges. In one library, staff collected their Vocera device from security when they entered the building. In most other libraries there were 'farms' of Vocera devices where the units were charged each night. The 'farms' were sometimes distributed around the building and at other times were in a central location.

Library staff commented on the simplicity of the implementation and the good support and training provided by Vocera. The computer system running the badges can be 'trained' to understand particular pronunciations; staff who had experienced some difficulties with the computer system understanding their voice found this helped. This 'training' was mostly around accents, but name variations could be added in as well.

Before I visited Orange Country Library System (OCLS) in Florida I was told by staff at both Seattle Public Library and Santa Monica Public Library that OCLS was doing more than any other library in their use of Vocera. When I visited them

I found this to be true, although Santa Monica came a very close second in terms of effective service delivery. This will be detailed later in the paper.

There were various potential health and union issues raised in some libraries; however, there are no known negative health effects of wearing the devices. In addition the global positioning systems integrated into the badges can be turned off for general use and reactivated for security reasons like locating a staff member in an emergency. One union was concerned that management would be constantly using the GPS system to track the location of each person. The management of this library had no intention of ever using the devices for this purpose.

Library case studies

Boston Public Library

Boston Public Library has 50 badges and 75 licences. Staff designed their own training to encourage higher use. This training is a witty video which is viewable from the staff intranet. They have eight bay stations for recharging. Staff wear the badges when on desk, and they are also used by staff managing public events within the library. The badges are not used in the information lobby, which is mainly a directional rather than information based service. Custodial staff, children's, adult, security, rare books, music and other subject experts wear the Vocera badges so that their expertise can be easily accessed by other staff.

Patrons show interest in the technology which is being used to assist them. About 50% of the staff are keen Vocera users and (at the time of writing) they have been using Vocera for almost three years. Boston has a large closed stack area which does not have wireless access points which means that the stacks are 'dead' areas for Vocera reception. It is too expensive to run wireless through the stacks so they are trying to focus their use in the public spaces.

Boston, like most of the sites I visited, has integrated Vocera into the telephone system. This means that if someone rings up they can be transferred to a device that staff are wearing so that the enquiry can be taken to the shelves.

Boston is lobbing for Vocera to become part of the Federal government e-rate[2] which means that the Federal government would pay 90% of the installation and running costs.

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2   The Schools and Libraries Program of the Universal Service Fund makes discounts available to eligible schools and libraries for telecommunication services, Internet access, and internal connections. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services. http://www.universalservice.org/sl/ [Viewed 14 August 2007]

Boston has used the Vocera devices to improve overall wireless access in the library – they are a very easy tool to check for 'dead' zones. When the badges don't work you know you have found a 'dead' zone. Staff note that Vocera are very effective communicating tools – one systems team member was contacted on his badge while at the dentist, a city block from the library!

Jacksonville Public Library

The idea for Vocera came from hearing about its use by the Orange County Library Service, also in Florida. They liked the customer service focus and it has been invaluable for staff to be able to communicate across multiple floors within the library. They have linked Vocera to the telephone system so that it can be used to call other branches. Vocera has been implemented for about 18 months which was about six months after the new central library opened. Staff repeatedly commented on how much easier it made communication as they had experienced the situation in a large building without any mobile communication. They have 75 licences and units and use group as well as individual log-ins so they can call individuals or anyone in a group. The group call works as a round robin so that if the wearer wants the 'on call supervisor' they do not need a name and can simply call the group to talk with the right person. All the circulation staff, reference staff, division managers and security use the Vocera badges.

Jacksonville Library staff commented most about the security issues as the Vocera devices had helped staff to find three missing children (at different times) within the library. They also had one instance where a staff member dealing with a difficult situation used the 'all talk' option to provide multiple witnesses to an incident.

Staff also commented that it was easier to call staff out to the desk when back-up or extra staff are required as they can call the relevant group rather than having to work through a list of individuals. This is done as a call to 'all the group', or using the round robin option. Supervisors find it very helpful for locating people for day to day management of service desks and running the library

Minneapolis Public Library

Minneapolis has used Vocera devices in their central library since its re-opening in a new and larger building in 2006. Most people use them to communicate one-on-one to talk with specific individuals rather than to contact groups of staff. Staff commented that it was a 'great tool'. With their very low staffing levels it helps staff locate one another when they need assistance. Staff are always

logged on. The 'dead' zones in the library mean that there is not 100% coverage and this has made a few staff less keen about the badges.

From a manager's perspective it was thought that you need something that does the job of Vocera in such a large building. It has been crucial for managers to talk with their staff. Sometimes it may be the only contact they can have with their staff each day.

Seattle Public Library

Seattle has 50 Vocera devices, with a licence for 150. Because of the structure of the central library they needed a communication device which was not a telephone. They investigated walkie talkies and mobile phones were ruled out as they did not work in all parts of the building.

Vocera is primarily used by reference staff but also by all relevant managers so that they can contact staff and be contacted by them. They had a rocky start to the implementation of Vocera because they did not have any control over the location of the wireless access points. An engineering study had been done of the best locations but the designers did not always like what the engineers recommended. They have fixed the wireless access points and were due to start revised training.

The building has very good acoustics so that sound does not travel and staff using Vocera badges do not disturb other clients. Some staff have been heavy users of Vocera and some negligible. It is possible to run statistics on use. Seattle uses individual and group log-ins so that staff can access a subject expert by calling that group rather than having to know who is in that day. Each manager has a permanently assigned unit; they log in to the managers' group, and also log in as individuals.

When reference staff begin the first reference shift for the day they collect the required number of badges for their service point and each logs on as an individual and as part of the group for their service point which allows other staff to contact them either way. This works well for subject experts and referring people between floors. The administrators can check who is logged on in each area – this is done from time to time and followed up to encourage 100% use by staff. The final shift of the day returns the devices to their chargers.

Seattle branch libraries can access a Vocera extension. All the branches are on the one telephone network so the branches can track people down when they are outside their offices. Because of the design of the service desks, roving reference is not an easy option. The Vocera devices are very helpful for

communicating with staff through the multiple layers of the non-fiction book spiral which has multiple split floor levels. Each part of one side of the spiral has service desks and the Vocera devices assist staff communication between service desks and with client referrals.

Santa Monica Public Library

Vocera was implemented when the new central library opened in 2006. They had heard of Vocera from Seattle. Previously they had an off the desk section where telephone enquiries were answered. Now there is no separate telephone reference service as it runs through Vocera on the main desk. If you dial telephone reference at Santa Monica it will ring someone on their Vocera badge. If the first person in the group is busy it will roll over to the next, and so on.

They started with six Vocera units. Within a month they had ordered a Vocera badge for each reference staff person as they were so popular. Security staff also have Vocera. Staff use Vocera to call each other, including calling for assistance at the desk.

The library parking area does not have wireless access points so security are out of range when they are patrolling in this area. They are thinking of adding wireless access points. Branch library staff do not have Vocera and are not keen, but central staff are keen for the branches to have them as it would streamline branch transfers and collects/put asides.

Staff are having to sort out a way of talking with clients as they walk them to the shelves when the client is on a telephone talking with a staff member via a Vocera device. Staff like the efficiency and ease of use and being able to do telephone reference from their own desk. On public desks the staff use ear pieces. The ear pieces are fine for about 2½ hours and then staff need a short break from them.

Vocera is facilitating seamless service delivery by serving clients while talking with them remotely and walking them to the shelves over the Vocera device. They are able to have more staff actually on the desk as they do not need to have someone rostered behind the scenes. It saves around 20 hours a week of staff time as they no longer have a designated telephone reference person off desk.

The reference desks in the central library are two small desks next to each other, about the size of a small supermarket checkout and about that distance apart. This makes it easier for staff to walk away from the desk to serve the customers. It also means that the desks do not look like barriers for the clients to overcome.

Orange County Library System (OCLS)

This was the first Vocera library site, and one which is really using Vocera to push the boundaries of quality customer service. They regularly use the grouping function on Vocera to broadcast messages either to all staff or to all staff in a particular group. It gives greater accountability to the staff who are roving; they are not simply wandering around, they are able to report on their work, and to be located by other staff.

In May 2007 they launched their roving reference service which is called mobile gamma. This a based on Flickr gamma (http://blog.flickr.net/en/2006/05/16/alpha-beta-gamma/) which highlights the state of perpetual improvement. Prior to this they had a roving reference service but they have taken it further with detailed training and mentoring. The central library is divided into three groups named flamingo, dolphin and panther after local wild life. Flamingo covers the ground floor area which includes children's, young adult and their large popular/new collection. The flamingo group is the first contact clients have with library staff and these staff escort clients to where they need to go and stay with them until the enquiry is finished. More people are rostered to flamingo than to the other areas as it is the first point of contact. There are three people in flamingo and two each in dolphin and panther. On Sundays they have five people scheduled to flamingo.

They have a manager of the day (group) who can be contacted, and that person can reassign people if there needs to be more in flamingo. All staff are trained for all information service points and are rostered across them all – this includes children's.

For the mobile gamma training specialist staff did 'hot spots' alerts for each service point and then people had to buddy up to learn more. The 'hot spot' alert covered key resources, questions and tools. Each person then had to negotiate their own buddy. This method was used to emphasise more communication was needed between staff and a division perspective was required rather than a department perspective. For example all staff had to learn how to provide services for children and young adults rather than viewing these areas of service as 'someone else's work'.

The second and third floors, covering much of the fiction and non-fiction collections are both panther areas. Staff rostered to this group need to move between both floors. The dolphin group is on the fourth floor (reference). Dolphins are always librarians as the fourth floor is where the heavy duty reference takes place. In the refurbishment of three of the four floors of the library (the fourth floor is yet to be refurbished) the information desks were rebuilt

so that they could hold one or two PCs and a printer. This makes the desks much smaller and easily approached, and less of a barrier to clients.

Training emphasised how to use the Vocera badges properly and frequently. Staff sometimes forget they are talking to a computer and not a person when doing the voice commands so they forget to use the correct commands. The manager of the day uses a group log-in so you can ring through to the group with any problems within the library. The same is done for the closing manager allowing each floor to easily report when it is cleared.

Senior staff are modelling behaviours. It is a stroll to see if someone needs assistance rather than a brisk walk. The strolling makes the staff approachable, while a brisk walk makes them look like they are going somewhere else. If staff are at fixed service points they need to have a client with them. Part of mobile gamma is that staff need to be walking around seeing what is going on – looking for people who are looking for things. This is requiring a change in philosophy as staff need to be better time managers. Some concern has been raised about queues at service points while away from them, but while away from the desk staff need to keep checking on the service point.

Staff in the call centre for the library also wear Vocera badges. They answer telephones, email, instant messages, and provide the Florida-wide chat service as well as a library-based chat service. All these services are offered seven days a week. They also staff 'Olive' which is a video link enquiry service from three branches.

Customer feedback on the mobile gamma is very positive. Comments include 'thank you for being my personal librarian'.

Almost implemented Vocera at Pasadena

Staff at Pasadena became interested in the possibilities of Vocera after seeing a demonstration at the new Santa Monica central library.

Pasadena is developing service delivery, for example they restructured their library staff to facilitate succession planning. Librarian 2 positions were given staff and projects, and more senior staff had their roles changed to be more like mentors. Even the very senior reference staff are rostered on desk. This allows their extensive skills and experience to be used to serve the public, and places them as role models for less experienced staff. There was a lot of enthusiasm and excitement about service delivery across all levels of reference staff.

They engage in system wide training so that there is consistency of service across their ten library sites. They count 'backstage' enquiries in a separate

category. These are enquiries received when not on desk, for example when a city employee asks a question on the way back from lunch or in the supermarket.

Their recognition that staff need to be where the public is was one of the motivations for their planned Vocera use. Currently they have staff rostered with a pager so they can be called to desk for back-up. They also have cameras showing circulation and information desks which can be looked at on staff computers in the work room (just like a Web page) so they can go and help when there is a queue.

On Sundays they have four staff rostered on the reference desk so some staff are already roving but the Vocera devices should make this happen more widely. Their general statistics are only bibliographic, but once a month they do a tally of non-bibliographic enquiries, for example trouble shooting computers.

Related technology

Cerritos Library

Cerritos Library uses radio headsets for communication between staff. All the aids, security staff, custodial and systems staff wear walkie talkies. Senior staff have their own walkie talkies and there is a walkie talkie (on low) at each service desk. All the walkie talkies are for work-only discussion. This is self policing as everyone with a walkie talkie hears each call. Channel 1 is used by all staff and security use channel 3. All staff hear all channel 1 messages. Staff with their own units have to wear head sets when they are 'on stage' and they have to use the radios when they are in the public areas. 'On stage' is anywhere in the public part of the library. Radio sets are for short discussions only. They are a good way to locate staff, for example: 'Does anyone see Kerrie?'. They are also used for client referrals. A guest (Cerritos Library's term for client or patron) may be looking for something and staff will radio ahead before sending or bringing guests to that area. This use is an effective mix of staff communication and public assistance, but it does mean that you hear every message. This contrasts to the Vocera badges where you can receive individual messages or messages sent to specific pre-registered groups.

King Country Library Services (KCLS)

Roving reference started when staff were training the public to use self-checkers. This highlighted the skills gap of staff to help people away from desk. Staff had the skills to help clients who came to the desk but different customer service

skills were required to approach clients and offer assistance. The King County libraries were all busy but a lot of the clients never came to the desks with their questions. The first trials of roving reference were done in 2004. They started with 1–2 hours a day roving with people required to be 'out' from the desk. For example during each hour on the desk at least 15 minutes were to be spent 'roving'. Some of the roving may be doing something like restacking displays – but this is only so that the staff are accessible to clients walking around. It started as an 11 branch trial, but this method has now spread to all 43 branches.

To encourage roving they have tally sheets to ensure that it is taking place. Staff on desk have to rove for about 25% of opening hours. If they don't do this then they need to provide an explanation. The smaller libraries do not have to tally as they always have to rove. Staff discuss the positive moments of roving reference at staff meetings – the 'aha' moments.

The roving reference is facilitated by smaller reference and information desks. As branch libraries are refurbished or rebuilt the new desk designs are implemented.

King County has experimented with a range of portable devices (pdas[3], tablets, voip[4] telephones) to make roving reference more effective. They have found that for libraries their size, bay-end opacs distributed throughout each branch are the most effective. Staff roving can walk the patron a very short distance to do any searching required, or patrons can use these independently.

East Lakes, Minneapolis, like King County is using a small information desk to facilitate roving reference, and has plans to install two bay-end opacs in the near future. These will be placed at the furthest points from the information desk. They have also changed their rostering to facilitate a roving reference model by having two staff come in before the library opens to do 'behind the scenes work' which means that all other staff focus on the public service for more of their time each day.

Conclusion

The use of Vocera badges and walkie talkies facilitates communication between staff in larger libraries. It allows more streamlined rostering and more flexibility in rostering. It reduces the time staff have to spend tracking down each other and these devices can provide security support very quickly. These are all really important improvements for staff.

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3   Personal digital assistants

4   Voice over Internet Protocol

Of most significance is the improvement they can provide for customer service. Clients can access more experts more quickly through staff use of the group log-in function, or individuals can be called upon for their expertise. The mobile gamma model from OCLS is one to inspire all libraries as it takes the services to where the people are within the library rather than waiting for them to come to the reference desk, or any other service point. It uses a variation on popular social networking practices to enable libraries to really show their collections and their great customer services. The mobile model used by KCLS is also really important as small libraries don't always require the voice communication as you can see all the other staff on duty at any time. The bay-end opacs mean that while staff are walking around helping clients, clients do not have to be walked back to the desk for assistance, but can be assisted in situ.

Additional reading

Pitney, Barbara and Slote, Nancy 2007, 'The KCLS roving reference model', *Public Libraries*, Chicago, Jan/Feb 2007, Issue 1, pp. 54–68

Robins, Kathryn 2006 'Building Wi-Fi technology and a new mobile service model: creating change in information service delivery at the Orange County (Florida) Library System', in *The virtual reference desk: creating a reference future*, edited by R. David Lankes, Eileen Abels, Marilyn White, and Saira N. Haque, New York, Neal-Schuman Publishers, 2006

Ellen Forsyth is Consultant, Information Services in the Public Library Services Division of the State Library of New South Wales. Her main areas of work include reference and information services, readers' advisory services, building advice for public libraries, Web 2.0, library services for Aboriginal and Torres Strait Islander people and strategic planning. She provides advice to public libraries and coordinates a state-wide reference and information services group. Ellen is also co-leading a project which provides Web 2.0 training for more than 1000 New South Wales public library staff. She may be contacted at: eforsyth@sl.nsw.gov.au

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Book reviews

Helpful teen text

This title from Libraries Unlimited is yet another fine manual which offers support and inspiration for professionals handling teenage clientele in public libraries, though it just as easily talks to secondary teacher librarians. It is not a new theme, but in the contemporary Australian library environment where specialist children's and young adult librarians are thin on the ground, there can never be too many books of this type; one hopes that they contribute to a quality service for this category of library user. I recommend that all generalist librarians who deal with teenage enquirers (or look with dismay at a teenage group entering the library) read this book.

The conclusion sums up the general philosophy of the whole book: 'You know if you wait until everything is perfect…you will never get it done. Nothing is ever perfect. If you want to do it and you think it is important, figure out a way to do it and get it done.' Though the text exemplifies the American milieu, where the public library operates with a different connectivity to the community and there are bigger urban centres and many specialist children's and young adult librarians, well-established systems of teen volunteers, teen programmes and clubs and summer vacation jobs for teens, there is always more to do and more to be learned.

The book begins with an historical outline of teen service in urban libraries in the USA. It then moves on to talk about the need for whole-staff training for productive teen service as well as the need for specialists to lead the way. There is a useful chapter on making teen spaces before the book launches into the three most powerful chapters: collection development and teens, programming for teens and the opportunities for partnerships and outreach. These chapters offer a wealth of experience, inspiration, practical detail and encouragement. Some of the ideas would suit the Australian library environment better than others, and some of the partnerships are very specific to America; but the principles are the same and the ideas are possible catalysts.

The chapter on programming offers details of only eight programmes but methodically works through the stages of planning, promotion, conducting the session and evaluation, and this is a fine scaffold following on from general considerations such as the reasons why libraries should programme for teenagers, initiating a programme, budgeting, staff needs, promoting the programmes, coordinating the effort with multiple locations, using teens as advisory groups and the 'nuts and bolts' of a session. For the uninitiated or the faint hearted this book is a good foundation.

The book is indexed and has full referencing at the end of each chapter. It is very readable with many personal anecdotes, offering good, strong leadership in the business of delivering a relevant library service to teenagers and stretching the boundaries of the traditional library service. This is highly recommended.

Heather Fisher
New England Girls' School

Help yourself to process

The academic library manager's forms, policies, and procedures handbook with CD-ROM. By Rebecca Brumley. New York: Neal-Schuman Publishers, 2007. 498 pp. US$149.65. Soft cover ISBN 13: 9781555705978.

This substantial book provides 600 forms, policies and procedures on around 300 topics. These come from many different institutions, predominantly in the USA. The accompanying CD-ROM provides full-text copies, including additional examples, and indicates that these may be downloaded and/or adapted for local use. Despite this the CD copyright statement is the standard 'Reproduction of this book, in whole or in part, without written permission of the publisher, is prohibited'.

Major divisions of the book are Administrative, Facilities and Equipment, Collection Development, Traditional Reference Services, Virtual Reference, Circulation, Government Documents, Legal and Ethical Concerns, Information Literacy and Library Instruction, Interlibrary Loan and Document Delivery, Internet and Electronic Resources, and University Repositories. Readers will find a wealth of examples of policies and guidelines on expected topics such as noise, unattended children, collection development, circulation privileges, interlibrary loans, copyright, privacy and information literacy. Worried about lending laptops? Try Florida International University Library's laptop borrowing

policy. It is phrased ever so politely to ensure users take care with their borrowed equipment.

The first section provides a variety of mission and vision statements with different styles and lengths represented. The examples are striking for their clear expression of values and are very well worded. Note that a significant amount of the content is focused within the library, such as detailed selection criteria for electronic material. Several contributions could be used for outlines when mentoring staff in particular facets of library work. I found performance expectations for reference staff, contributed by the Stewart Library of Weber State University, of particular interest.

Some of the material was a little less expected. Princeton University material on documenting personal performance is a useful example. I was amused by the inclusion of 'bringing bedding into any library facility' as disruptive behaviour at the University of Illinois at Urbana-Champaign. The same library advises that 'sleeping in the Library increases the potential for theft of personal belongings. For this reason, library staff will wake sleeping persons.' The University of Texas at El Paso also explicitly bans camping in the Library during finals when 24-hour opening is in place. My favourite policy is from North Seattle Community College and is on fragrance use. They recognise the negative impact of heavy scent on some users and take steps to address this. As I frequently suffer from others' perfumes, I recommend that this gem be widely adopted!

The book is enhanced by a list of websites of contributing libraries and a topical index. The samples provided are thought provoking and skilfully worded. Buy this book to save time and effort.

Julia Leong
RMIT University

Civil liberties pioneer

Buckley's! Ken Buckley; historian, author and civil libertarian: an autobiography. Leichhardt, NSW: A&A, 2008. 373 pp. $29.95.

Looking at the world through the eyes of an individual, particularly one who has had a significant role in social, scientific or political reforms, fascinates many readers. Ken Buckley was a significant contributor on civil liberties and human

rights, recognised by the nation with the award of Member of the Order of Australia in 2000.

We live, happily, in an era where biography and autobiography are popular and of good quality. While I write this review, Simon Winchester, author of the international best seller *The surgeon of Crowthorne: a tale of murder, madness and the love of words*, the story of the creation of the Oxford English Dictionary – and particularly Dr. W.C. Minor, a resident of Broadmoor Criminal Lunatic Asylum and early contributor, is touring Australia to great acclaim.

Mark Mordue has suggested that such writing is taking over from fiction:

> Walk into any bookshop in Australia and see what is happening on the shelves, where the best writing is coming from, what is selling. I did. And what I saw was a stream of non-fiction work by Australian writers in the past five years or so that left our contemporary fiction scene six feet under.[1]

Autobiographies have been with us since the times of the Romans – the pagan author Libanius's *Oration I* was written in 374. Augustine wrote his confessions between AD 397 and AD 398. Arguably, as oral histories, autobiographies have been with us since the beginning.

Our modern delight with autobiography and biography stems from a fascination with behind the scenes insights that reveal new and different stories. How truthful they are depends upon the writer. Orwell has said:

> Autobiography is only to be trusted when it reveals something disgraceful. A man who gives a good account of himself is probably lying, since any life when viewed from the inside is simply a series of defeats.[2]

Ken Buckley's autobiography, published posthumously, contains a mix of perceptions and truth. It provides some fascinating insights into civil issues in a time of great challenge and trouble.

In his foreword to the history of the New South Wales Council for Civil Liberties, the Hon. Justice Kirby commented that:

> Like Ken Buckley, John Marsden could sometimes be very difficult. Neither was a great respecter of people. But the achievements under the leadership of these

1   Mordue, M, 'Is the novel dead?'. *Sydney Morning Herald*, 25 January 2003, http://www.smh.com.au/articles/2003/01/24/1042911538158.html

2   Orwell, G, 'Benefits of clergy: some notes on Salvador Dali', in *The collected essays, journalism and letters of George Orwell,* edited by S. Orwell & I. Angus, Volume 3. London: Secker & Warburg, 1968.

two men and Berenice Buckley…and countless others have left their mark…[3]

Buckley came from a strong working class background in Hackney, east of London. He noted that:

> I had two strokes of luck as a youth. At the age of ten I won a scholarship to a grammar school, which meant that I got a reasonably good secondary education. Then, in 1941, I gained a scholarship to Queen Mary College [QMC], the only constituent body of London University which is situated in the East End (in Stepney). Actually, QMC was evacuated to Cambridge early in World War Two, and it shared premises with King's College, Cambridge, when I arrived there as a student.[4]

His enquiring mind was stimulated by social discussion and he soon joined the QMC Communist Party. His subsequent service in the army during World War 2 provided the opportunity to see the difference between the political context and actual operation of opposing parties. In Greece, his outrage at the vulnerability of locals through their association with British troops demonstrated moving compassion. His writing skills were extended through articles that revealed unofficial British support for the Tsantoulas gang (led by an individual who was known to have fought with the Germans against ELAS) who meted out uncalled for violence against locals.

Buckley's sense of injustice is strong and the origins of his urge to create a fair society can be seen clearly throughout the book.

Emigrating to Australia to lecture at the University of Sydney in 1952, with a Greek wife, Buckley was critical of its residents. 'The Australian reputation for hospitality was not as good as it was cracked up to be.' He railed against the greater assistance given to more senior academics by the university. His sense of the righteousness of his claims appears to have outweighed personal social skills. The results, however, were clearly more important to him than the means. After considerable arguments with university administration, Australia became his home physically and psychologically. He describes settling in Cremorne and beginning a very prolific career as an academic and active advocate.

Buckley seemed disappointed that every individual Australia did not have the same sense of injustice that burnt within him. This clearly led to strong disagreements with work colleagues, and also to life-long friendships with many

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3   Campbell, D and Campbell, S, *The liberating of Lady Chatterley & other true stories: a history of the NSW Council for Civil Liberties 1963–2005*. Glebe, NSW: NSW Council for Civil Liberties, 2007. p ix

4   Buckley, K, 'From Communism to civil liberties: autobiographical and political reflections', *The Hummer*, Winter 2004, 4 (2) http://www.asslh.org.au/sydney/hummer/vol4no2/buckley.htm

activists in Sydney. He was a member of the Sydney 'Push', a loose group of radical thinkers who 'chose an eccentric lifestyle that united social and political criticism with drinking, gambling, sex and anarchy'.[5] But while he enjoyed the lifestyle (admitting to excesses of drinking), he found his need for political action unfulfilled by the group.

Perhaps his most significant achievement was his role in establishing the New South Wales Council for Civil Liberties, an organisation that remains active more than 40 years after its creation. The Council had many false starts – reminiscent of the early years of the Australian Library and Information Association.

The very strong personalities that created the Council – Ken Buckley, Dr Dick Klugman (later a member of the House of Representatives) and Jack Sweeney QC – had a vision and great persistence. The biography tells the story of an incident which propelled Buckley to take action – three corrupt policemen 'terrorising' a quiet party in Kings Cross. While the book describes the corruption through some individual cases, it gives only a limited picture of the extensive trampling of individuals' rights by the New South Wales police. To understand how widespread corruption was at the time the *Research report on trends in police corruption*[6] or viewing *Scales of Justice*, the ABC television program, will provide background for serious readers.

Buckley's strong personality and amazing energy assisted in the creation of the Council, and strengthened it. His frustration with the distance that the Council kept between its social justice approach and particular issues such as feminism and gay rights gives a fascinating insight into the segmentation of advocacy groups at the time.

Censorship was one of the major areas of action by the Council. While Buckley suggests that the conquering of censorship was relatively easy, though risky, readers should look more broadly to analysis of the censorship debate, particularly the role of the Australian Democrats, through the 1970s. It is absolutely true, however, that the publication of *The trial of Lady Chatterley* in Australia was a major breakthrough. The book was split into ten parts, sent to Australia through different individuals, and printed by Minderon, owned by Leon

5   'The Push', Culture and Recreation portal, http://www.cultureandrecreation.gov.au/articles/push/)

6   New South Wales. Parliament. Committee on the Office of the Ombudsman and the Police Integrity Commission. *Research report on trends in police corruption. Sydney,* Parliament of NSW, 2002: http://www.parliament.nsw.gov.au/prod/parlment/committee.nsf/0/a46731 6feb212c4cca256cfb0013c1d2/$FILE/Research%20Report%20on%20Trends%20in%20 Police%20Corruption.PDF

Fink, as 'A CCL project', with one thousand copies distributed to booksellers. Selling out within a week, no prosecutions occurred, despite an attempt by the Victorian police against two Melbourne booksellers.

The book concludes with chapters about his ongoing work with the Council, his career as an author, particularly after his retirement as an academic, and his family.

An unregenerate Marxist, Buckley had many disagreements with the Communist Party. His move from political groups to the Council was a major step in his commitment to a just society.

The book provides significant insights into the contribution made by Buckley to Australian society. I found that in order to understand the development of the Council and Buckley's role it was helpful to read the official history of the Council.[7]

While it is an idiosyncratic compilation of memories, it is a vital piece of the record of Australia in the late twentieth century. It successfully reflects the contribution of a passionate man. Social history readers will find Buckley's account, as well as the official history of the Council, essential reading.

To sum up: Ken and Berenice Buckley deserve our unalloyed praise. They were present at the creation of the CCL and their work helped right many wrongs. [8]

Roxanne Missingham
Australian Parliamentary Librarian

Philosophical reflections on librarianship

Self-examination: the present and future of librarianship. By John M. Budd. Beta Phi Mu Monograph Series. Westport, CT: Libraries Unlimited, 2008. 281 pp. Price not reported. Soft cover ISBN 9781591585916 (available from In*books*).

John Budd is Professor of Information Science and Learning Technology at the University of Missouri-Columbia; his previous book, *Knowledge and knowing in library and information science: a philosophical framework*, was awarded the 2002 Highsmith Library Literature Award.

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7   Campbell, D and Campbell, S, op cit

8   Kirby, The Hon Justice M, 'CCL thirty years on - we are all civil libertarians now', speech given at the anniversary dinner of the NSW Council for Civil Liberties on 13 April 1995: http://www.lawfoundation.net.au/ljf/app/&id=93B0D2EF365AC590CA2571A8007F2E4C

Self-examination is a discussion of librarianship from its roots in antiquity, through its current state, to its possible future. Despite the subtitle, Budd commences his book with a 'genealogy' of the profession, and includes sections on literacy, printing, censorship and copyright over the centuries, followed by a largely American history of the profession since the end of the 19th century, concentrating on the rise of the American Library Association and the norms, goals and values of librarians.

Topics covered in the following chapter include the nature of values and the conflicting freedoms and rights of both librarians and readers. Then a discussion of library education not only highlights the split between 'L' library schools (those emphasising librarianship) and 'I' schools (emphasising IT), but also the divide between skills and knowledge and, indeed, exactly what it is that librarians should know.

The next two chapters deal, first, with the ethics of librarianship, including intellectual freedom and the politics of information, especially the different kinds of democracy. The Information Society – seen in terms of ICT rather than IT – is, not surprisingly, discussed at length, as are the utopian argument and its counter, and the taxonomies of Traditional and Moral IS.

The final chapter, entitled Optimistic Synthesis, is concerned with the present accomplishments and likely future of the profession, from e-books to 'monist epistemology', and from information literacy to 'dialectical phenomenology'. His conclusion is 'phronesis' – that librarians should work for the public good.

It is apparent from the above that this work is quite theoretical, although, fortunately for most readers, illustrative examples are often employed to apply the theory to practice: what, for example, is a librarian to do if a reader wants materials to assist suicide? Budd is a deep thinker about the field, and his use of the writings of philosophers and theoreticians might alienate the more casual reader. The sections on library history and education, however, are both interestingly written and illuminating.

Budd's writing style can be, on the one hand, somewhat obscure (although he frequently uses simpler synonyms to define obscure words and phrases he has just used) while, on the other, it is sometimes casual to the point of carelessness, with sentences starting with 'Also', the use of 'isn't' and 'that's', and a surprising number of typos, such as 'horded', 'dignified' for 'signified', and 'Haddan' for 'Haddon'.

In summary, there is a great deal in this book for the reader who takes the profession seriously and is interested in the theories and philosophies that

underpin it and some, although rather less, for the reader who only wants to know where librarianship has been, where it is now, and where it is going.

John Foster
University of South Australia

Preparing for federated searching

Federated search: solution or setback for online library services. **Ed. by Christopher N. Cox. Binghamton, NY: Haworth Information Press, 2008. 484 pp. US$65.00. Hard cover ISBN 9780789036605 (also published as *Internet Reference Services Quarterly* 12, 1/2 and 3/4).**

A perennial difficulty for libraries is making their resources easy to access. This is understandable when one considers the various interfaces to catalogues, subscription databases, e-books and selected websites. Federated search is now seen as a solution to this dilemma, allowing users to search electronic resources and mine the wealth therein, all with a single search interface. But is this the solution we really want?

Articles in this collection cover the topics of making federated search user-friendly, an evaluation of its accuracy and thoroughness in the health sciences, lessons and tips on finding the right search tool, implementing that tool in both a single institution and in a consortium, usability testing, designing for users, user training, teaching and tool promotion, using federated search in non-traditional spaces, maintaining the service, customising, challenges and the future. The articles are supplemented by a selected bibliography of journal articles and electronic resources.

With one exception, all these articles are based on academic or research library experiences and examples. The one exception is for a statewide consortium which includes academic, school and public libraries. This is understandable, as the earliest adopter of federated search tools has been the academic library sector, so there is much that can be learned from this experience, even for librarians in other types of libraries.

The articles in this collection are well-researched and provide factual, real-life examples of how federated search has been planned, chosen, implemented, developed, improved, promoted, taught and even taken to where the users are, not just in the library's virtual space. Experiences with specific vendors and products are shared, successes and failures highlighted, challenges

made and predictions for the future offered, giving readers a solid foundation on which to build their library's introduction, replacement, promotion or development of their own federated search tool.

These tools are not necessarily the solution to all our problems, but they are a step in the right direction. Before deciding which direction your library should be taking in relation to using federated search, I highly recommend this title as part of your preparation.

Michelle McLean
Casey Cardinia Library Corporation

Unpacking library concepts

Renewing professional librarianship: a fundamental rethinking. **By Bill Crowley. Beta Phi Mu Monograph Series. Westport, CT: Libraries Unlimited, 2008. 174 pp. Price not reported. Soft cover ISBN 9781591585541.**

Given the cultural colonisation of much of the English-speaking world by the United States, it is no surprise that librarianship in Australia and New Zealand willingly accepted the subordination of the profession to the 'sexy' concept of information science. 'Information' became the selling word for librarians who had become neurotic about their profession, thereby reinforcing the decreasing perception of the value of libraries by bureaucrats and eventually the younger general public which had been seduced by the usurpation of the term 'information' by the computer and IT industries. For example, the apparent ease of use of Information Communications Technology (ICT) in retrieving information from the Internet (regardless of quality) has of late encouraged some university administrators in the UK to propose the abolition of subject librarians — and they have been successful in this cost-saving rape of their academic libraries.

Crowley notes 'warning signals' from the UK for American and Canadian librarians, but at the same time condemns the US 'information faculty' whose degree courses 'have educated new practitioners on the erroneous premise that librarianship, as a subordinate component of information science, is essentially a profession devoted to information provision'. In particular he questions the one-size-fits-all information model's applicability, noting that the requirements of clients of public libraries are not the same as those of a corporate special library. His concept of 'life-cycle librarianship' notes the purpose of libraries in facilitating and encouraging lifelong learning from cradle to grave, and

commends their traditional role of being a resource for reading as the means to do this. Whether the reading is paper-based or on a screen depends on a number of factors, but Crowley notes that the phenomenon of reading is a basic human activity — and cites 'the decade-long explosion in reading resulting from the Harry Potter series' as a successful example.

Crowley is particularly concerned at the failure of the American Library Association's degree accreditation process to prevent the term 'library' being subsumed under 'information'. This, he says, has led to the fundamental error of 'theories attempting to sever academic, public, and school libraries and librarians from their essential connections with learning and redefine them as mere 'information intermediaries'. He recommends that governing bodies of libraries take heed of why people actually value their libraries in their daily lives.

Although this work is almost entirely US-centric, the theme itself is of international concern. Regardless of whether one agrees with Crowley's views, the book does raise important questions, and is worth reading in order to encourage librarians and others to reconsider the direction which libraries are taking — before the 'L-word' disappears altogether from human experience.

Edward Reid-Smith
Charles Sturt University

Guide to non-fiction authors

100 most popular nonfiction authors: biographical sketches and bibliographies. **By Bernard A. Drew. Popular Authors Series. Westport, CT: Libraries Unlimited, 2008. 438 pp. Price not reported. Hard cover ISBN 9781591584872.**

This is a timely reference book, because information about authors of non-fiction is not easy to access, although their books are widely read. The 3–6 page section on each author follows a uniform sequence: name, photograph, genre/s of publications, benchmark title, a brief biography and discussion of the books, a list of publications and an excellent Further Information guide to both print and online sources. The 'genres' of popular non-fiction are identified as adventure, autobiography, biography, environment, food, health, history, humour, investigative reporting, memoir, nature, outdoors, politics, science, social reportage, spirituality, sports, survival, travel and true crime. Authors of academic, recipe, puzzle, 'how-to' and religious books and political satire are not included.

In selecting authors Drew tried to ensure a balanced representation of popular genres. The authors' approach to their subjects and style of writing were also considered so that readers of *100 most popular nonfiction authors* could become aware of the range available and the developments in research methods and writing styles characteristic of the past 50 years, though there are entries for a few older and deceased writers whose work is still read and significant (for example, Henry David Thoreau). All selected writers have an international readership, though writers based in the USA predominate. It is good to know that American library patrons enjoy the work of Farley Mowat (Canadian); Tim Severin (Irish); Jane Goodall, Simon Winchester, Stephen Hawking and James Herriot (English); and Tim Flannery (Australian).

Well-known American authors such as Maya Angelou, Truman Capote, Hunter Thompson and Tom Wolfe are covered, but so are some emerging writers with only a few publications to date: for example, Robert Sullivan and Linda Greenlaw. *100 most popular nonfiction authors* would be helpful for collection development, as the genre index includes established authors and alerts readers to promising new ones. Many of the authors of non-fiction are journalists, and students of journalism would find Drew's comments on approaches and styles of interest.

It is easy to find information on an author whose name is known, because the book is arranged alphabetically by author. The author/title index is useful if only the title is known. The genre index would be even more helpful if authors' names as well as page references to their entries were included. The moderate length and clear layout of the articles and the publisher's usual high standard of book design and production make this an inviting reference book for both browsing and the quick retrieval of information. It is recommended for public libraries, both for librarians and for patrons.

<div align="right">

Lyn Linning
Brisbane

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Popular, practical text on children's library services

Managing children's services in the public library. **3rd ed. By Adele M. Fasick and Leslie E. Holt. Westport, CT: Libraries Unlimited, 2008. 244 pp. A$89.95. Soft cover ISBN 9781591584124.**

This comprehensive guide is the third edition of a popular textbook on children's librarianship that covers all aspects of management of customer services in a children's library, including strategic planning, recruiting and retaining staff, leadership, budgeting and fundraising. It is divided into four general topics that include planning services, managing the department, managing services and professional development. Each chapter is clearly divided into topics and concludes with a list of references and additional reading.

Section 1, on planning services, describes techniques for planning programmes for children from pre-school to high school to adults (teachers, parents, primary caregivers), with mention of special needs and unattended children in libraries. The authors define strategic planning and describe methods to state library goals and objectives. Section 3 (managing services) explains how to create a productive work environment, decision making, communication, recruiting staff, divisional reports, budgeting, planning facilities and keeping children safe in the library, in addition to collection management and censorship issues. The final section, on professional development, describes methods of networking for children's librarians by attending conferences, serving on committees and organising workshops, along with other suggestions to share ideas. A detailed 10-page bibliography and comprehensive index completes the volume.

Libraries can provide a gateway to locating information by combining electronic and physical resources to deliver the services needed by the community. As a children's library officer in a busy public library, I have first-hand experience in providing diverse materials for a range of library users from reluctant readers to parents attempting to help their children with their homework, and the occasional user like grandparents looking for entertainment for visiting pre-schoolers. In recent years the content of children's libraries has expanded from books and magazines to encompass graphic novels, educational CD-ROMs, DVDs, foreign language children's books, talking books on CD and electronic games – all making recommendations for borrowers more complex for inexperienced library staff.

This book offers a wealth of information on all aspects of children's services and provides helpful information for children's library staff from the very experienced officer to the complete novice, and includes simple methods to improve library services. For new librarians this volume provides real-life examples of both common and unusual situations encountered by the children's librarian. *Managing Children's Services in the Public Library* provides thoughtful and interesting topics for discussion and implementation and gives insight into the day-to-day management of a children's department. This book would be a useful purchase for public libraries, both in Australia and overseas.

Kay Neville
TAFE New South Wales

Dodging death

***Presentations for librarians: a complete guide to creating effective, learner-centred presentations.* By Lee A. Hilyer. Oxford: Chandos Publishing, 2008. 189 pp. A$70.00. Soft cover ISBN 1843343037.**

Have you heard the one about the professor who prepared his PowerPoint presentation on his laptop in the plane on the way to the conference? With no time left to edit or rehearse, he ended up with far too many dot points on each page in a font too small to be read from the back of the room and in difficult-to-distinguish shades of yellow and grey. Due to this lack of contrast, his handouts were also illegible and he failed to cue his presentation on screen before standing up to speak. Finally, as each slide appeared, he turned his back on the audience and read each dot point verbatim, directly from the screen, allowing no time for discussion or questions. A disaster from which his audience learned nothing? Of course it was, but what do you need to do to avoid these and other errors?

The answer is provided by Lee Hilyer's brilliant book, a complete guide to creating effective, learner-centred presentations – for librarians, he says, but any professional would find it a useful reference for planning teaching sessions. The book has two sections. Section 1 is a description of the learning process and how people learn from presentations, while Section 2 provides guidelines and techniques for writing script, creating visuals and handouts and delivering a successful presentation. Finally, the reader is

helped to handle question sessions and to evaluate each presentation for continuous improvement.

Additional resources can be found on the companion blog and website at: http://www.hilyer.info/presentations. Here one will find additional design inspiration, different ways of using colour, new resources, particularly online resources, and a forum for sharing ideas and information about the best ways to present. Readers are asked to consider the question, 'Is my presentation sticky?' This asks whether information will 'stick' and whether attendees will remember what is taught. The website also has sections on instructional design and other projects.

The book is well indexed and includes a list of references as well as three appendices providing specific information on the most popular presentation software packages. Any professional required to construct and use presentations will find that the methods and recommendations in this book, and on the website, will improve their skills in providing sessions from which the audience will not only learn, but also enthusiastically enjoy the learning experience.

Helen Dunford
TAFE Tasmania

Handbook for aspiring tech services managers

Fundamentals of technical services management. **By Sheila S. Intner and Peggy Johnson. ALA Fundamentals Series. Chicago: American Library Association, 2008. 160 pp. US$69.95 (ALA members US$58.50). Soft cover ISBN 13: 9780838909539.**

Technical services have undergone dramatic changes in recent years. Acquisitions, cataloguing and processing items today look very different from a decade ago. With all this change, it is hard to keep track of what a technical services manager is responsible for.

Sheila Intner and Peggy Johnson share their considerable expertise in *Fundamentals of Technical Services Management*. This handbook aims to give new managers tools to run the technical services department, guidelines for working with staff and vendors, and promotional ideas for the technical services department within the organisation.

They begin by outlining what constitutes a technical services department, what services it includes, the services that are traditionally considered technical but may fall under a different department and how the size of the organisation affects the work.

The section on responsibilities and authority of the manager explores planning operations, staffing, managing technology, budgeting, evaluation and inter-departmental liaison. The planning discussion incorporates the technical services plan, the strategies and goals, procedures, policies and planning as an ongoing process.

The vendor relations section presents hints on how to buy for technical services, how to deal with vendors and how to evaluate their performance. The discussion of staffing explores recruitment, training, staff supervision and evaluation. Budgeting and finance discusses how to create a department budget, tracking it and reporting on it. Treatment of the impact of digital resources investigates working with metadata, building on local digital libraries and cooperative collection development projects.

In discussing relationships beyond the department the authors look at how technical services interacts within the rest of the library, with the library users and with peers and outside groups. Evaluating the department receives the most attention, and covers how to evaluate, what makes it effective, measures and standards and what actions to take as a result.

The chapters have additional information in the form of sidebars, with quick bites of very useful data, real-life examples of technical services in practice and practical guidelines for everyday tasks. The content is further supplemented by selected recommended reading.

Although the book is short, it covers the subject effectively. It is an ideal introduction to the specialty for new or aspiring managers, covering all the areas for which they will be responsible. The guidelines and real-life examples provide good, practical information on running a technical services department. I highly recommend this book to anyone just appointed as, or interested in becoming, a technical services manager.

Michelle McLean
Casey Cardinia Library Corporation

Gen Y: dealing with the differences

Our new public, a changing clientele: bewildering issues or new challenges for managing libraries? Ed. by James R. Kennedy, Lisa Vardaman and Gerard B. McCabe. Westport, CT: Libraries Unlimited, 2008. 312 pp. A$89.95. Hard cover ISBN 13: 9781591584070.

The new public referred to in the title is Generation Y, or the Millennials, 'those born between 1982 and 2000'. The 18 contributions in this stimulating compilation present a variety of analyses and approaches to the unique situation they believe this generation presents to libraries. Critical is the fact that Millennials do not feel any natural need for libraries because they are already experienced in using electronic information sources outside the library. A thread running through most contributions is efforts to define the Millennials' distinctive characteristics:

> …it is critical that we determine how they like to learn and what kinds of services, collections, and space will most effectively address their needs. The unique characteristics of millennials will impact how academic materials are delivered to them, how library space is structured, and how services will have to be tailored to keep the millennial generation visiting the library.

Axiomatic for all contributors is that Generation Y is entirely different from previous generations of clients.

The contents are divided into eight parts which deal with specific types of educational institution (community college and university libraries) or general problems (information literacy, the library as place in the new Millennium and so on). Some contributions are more theory-oriented than others, several offer analysis of concrete library situations and planning with helpful photos of the multiple uses space has had to meet. Two contributions (by Carolyn Jones, and Lesley Boon) have direct Australian relevance, but all contributions offer helpful, sometimes excellent, information and discussion. Themes such as the information commons, user education, library management problems in the racial mix in the US, preservation concerns with digital materials, are all touched on; and, despite the briefness of some chapters, the wide ambit of the work as a whole and the range of literature references will make this a reference work in several senses. It is likely to be of unexpected value to librarians working in different environments who will find a lot of cross-fertilisation between contributions.

Despite its high price, this work is valuable and informative. It may prove an essential manual to those confronting the novelty of Generation Y on their own doorstep.

R. L. Cope
Sydney

Programmes for reading confidence

Shelf-esteem. **By Sandra Kitain. New York: Neal-Schuman Publishers, 2008. 180 pp. A$89.95. Hard cover ISBN 9781555705688.**

Sandra Kitain designed the shelf-esteem programme to build self-esteem and confidence in children through reading. She created the programme when she was both a primary school teacher and school librarian. She aims to foster a love of reading and its spin-off of self-esteem through matching young readers with stories that interest them and 'speak' to them.

Shelf-Esteem has 50 programmes. Each one is centred on an individual title, and provides a synopsis and themes of the story. Also included are activities, and 'book hops', which are related recommended readings. Awards, honours and reviews of each title, if applicable, are listed. Since research indicates that children's attitudes toward reading are consolidated by the age of 10, the selections are aimed at preschoolers and early primary school grades. The handbook's readership is librarians, teachers, parents, caregivers and psychologists.

The book is divided into three sections. Part 1 covers general emotional growth likely to be experienced by most children. Here topics include self-confidence, bravery and emotions. Also covered are bullies, alcoholism and homelessness; of course, these themes will not affect all children. Part 2 looks at the structure behind the programme, including how to choose good books to foster self-esteem, and how to design a personal programme through book talks, activities, and discussion questions. Also suggested are ways to encourage the local librarian or book vendor to participate. Part 3 consists of Sources and Support, cross-referenced indexes of author/illustrator, title and subject. Also included are a bibliography and additional selection resources.

The central premise is 'know your kids' - feasible for a school perhaps, but maybe not so for a larger public library. Synopses, themes and activities of each

title are clear and laid out well on the page. The emphasis on tailored readings for each child would appear to work best in a school setting. The book, however, is in part aimed toward the public librarian. It would be useful as a resource for public library staff - and parents or caregivers - in situations where the adult seeks a story to explain illness, death, bullies and so on to children. The children can read these stories in most cases.

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Doreen Sullivan
RMIT University

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Replacing librarians in science and technology

Recruiting, training, and retention of science and technology librarians. **Ed. by Patricia A. Kreitz and JoAnn DeVries. Binghamton, NY: Haworth Press, 2008. 270 pp. US$60.00. Hard cover ISBN 13: 9780789035554 (also published as** *Science & Technology Libraries* **27, 1/2).**

According to the literature, by 2010 45 per cent of US librarians will reach the retirement age of 65. How, and if, will these professionals be replaced? Although this gap is across all sectors, recruitment and retention of science librarians has been a struggle since the 1950s.

Science and technology libraries are divided on the training. Debate on whether it is better to recruit people with science degrees first, and add on institute-specific library training, or whether librarians trained in science later are just as effective, reverberate through these pages. Many people with a first degree in science can earn a much higher salary than science librarians. Libraries are therefore not an attractive option.

The book looks first at training librarians, then recruiting, and lastly at retention. Several case studies are presented in the first person, which often makes engagement with the subject immediate. Some issues discussed, such as how should the image of librarians be updated and how librarians often fall into accidental careers, are applicable across the profession. Some of the papers address training - and raising the visibility of librarianship - failures or non-successes. This makes for interesting reading. Often we learn more from missteps, ours or others, than perfection. Innocent Awasom writes on science librarianship in Africa. The differences in the cultural and political employment scene intrigue. Peter Fritzler's practical article on the creation and development of a sciences librarian can be used as a starting point for

those without a sciences background, and in smaller institutions. As well as furthering discussion, many of the papers outline practical measures.

Science and technology librarians work in subject-specialised fields. Training, depending on the size of the institution and the resourcefulness of the individual, may be difficult to find. Those in health or medical librarianship work in similar conditions, but it appears that more support in terms of continual education is offered by the Medical Library Association. The book offers suggestions for both informal and formal science education opportunities. The emphasis is American, but many of the topics cross global borders.

This is a well-structured book, following a logical progression from training to retention. Several of the ideas about grass-roots promotion could be implemented, if one chose to do so, immediately. The discussion is comprehensive, from the skills and support needed to be successful as a science librarian, how to network, recognition of training requirements of both the new graduate, and the mid-career and beyond professional.

This book is recommended for academic institutions with a strong science focus, and recommended for university departments of library and information science.

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Doreen Sullivan
RMIT University

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Quality comes from within

The quality library: **a** *guide to staff-driven improvement, better efficiency and happier customers.* **By Sara Laughlin and Ray W. Wilson. Chicago, IL: American Library Association, 2008. 145 pp. US$55.00 (US$49.50 ALA members). Soft cover ISBN 13: 9780838909522.**

Sara Laughlin and Ray Wilson begin by acknowledging a debt to the paradigm-shifting work of the acknowledged business guru, W. Edwards Deming. Deming's principles of continuous improvement have been successfully applied in business, industry, government and education, and in *The quality library* we are shown how the same principles can be applied in libraries. A library should be understood as a system, made up of interrelated processes which account for the results produced and which can be continually improved. Such improvement can best be carried out by the people who work within the system, not by outside consultants or advisors or by applying expensive technological fixes. However, in order to improve processes, workers need strategies and

tools to help them identify, study and make changes to the processes. *The quality library* supplies these tools.

Working from a flowchart of process improvement for libraries, the reader is guided step-by-step through identifying, assessing, measuring and improving each process. 42 broad processes are identified, along with the tasks which make up each process (for example, the process 'circulate materials' is made up of 16 discrete tasks while 'catalogue materials' has only seven tasks). Suggestions are provided for statistical techniques for measuring each process and determining whether an improvement has in fact resulted from any given change. The library is shown to benefit from process improvements by empowering employees to participate in the decisions. As a result, changes can be implemented without fostering resistance; training time for new employees can be shortened, and managers can be freed from daily fire-fighting to undertake more important tasks. Finally, the issue of leadership is considered – process improvement can change the way a library operates by fully engaging teams in pleasing customers, but it will not happen without the support and participation of the library's management.

This book is a companion volume to Laughlin and Wilson's 2003 publication, *The library's continuous improvement fieldbook.* It is well indexed and provides a glossary of terms and a list of references for further study. Each chapter is well supplied with case studies, clear diagrams and sample worksheets which can be adapted for use in any library. It will be a valuable tool for library managers and administrators, helping them to a better understanding of their suppliers and customers. It will also help library workers discover the hidden talent, passion and pride in their library, encouraging them to adopt the best way of doing things and then continue to measure and improve on what they do.

Helen Dunford
TAFE Tasmania

Storyboxes streamline storytimes

A box full of tales: easy ways to share library resources through story boxes.
By Kathy MacMillan. Chicago, IL: American Library Association, 2008. 223 pp.
US$45.00 (ALA members US$ 40.50). Soft cover ISBN 9780838909607.

This is a manual which offers encouragement and motivation for public library staff who handle programming for a young clientele and their families within

a branch system. There are twin outcomes: high quality programmes with a streamlined, productive method of preparation.

The book begins with the history of the storybox system in Maryland. The book then goes on to answer questions such as:

- What is a storybox?
- What goes into storyboxes?
- Who prepares them?
- How are they used?

This introductory section is followed by detailed plans for 50 themed storyboxes with suggested books (with each box containing up to 20 themed titles), fingerplays, songs (with music), props, crafts, sign language and posters. The aim is to spread the work of preparing storytimes so that they are high quality with savings in time and stress.

Essentially a storybox is a thematic collection of resources designed for use by multiple presenters for various age groups. Each season, staff members prepare 1-3 storyboxes, and these are then sent around on rotation for others to use. When presenting a programme, staff go through the box and choose their favourite items or those most appropriate to their particular audience. There is no need to seek out books or spend time finding ideas and preparing props. Using storyboxes allows for effort to go into presenting storytimes rather than preparing programmes. In one branch library staff presented 25 programmes in one week, and this was only manageable because there were storybox resources.

Because they are prepared by different staff members, each storybox is unique, and other staff members are exposed to new perspectives and ideas and have an opportunity to share their own. This fosters professional camaraderie even when staff members might not often see each other, using the strengths and imaginations of all staff involved. For the coordinator it is a simple way of encouraging high standards in programming, since everyone will be using everyone else's programmes and evaluating them. Inherent in the scheme is professional development, and even untrained staff can gain some confidence if they are put in the position of having to present a programme. Over time the boxes can be adjusted and changed or weeded. After a few years there is a sizable resource base for use anywhere, anytime, for any audience, for any occasion or season.

The history of these storyboxes is inspirational, and the suggestions are immediately engaging – but the real foundation for success lies in the rotation and delivery system that can be developed. This will depend on the local

network, but it has to be easy, smooth, reliable, prompt and centrally controlled – this last point does not mean centrally located, because people will have their own favourite or personal resources; but there is a need for a small database spreadsheet manager who is a central reference point for booking boxes and arranging movement among branches.

Though the book suggestions are obviously American, the ideas are relevant to every children's section of a public library (even if it is not part of a branched network), and it offers exceptionally good examples of quality programming. There is a very detailed index of themes, seasons and special weeks and events, story titles, authors, crafts, songs and more. It is highly recommended for all public libraries.

Heather Fisher
New England Girls' School

Reference work on joint-use libraries

'Joint-use libraries?' I hear you say. Aren't they the invention of some penny-pinching bureaucrat wanting to save money on library services? Well, they have been around for over 150 years – so in no way they can be 'libraries for the future'. Wrong on all counts!

Sarah McNicol has shown that joint-use libraries are uniquely suited to the current volatile political climate. All the key concepts are here. They encourage collaboration and partnerships and promote lifelong learning, particularly in communities which have not valued education. Joint-use libraries have a greater potential to contribute to sustainable public services by co-locating with archives, online centres, children's centres, council service centres and a raft of other services, thereby saving clients expensive trips to larger towns for service. In addition, by sharing building overheads and resources, economies of scale and energy savings are possible. Opportunities for innovation are endless, and there is huge potential in developing countries to help and educate isolated rural communities. The first International Joint-Use Libraries Conference was held in June 2007.

McNicol argues that the future of the library profession lies in collaboration and cooperation, and that joint-use libraries are 'the ultimate in cooperation'. They are at the cutting edge in providing flexible, efficient customer service and in showing the way for development of almost all libraries into the 21st century. Most libraries will be joint-use, but the name itself may no longer be used, since clients will be aware of only one library, McNicol says.

In this logically-arranged volume, McNicol introduces the origins and history of joint-use libraries and goes on to examine the common economic, geographic, social and organisational catalysts for joint-use. She then discusses the essential considerations for joint-use library design and operation, together with opportunities for partnerships, community interaction and expanding horizons. The points she makes are reinforced by case studies from 28 libraries in the UK, USA, Australia, Europe and Africa.

The book is well indexed and gives a comprehensive list of references and also a further reading list and an appendix detailing library standards. *Joint-Use Libraries* is a great reference for professionals wishing to reinforce arguments in favour of joint-use libraries, and also a comprehensive step-by-step guide to factors which must be considered in establishing such a library. It will be invaluable to students of library and information studies and their teachers. They may have 150 years of history on their side, but joint-use libraries are developing and evolving rapidly in the 21st century.

Helen Dunford
TAFE Tasmania

FRBR – it's out there!

FRBR: a guide for the perplexed. **By Robert L. Maxwell. Chicago: American Library Association, 2008. 152 pp. US$50.00 (ALA members US$45.00). Soft cover ISBN: 9780838909508**

Functional Requirements for Bibliographic Records (FRBR) is a conceptual model which aims to help searchers more easily use catalogues and find what they are looking for. I first came across it at the VALA 2008 Conference, where it was widely recognised by academic librarians, but not by many others. FRBR has been developed by the IFLA Cataloguing Section and is continuing to evolve, even as it is starting to be integrated into cataloguing theory and implemented in library systems.

In this work Robert Maxwell aims to explain FRBR, illustrate its importance, and show what a database based on FRBR would look like. He does this by exploring the model, the entities, the relationships, the users, and how FRBR relates to current cataloguing practices.

Maxwell begins by describing the entity-relationship model, which is the basis for FRBR. Good use of illustrations helps to explain new concepts. He then goes into detail on the entities that make up FRBR. These include work, expression, manifestation, item, person, corporate body, family, name, identifier, controlled access point, rules, agency, and the Group 3 entities: concept, object, event and place. Each entity is defined and described along with its attributes. Maxwell also introduces undefined entities and explores the effect of FRBR on authority structures.

Next, relationships are explored in detail, including equivalence, derivative, descriptive, whole-part relationships and sub-categories, accompanying relationships and sub-categories, sequential and sub-categories, and shared characteristics. A sample set of FRBR records is included.

'Users' covers the broad definition used by FRBR and defines the four basic tasks users perform to find resources in bibliographic databases. The final brief chapter covers how FRBR relates to existing MARC and AACR2 standards.

Although I am not a cataloguer, this book was very useful in helping me to understand the intention of FRBR, and the detail of how it works. As a result, I have an appreciation of the model and how it can improve user experiences with catalogues and other databases. FRBR will impact cataloguing now and into the future; this book is highly recommended to all librarians with an interest in catalogues and cataloguing.

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Michelle McLean
Casey Cardinia Library Corporation

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Write it with style

MLA style manual and guide to scholarly publishing. **3rd ed. New York: Modern Language Association of America, 2008. 336 pp. US$32.50. Hard cover ISBN 9780873522977.**

As it says on the cover:

> For more than half a century, the documentation style recommended by

the Modern Language Association for scholarly manuscripts and student research papers has been widely adopted by academic journals, university and commercial presses, schools, college departments, and individual instructors. MLA style is used in humanities research [academic publishing in language and literature, especially journal articles and books] throughout the United States and Canada and is recognized around the world.

This third edition, the first revision in a decade, was initially released in April 2008 as a pre-publication uncorrected proof, and is now published as a polished and finished work. It is intended as a guide for graduate students and scholarly authors and sits alongside the *MLA Handbook for Writers of Research Papers,* which is directed at undergraduates.

Eight chapters cover how to have a scholarly article or book published, legal issues (copyright, publishing contracts, defamation and privacy), scholarly writing, manuscript preparation, preparing theses and dissertations, listing works cited, citing sources in the text, and abbreviations. The six-page contents list is complemented with a 27-page index.

Most of the very readable text makes good sense as it follows the path of a scholarly work from author to editor to publisher to reader, but there are some quirks to keep the reader engaged. For example, recommended citation style differs a little from the Commonwealth of Australia *Style Manual for Authors, Editors and Publishers* (6th edition, 2002). For the MLA a typical citation consists of an author's last name and a page or other numbered reference. For example: (Gorman 312), with the brief entry in the text linked to a full entry in the list of cited sources at the end of the work. Australia's style manual recommends 'the author-date system (sometimes also called the 'name-year system' or the 'Harvard system') in which the embedded citation refers to the author, the date of publication and the page number.

MLA is also keen on including publication medium in full citations; for example,

The Chicago Manual of Style (15th ed.; Chicago: U of Chicago P, 2003; print, Web)

indicates that the manual is available in both print and electronic form. But don't expect a URL for the latter:

Inclusion of URLs has proved to have limited value. . .for they often change, can be specific to a subscriber or a session of use, and can be so long and complex that typing them into a browser is cumbersome and prone to transcription errors. Readers are now more likely to find resources on the Web by searching for titles and authors' names than by typing URLs. You should include a URL as supplementary information only when the reader probably cannot locate the source without it or when your publisher requires it.

Perhaps this advice reflects the increasing effectiveness of search engines, but this reviewer/editor finds it very useful to be able to click on a link in an electronic document and be taken immediately to the source.

But these are minor quibbles and do not detract from the value of this work. If you are an author or an editor of scholarly works seeking publication, this reference (print only) should be on your shelf as a companion volume to the Australian *Style Manual* (endorsed for *ALJ* contributors). It is clearly written, comprehensive and well organised, with numbered sections within chapters and additional reading lists at the end of most. This is a truly elegant style manual and thoroughly recommended.

Ian McCallum
Libraries Alive! Pty ltd

The process of strategy

Strategic planning for results. **By Sandra Nelson for the Public Library Association. PLA Results Series. Chicago: American Library Association, 2008. 312 pp. US$65.00 (ALA members US$58.50). Soft cover ISBN 13: 978083835736.**

This title is the fifth in a series which has attempted to meet contemporary demands of planning with each new edition. The foundation assumptions have remained: excellence must be defined locally, excellence is possible in both small and large libraries and excellence is a moving target and a dynamic process. This book attempts to offer understandings and management strategies about the change process itself but does not offer suggestions about the implementation process, feeling that this is too complex and requires definition within a local-situation context. Some readers may find this a cop-out.

There are four parts to the book: the first is about the planning process, the second about public library service responses, the third offers tool kits for identifying options, reaching agreement and presenting data, while the fourth part sets out proforma tables, forms and worksheets for the various stages of the process.

In the first part there are six vital chapters: Plan to Plan (a proactive imperative which establishes a culture of planning to replace a merely reactive impetus for decision making); identifying service priorities to collaboratively establish directions of need; Set the Stage (which emphasises the need to assess the

change readiness and preparation needs of the key players); the need for articulating goals and objectives for the future; writing the strategic plan so that it is clear, concise, credible, logical and persuasive, and a conclusion that encourages a step forwards into action.

Each chapter is finely organised. Each sets out objectives, using task boxes and the repetition of the mantra of the belief in excellence, leading the reader by the hand to undertake the task. It offers graphical representation within timeframes. The tables attempt to integrate every level of public library activity from the Friends of the Library to the Library Board.

Possibly the crucial chapter focuses on identifying priorities – a contentious environment. The foundation is of course assessing the community's needs, both current and into the future. After this debate decisions need to be made about the library's response, the ability to change and meet these needs, the shift in goals and objectives, an assessment of the library's ability to meet these changes and the communication of these shifts to the catalysts in the delivery of the library service. There is an exhortation to include as many people as possible to embrace creativity and a collegiality of responses.

This book offers a detailed scaffold of the planning process which would be useful for any library to have on the desk when the process of strategic planning is required. It is full of common sense and step-by-step detail and very supportive in its tone. It does not reach to implementation, but after digesting the contents it encourages readers to come to their own conclusions about the best way to implement their plans. It offers enthusiasm for the process with a high degree of practical application and the skill steps to reach a well-prepared conclusion. There are some references throughout and a detailed index, but the best way to approach this book is to read it page-by-page to appreciate its logical, sequential development of the process.

Heather Fisher
New England Girls' School

Updated prize winning children's books

The Newbery and Caldecott Awards, 2008 edition: a guide to the medal and honor books. **Association for Library Services to Children. Chicago: American Library Association, 2008. 200 pp. US$19.00 (ALA members US$17.10). Soft cover ISBN 13: 9780838935743.**

This useful reference and selection guide for librarians and others interested in children's literature is published annually. The current edition begins with a chapter on the Newbery and Caldecott Awards, including their history, the method of judging, and criteria for the eligibility and evaluation of books. In an article entitled 'The Art of the Picture Book' Mary Erbach, assistant director of interpretive exhibitions and family programmes at the Art Institute of Chicago, outlines displays and programmes featuring original art work from picture books (including winners of the Caldecott Medal). She notes the range of media and styles picture book artists have used and argues that librarians can enrich their discussions with children by sharing such information. Christine Behrmann's excellent article, 'Media Used in Caldecott Picture Books' (updated to 2008), is reproduced (pp. 147-175) and would certainly help librarians.

The body of the book consists of a section listing, with annotations, the winners and honour books for the Newbery Awards, 2008-1922, and a similar section for the Caldecott Awards, 2008-1938. The entries for 2008 feature longer annotations and images of the author and the cover of winning books, while former years are summarised in standard annotated lists. The reverse chronological order sequence encourages reflection on developments in children's literature over the years and reminds us of those special books which have stood the test of time. An author/illustrator index and a title index facilitate the easy retrieval of information. The annotations, though short, capture the essence and quality of the books.

This is highly recommended for librarians, students and teachers involved in the evaluation, selection or promotion of children's literature.

Lyn Linning
Brisbane

Mainly UK, but OK down here

***Copyright for archivists and records managers*. 3rd ed. By Tim Padfield. London: Facet Publishing, 2007. 306 pp. £34.95. Soft cover ISBN 1856046044.**

This is the third edition of *Copyright for archivists and records managers* to be published in just six years. According to the author, this reflects the extent to which copyright law is changing, and he cautions readers not to rely on the earlier editions. Tim Padfield refers to himself as an archivist with limited legal training; he is Information Policy Consultant at the United Kingdom's National Archives, and his credentials include being chair of the Libraries and Archives Copyright Alliance and copyright adviser to the Society of Archivists.

This is undoubtedly a very useful resource for British archivists and records managers, as it is (not surprisingly) grounded in that country's statutes and statutory regulations as well as the interpretation of that legislation by judges. Chapters consider the nature of copyright; copyright protection; publication, exhibition and performance use; as well as copyright in the electronic environment. In addition, special cases and other intellectual property rights (such as moral rights and confidentiality) are considered in some detail. The content is very clearly presented, references are meticulously provided and there is a detailed index, a bibliography and a listing of authorities (including European Union instruments as well as British legislation).

So does this book have any value for Antipodean recordkeeping practice? My conclusion is 'yes'. As the author points out, there are relatively few people who are much interested in the intricacies of copyright in *unpublished* information – yet this is an important topic for records managers and archivists, particularly given increasing possibilities for the re-use of digital information. Consequently, an authoritative guide is to be welcomed, as any exploration of copyright in the recordkeeping domain is a useful addition to the body of knowledge. Insight is provided particularly by the worked examples at the end of the book, as they tease out the copyright issues faced by practitioners, even though, of course, the solutions may not be appropriate for other jurisdictions.

Gillian Oliver
Victoria University of Wellington

Understanding teenagers

Sex, brains and video games: a librarian's guide to teens in the twenty-first century. By Jennifer B. Pierce. Chicago: American Library Association, 2008. 130 pp. US$35.00 (ALA members US$31.50). Soft cover ISBN 13: 9780838909515.

This rather quirky title grabs attention right from the start, but there the quirkiness stops, for it addresses the very serious subject of research into the way in which 'tweens and teens' think, behave, react and engage. This title offers a unique library perspective which is relevant to public libraries, TAFE and higher education libraries and secondary schools. The book is built on a scaffold of recognising the differences, and at frequent intervals the author draws the reader to reflect on how the research evidence can assist in providing a more appropriate library service to this age group.

The title first discusses some of the beliefs about the teenage years and then presents a range of research, focusing on the teenage brain. Pierce highlights some groundbreaking work which demonstrates that, rather than a steady line of development, teenage brains undergo recurring cycles of development, chiefly through alternating cycles. Changes were observed and measured in the prefrontal cortex which is associated with reasoning and making judgments, risk taking, decision-making and relationships with others. Researchers now believe that this part of the brain is not fully adult until about the age of 25, and so, even though teenagers and others may look like adults, brain development may not have reached maturity.

Research looked into the interpretation by teens of nonverbal cues and found again that their lack of brain development often left them with the wrong impression in interaction with adults and that patience, tolerance and a very clear lack of negativity or judgment is required by staff in library interactions. Most teenagers in the study felt intimidated by library staff, and this is something worthy of reflection.

The title also discussed teenagers' relationships with media and technology, particularly in regard to interactive connectivity and video games. What we mean by literacy is changing, and teenagers find the visual and the manipulative very seductive; increasingly libraries are having to consider the provision of new forms of information and recreational material. The author offers a detailed discussion of the use of video games in libraries.

The development of sexuality is a characteristic of the development of teens, and the author devotes a substantial part of the book to the discussion of teenage sexual research and its application for the provision of library services. Contemporary information on sexual and reproductive health, the provision of sexually explicit material, adult fiction and the like are all discussed. Research does not tell the librarian what to do but gives encouragement to reflect on existing practices.

Each chapter offers further reading or research reports in journals, on websites and in newspapers, and the book is well indexed. This title is easy to read, impressive in its collating of research, and it offers food for thought for everyone involved in a service to 'tweens and teens'.

Heather Fisher
New England Girls' School

Charting the progress of thought

European Modernism and the Information Society: informing the present, understanding the past. **Ed. by W. Boyd Rayward. Guildford: Ashgate Publishing Company, 2008. 358 pp. £55.00. Hard cover ISBN 9780754649281.**

This is a scholarly consideration of the interplay between modernity in the period from the end of the 19th century until the mid-20th century and the information society. The contributions that make up this book examine the work and ideas of a group of Europeans who 'were deeply committed to exploring ways in which information might be better organised and disseminated in order to promote the progress of science, social welfare, industrial productivity, and international connectivity and harmony'. A key figure among them was the Belgian, Paul Otlet. Developments taking place in this period were critical in defining strategies, processes, tools and techniques that have influenced the nature of information management today.

There are four main groups of chapters. The first provides a general overview – from the perspective of sociology (Frank Webster) as well as library and information science (Michael Buckland and Steve Fuller). The second group considers the work of Paul Otlet and colleagues such as Suzanne Briet. The third group examines thoughts and ideas coming from England – including the work of H.G. Wells. The final group of chapters considers key figures and movements in Austria and Germany.

All contributing authors have impressive credentials, and there is no doubt that each chapter represents a rich resource that stands alone and also provides the basis for further research. As with all such compilations, style varies – some chapters are very dense, while others are surprisingly readable. Although the primary audience for this book is likely to be academic, practitioners will also find much of interest here. The contents certainly cannot be pigeon-holed as dry and theoretical. The chapter on Franz Maria Feldhaus, for instance, provides fascinating insight into the (familial) labour involved in generating the tens of thousands of index cards that represented his 'kingdom of paper knowledge'.

This book will be of great interest to anyone interested in the history and origins of library and information management, and it provides real insight into the development of the different occupational specialities. Its publication is timely given the challenges we are currently facing in dealing with the digital world – there are many parallels that can usefully be drawn. It is particularly interesting to reflect on the resistance to the new ideas that are documented here, ideas that for the most part we have long regarded as the status quo.

Gillian Oliver
Victoria University of Wellington

UK focus, Australasian absence

Information rights in practice: the non-legal professional's guide. **By Alan Stead. London: Facet Publishing, 2008. 203 pp. £39.95. Soft cover ISBN 9781856046206.**

This UK-published book deals specifically with UK legislation so is not directly relevant to Australian and New Zealand libraries. However, it does contain useful background information and discussion which highlight the need for a similar publication based on Australian legislation. The most important laws covered are the Data Protection Act 1998, the Freedom of Information Act 2000, the Regulation of Investigatory Powers Act 2000, the Human Rights Act 1998 and the Reuse of Public Sector Information Regulations 2005.

Information rights is becoming a recognised profession and, while not necessarily requiring a law degree, it is necessary that all staff in public authorities are aware of their obligations and duties under the law. The introduction of this legislation has required a culture change for the public sector. No longer is information just for their own use; it can now be shared, in

the interests of greater understanding and accountability, with other authorities and with the public. This does not mean that everything an organisation holds must be made available on request. The data protection principles clearly set out how and why personal data may be collected and must be processed, stored and transferred.

Each piece of legislation covered in *Information Rights in Practice* is discussed in detail, and examples of ways in which it can be applied or misapplied are given. Definitions of the terms used and the scope of situations intended to be covered by the act, together with exemptions and exceptions, add to the reader's understanding. Access to various types of personal data is considered in detail; items including trade secrets, credit reference, corporate finance, access by journalists, legal privilege and access for crime prevention, detection and taxation are dealt with separately. The concluding summary gives the most important points for professionals to be aware of, in dot point format for each act and set of regulations. This makes it easy to ensure that no point has been overlooked.

The book is comprehensively indexed and includes five appendices: data protection principles, a flowchart of freedom of information, exemptions and exceptions, bibliography and useful Web addresses and the published standards for records management. While probably too expensive for its limited value in general use in Australia or New Zealand, it could provide a useful reference for non-legal professionals employed by public authorities who are called on to deal with information rights.

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Learning to supervise

***Crash course in library supervision: meeting the key players*. By Dennis C. Tucker and Shelley E. Mosley. Crash Course Series. Westport, CT: Libraries Unlimited, 2008. 140 pp. A$59.95. Soft cover ISBN 13: 9781591585640.**

Crash course in library supervision is aimed at the new public library director, but it also is filled with pertinent information for the new supervisor in any library setting.

Tucker and Mosley offer many practical tips for the new supervisor, including the importance of the first impression a new supervisor makes when starting a

new job. One of the best tips is to have a list of staff names in your new library before starting to help you remember their names. As Tucker and Mosley state, 'the power of name is not be underestimated'. If the supervisor can greet people by name after only a few days, people will feel they are valuable members of the team. Both the getting to know staff and the managing personnel sections are well written and provide many excellent pointers for the new library manger and team supervisor.

The personnel laws section mentions a variety of laws relevant to the US job market; but this section does not cover personnel laws for the rest of the world. This chapter highlights a very interesting feature of working in the US which might make many in the Antipodes glad they work here and not there: 'in the United States…homicide is the third-leading cause of fatal occupational injury.'

The hiring and firing section gives an excellent overview of everything that a new supervisor or library manger may have to do, and the friends and volunteers section explains how to organise friends' groups and volunteers so that they are being used to their full potential. Although the discussion of friends' groups will probably only be relevant to those working in public libraries, this section may also be useful for dealing with management boards.

One of the best sections of the book covers people in the community, moving outside the box for groups and individuals that may be relevant to public and other library types. As Tucker and Mosley state, 'no library is an island', and 'a cooperative relationship is essential'. With funding threatened at all levels, this section will help leverage relationships to reinforce library value.

Crash course in library supervision is an easy-to-approach, concise guide to managing a library for the new supervisor. It is ideal for those seeking to brush up skills in this area or for others seeking an introduction to the topic, although in some sections it caters only to the US market.

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Social sciences reference blockbuster

The new Walford: **g***uide to reference resources. Volume 2: the social sciences.* **Ed. by Ray Lester** *et al***. London: Facet Publishing, 2008. 699 pp. £159.95. Hard cover ISBN 9781856044981.**

The Social Sciences is the second volume in *The new Walford: guide to reference resources* (TNW), the currency of its content corresponding with mid-2007. Apparently the first volume is entitled Science, Technology and Medicine. TNW is published in a three-volume cycle and in its original form first appeared in 1959. In the preface to this volume, Chair of the Editorial Board Ray Lester observes:

> …TNW Vol 2 principally is a carefully structured guide to examples of the various types of reference resource germane to communication in the social sciences… as much an encyclopedia as a resource discovery tool.

This is a thoughtfully-constructed, detailed annotated arrangement of contemporary reference resources in the social sciences, although the constituent titles are not exclusively of that type. There are, for example, entries for websites, leading textbooks, introductions, government and professional bodies.

A single page 'quick-start guide' is an appropriate inclusion at the outset, summarising the structure of the ensuing entries. Hierarchical subject area classifications occur at four levels. The highest level consists of the 'subject parts': Psychology, Sociology and Social Work; Politics, Law and Government; Finance, Industry and Business; Education and Sport; and Media and Information. Thirteen 'subject groupings' occur at the next level, with either two or three of these being situated within each of the 'subject parts'. Each grouping is then subdivided into about a hundred 'subject fields', and in some cases these are further subdivided into 'subject subfields.'

Within this detailed hierarchy resource descriptions are assigned to a subject area and then placed within one of 13 'resource categories'. These are: (1) Introductions to the subject; (2) Dictionaries, thesauri, classifications; (3) Laws, standards, codes; (4) Official and quasi-official bodies; (5) Research centres & institutes; (6) Associations and societies; (7) Libraries, archives and museums; (8) Portal and task environments; (9) Discovering print and electronic resources; (10) Digital data, image and text collections; (11) Directories and encyclopedias; (12) Handbooks and manuals; (13) Keeping up to date.

Reviewing this type of compilation is a far more selective and potentially superficial process than a (hypothetical) standard textbook review. Its layout is effective, characterised by clarity and consistent delineations within subject

areas. The risk of the end product amounting to lengthy and ponderous bibliographic lists has been avoided. Readers might either consult TNW very forensically or as comprehensively as their time and interest levels permit.

In their introduction the TNW editors rightly extend the 'defining development of the electronic era' beyond 'the shift from print to digital resources', to 'the move to a digital format that is also networked – via the internet and the web.' Indeed, a significant proportion of content consists of URLs for a vast cross-section of international entities. However, the editors have mostly excluded 'personally maintained websites' – a suitable decision in my opinion, for reasons of both quality assurance and longevity.

Selections for inclusion in this volume are deliberately pitched at entry-level tertiary education 'newcomers' to the social sciences. However, this does not detract from their extensive scope and calibre. Hence, readers with academic experience already working or researching would also likely find this to be a reasonably comprehensive and novel reference source. Naturally the quality, educational or research relevance of the constituent resources will be best evaluated if they are also applied to meet specific information needs and contexts.

Resource descriptions are based on the current edition of the Anglo-American Cataloguing Rules. Titles are used as 'the lead element for all descriptions', and where necessary concise geographical indicators are added, covering 'Europe, the G8 countries, Australia and China'. Each 'subject section' commences with a succinct descriptive overview of the topics covered and the section layout. According to the introduction, the editors have 'concentrated on providing factual information about the content and scope of resources and on highlighting any notable or unusual features'. There is no duplication of resources between sections, but cross-references are included, flagging resources relevant to multiple subjects.

This is certainly a major array of resources, meticulously organised and concisely described. British publications are prominently represented, yet European, North American and other international (including some Australian) inclusions are also evident. The proliferation of websites tends to universalise its tenor. Thorough 'topic' and 'title/author' indexes rounds off what is truly a comprehensive volume. It is a great reference resource, a worthy global overview of the social sciences, and incidentally a useful portfolio for ongoing library collection development purposes.

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Deriving library value through SWOT, Scorecard, then Six Sigma

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The measure of library excellence: linking the Malcolm Baldrige Criteria and Balanced Scorecard methods to assess service quality. By Despina D. Wilson, Theresa Del Tufo and Anne E.C. Norman. Jefferson, NC: McFarland and Company, 2008. 220 pp. US$49.95. Soft cover ISBN 13: 9780786430369.

Assuming that research into the quality of library services is a valuable tool and not merely a symptom of managerial paranoia, this work clearly presents an interesting explanation of how the combination of two metrical processes may be applied to produce practical data and information for library administrators. The Baldrige Criteria determine organisational readiness using the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis approach to provide the foundation for measuring the success or failure of the organisation's mission. The Balanced Scorecard provides the framework for refining the library's mission and strategies in the four key related areas of customer service and satisfaction, the organisation's internal processes, knowledge and growth, and financial matters. If all this sounds familiar, the innovation consists of the sequential use of the Criteria followed by the Scorecard, and finally the employment of other tools such as Six Sigma.

The authors contend that libraries

> …need to improve services and public image exponentially in order to compete successfully with the internet and private enterprise, such as Amazon.com and Barnes and Noble. The dynamic combination of these two tested approaches to organizational success (Baldrige Criteria and Balanced Scorecard) is the answer to public libraries [sic] critical need to compete with private enterprise and to improve performance.

Traditional collection (and publication) of customer visits and book borrowing statistics fails to '…reflect the total picture of the growth in library services', particularly in the area of network services and resources. This is hardly news, of course, but nevertheless remains a serious failure to exploit potential management information needed to direct the future growth of library services — as well as to ignore its publicity value at a time when the future relevance of public libraries is being questioned.

There are two particularly useful features about this work. First, the authors not only clearly explain exactly what the tools are and how they may be used, but

specifically explain why they are pertinent to the library management situation (e.g. 'why should libraries use the balanced scorecard?'). Second, the work is generously illustrated with diagrams, tables and charts which complement the text. The authors certainly believe in what they have written, and their enthusiasm is infectious; but is the book actually worth buying and reading? The answer has to be 'yes' – but not by everyone. However, the library management team will want to consider this book's combination of methodologies alongside those suggested elsewhere, and will benefit from doing so.

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Guidelines for authors

The Australian Library Journal welcomes contributions documenting developments in research and professional practice as well as more general articles on issues relevant to librarians and libraries.

Most articles are peer reviewed. These include substantial pieces and articles whose authors request review.

Preferred length is 3500–5000 words, and the preferred format for submission is an MS Word (Arial, 12 point, double spaced, left justified) attachment to an email sent to the Editor at:

ian.mccallum@alianet.alia.org.au

Articles should be accompanied by an abstract of up to 150 words, plus brief biographical details of the author(s).

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The Commonwealth's *Style manual for authors, editors and printers*, sixth edition 2002 (ISBN 0 7016 3648 3) should be used be used where choices need to be made.

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A print quality black and white photograph of the author would also be appreciated.

Contributions are equally welcome from established and beginning authors.