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Aims and Scope

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

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An evidence base for IFLA's global vision

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In August of 2017, IFLA member institutions and library professionals from around the world gathered in Wrocław, Poland's historic Centennial Hall for a conference focused on the theme of Libraries, Solidarity, and Society. Throughout the conference, librarians participated in discussions in tune with the IFLA theme of creating a Global Vision, focusing on ways to further explore how a globally connected library field can meet the challenges of the future. In many ways, this issue of *IFLA Journal* complements these discussions. Articles in this issue focus on many of the important themes considered as IFLA works with its worldwide membership to set the trajectory of the profession.

Looking toward the future of libraries, Dorner, Campbell-Meier, and Seto focus on major projects conducted by library associations that work to understand the role of libraries in a future that presents multiple challenges amidst the opportunities presented by technological developments. By focusing on the profession's attempts to make sense of its collective future, this article provides evidence of a shared sense of crisis facing libraries and the profession as they react to the pace of digital evolution, providing insights into the institutional and professional sensemaking that is influencing the broad and comprehensive ambitions of the Global Vision project.

Technological advances continue to drive and impact the manner by which cultural products are created and preserved for posterity. Smart's research on the increasing role of Caribbean libraries in acquiring and preserving regional cultural products emphasizes the manner by which forces of technology and cultural globalization are both creating new forms of tangible and intangible culture and impacting local cultures, values, and identities. This work shows how libraries are adding local cultural preservation to their traditional informational role in society, broadening

access to local cultural products while preserving them for future generations.

IFLA's Global Vision conversations also relate directly to the role of libraries in supporting educational institutions and learning at all levels and for all ages. The forward-looking research of Loh et al. provides an evidence-based approach to building a reading culture within Singapore's school libraries, establishing strong indicators for factors that influence successful school library programs that build an ecology for reading. At the other end of the spectrum, Cooper and Hughes explore the manner in which academic library resources and spaces are interpreted and utilized by international students. This research provides important insights into the manner in which libraries support students and modify services to address the increasing mobility of university students that is being experienced across the globe.

As noted by IFLA's Secretary General, Gerald Leitner (2017), "the challenges facing the library field from ever-increasing globalization can only be met and overcome by an inclusive, global response from a unified library field". Advancing our knowledge base and understanding of the nature of these challenges, their scope, and models for adjusting to change are essential to continuing this conversation and building upon the expertise and strengths manifested by the library profession across the globe. As *IFLA Journal* enters its 44th year, its dual mission to (1) disseminate timely and high quality research from across the library and information science field and (2) provide practitioners and scholars from around the

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world with access to high quality publishing opportunities remains central to continuing to advance, articulate, and understand our collective challenges.

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Making sense of the future of libraries

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Abstract

We examined five major projects conducted by library associations and related organizations between 2011 and 2016 that focused on the future of libraries and/or librarianship. We employed a sensemaking perspective as the foundation for our research. Through a sensemaking perspective, meaning is intersubjectively co-created. Threats to identity have created triggers for organizations to reexamine the roles of libraries in their communities. This reexamination of the roles of libraries within the community creates or develops a shared context which impacts both professional identity and advocacy efforts. While it is not clear the exact shape and scope of this crisis in the library profession, it is ‘real’ in that it has been meaningfully named, interpreted and enacted. The issue has been discussed coherently and cohesively in the international library community. It is clear that there is concern, internationally, for the future of librarianship.

Keywords

Advocacy, future studies, libraries, professional identity, sensemaking

Submitted: 5 February 2017; Accepted: 16 May 2017.

Introduction

In the period from 2011 to early 2016 more than 500 articles were published in the professional and scholarly literature with the words ‘future of libraries’ or ‘future of librarianship’ in any of their text fields.¹ Perhaps more significantly, in the same period we identified projects undertaken by library associations and other interested organizations that culminated in reports reflecting on the future of libraries and librarianship. While there are many possible reasons for the large number of recent articles on this topic, we wondered whether the projects undertaken by library associations and other interested organizations are indications of serious concerns about the future of libraries and librarianship. Are they indications that we are in a state of crisis?

To explore what is occurring, we examined five major projects conducted by library associations and related organizations between 2011 and 2016 that focused on the future of libraries and/or librarianship. We employed a sensemaking perspective as the foundation for our research.

Sensemaking is a process of meaning creation; the process is triggered by an unexpected event, where what is expected does not match what is experienced

(Weick, 1995). The trigger occurs when the gap between experience and expectation is great enough and important enough to merit collective attention, such as a perceived crisis (Maitlis and Christianson, 2014; Weick, 1995). It entails a process of gathering information, characterizing the gap, and cycles of meaning creation; the process is iterated until the meaning created ‘fills’ the gap (Maitlis and Christianson, 2014; Sandberg and Tsoukas, 2015).

We presumed that the organizations conducting the projects were responding to a perceived crisis in the library sector and that through their projects they were engaging in sensemaking. Our aim is to identify the serious concerns about the future of libraries and librarians that triggered the projects, and to compare and contrast the various projects by focusing on who were involved, what the organizations aimed to achieve, how they achieved it, and what their outputs were.

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The research focuses on five projects:

1. The International Federation of Library Associations and Institutions (IFLA) project that led to the *Trend Report* in 2011, i.e. a group of online resources to help ‘understand where libraries fit into a changing society’.
2. The Royal Society of Canada (RSC) project that resulted in the expert panel report, *The Future Now: Canada’s Libraries, Archives, and Public Memory*, published in November 2014.
3. The Library and Information Association of New Zealand Aotearoa (LIANZA) and Te Rōpū Whakahau (TRW) (the Māori Library & Information Workers’ Association) joint project that began in 2015 and led to: *Taking Libraries to 2025: The Future of Libraries Report*.
4. The Australian Library and Information Association (ALIA) investigation which bore the name *The Future of the LIS Profession* and culminated in seven reports in 2014.
5. The Arts Council of England (ACE) project in 2012/2013 that resulted in a series of reports and a response from the Arts Council’s Chief Executive entitled *The Library of the Future*.

Literature review

At the start of the project we identified several potentially important considerations: a negative economic outlook resulting from the 2008 global financial crisis (for example, see: Guarria and Wang, 2011); the impact of technological developments on the institutions and their services, on the roles played by staff within them, and on the related professional education programmes (for example, see Davis, 2008; IFLA, 2013e; Nelson and Irwin, 2014); and the responsibilities of professional associations with regard to advocacy for their members (both personal and institutional members) and for the groups served by the profession (for example, see Henczel, 2013, 2015). We decided that the best approach would be to follow Sandberg and Tsoukas (2015) and analyse the project outputs with a sensemaking perspective. By analysing the ‘Future of Libraries’ (FoL) projects with a sensemaking perspective, we have assumed that each association/organization recognized a crisis event, and was engaged in meaning creation in response to that event. For example, actors (librarians and professional staff interviewed, surveyed, in the FoL projects) experienced a trigger (such as changes in their professional duties, changes in organizational

structures, disinvestment in libraries and the profession, etc.), and then in order to understand the disruption, they embarked on a sensemaking process.

Sensemaking

When people in organizations are faced with uncertainty, the unknown, or a disruption, they often start a process of sensemaking (Weick, 1995). In the research literature, there is no unified sensemaking theory; rather, Weick (1995) describes organizational sensemaking as a ‘perspective’. According to Sandberg and Tsoukas (2015), there are a few points in which most researchers agree that characterize the sensemaking perspective: it is triggered by ambiguous events and is confined to specific episodes, occurs through process, results in particular outcomes, and is influenced by specific situational factors.

There are two key ontological contrasts in the research literature – that of where and when sensemaking takes place (Maitlis and Christianson, 2014). In terms of ‘where’ – one group of scholars sees sensemaking as intra-personal, that it is a cognitive process (Dervin 1998; Patriotta, 2003; Snowden, 2011; Whiteman and Cooper, 2011). Another group sees sensemaking as co-constructed between people, an interpersonal and intersubjective process (Gephart et al., 2011; Weick, 1995).

The other ontological difference is in the way people see how sensemaking takes place temporally, or ‘when’. The Weickian sensemaking perspective is retrospective (Weick, 1995). Sensemaking is conducted through interpreting actions that have occurred, and creating meaning from the information generated from those actions. Action is always slightly ahead of our sense; thus, action taken to understand the situation also influences that which we are trying to make sense of. This becomes a kind of self-fulfilling prophecy.

In recent research, there have been new studies that look at ‘prospective’ or ‘future-oriented’ sensemaking (Gephart et al., 2011; Stigliani and Ravasi, 2012). There is a ‘trichordal’ sensemaking, where actors are situated in the present, and process information from the past, to build and imagine possibilities for the future (Kaplan and Orlikowski, 2013). This is particularly seen in research on strategic planning (Gioia et al., 2002).

Sensemaking is also closely linked to identity. Weick (1995) states that sensemaking is ‘grounded in identity construction’. Threat to identity is a strong trigger for sensemaking, as it is a gap between who we might be, and who we believe we are. Sensemaking is undertaken to create meaning until a confirmed

sense of self, of identity, is restored (Maitlis and Christianson, 2014).

Professional identity

Individuals construct multiple identities throughout their lives. These identities shape expectations and behaviours at home, within society, and in the workplace. Identity is a fluid construct that changes through experiences and learning and that most people have ‘many identities as they identify with different forms of collectivity (e.g. workplace, professional, and non-working forms)’ (Wise, 2012: 171). Originally published in 1956, Whyte (2002) introduced the ‘organization man’ discussing the ‘cohesive identity that men working together always achieve’ (p. 42). Identification within a profession is an essential rite of passage, which often follows the completion of an educational degree or an intensive training programme, both of which have a strong influence on the construction and shape of the individual’s professional identity (Larson, 1977). Wise (2012: 171) noted ‘professional identity is a constant negotiation of recognition between professional and other societal actors, and one’s self’.

In information professions, such as library studies, archival studies, or museum studies, some measure of professional understanding through an accredited programme or through professional registration is expected. In North America, a graduate degree is expected before an individual becomes a LIS professional. A significant part of entering the information professions, formal education imparts the values of the profession, as well as training in the essential skills and knowledge. This process is intended to teach individuals to ‘accept the legitimacy of [LIS] institutions [and] to embrace its self-assumed obligation to collect the cultural and intellectual authority that external experts [have] identified as socially valuable’ (Wiegand, 1986: 391).

Tertiary education is not the only avenue towards developing a professional identity. Professional organizations also play a role in providing opportunities for development and mentoring within the professions. According to Markova et al. (2013: 495), professional associations influence identity by defining a community through membership, by offering activities to promote ‘its members distinctiveness and evidence of their competence . . .’, by defining the community and creating a sense of belonging, and by strengthening belonging through a sense of prestige. Through annual meetings, professional development, mentoring, and professional registration,

professional associations work to support member needs.

While professional associations have a role in certification, professional development and continuing education, they must also ‘provide value in order to attract and retain members’ (Markova et al., 2013: 492). In her discussion of the roles of professional associations and unions, Hovekamp (1997: 2) notes that ‘although labor unions and professional associations offer an alternative in improving a profession’s status, they are often seen as antithetical especially when it comes to their culture, motives for joined action, and the particular values they ultimately promulgate’. However, associations need to provide value to members. Since membership is voluntary, associations have a responsibility to provide members with more than education and professional standards. In order to provide value, the association must also speak up on behalf of their members.

Advocacy

As noted in the introduction, we identified the responsibilities that professional associations have in advocating for their members and for those served by the profession as an important consideration within this research. The term *advocacy*, according to the Oxford English Dictionary (2010), means ‘public support for or recommendation of a particular cause or policy’.

Though none of the projects’ organizing bodies declared that their project was for advocacy purposes, the triggers for the projects suggested that advocacy was an underlying objective for each of them. Our assumption is also supported by the fact that the list of advocacy campaigns on ALIA’s ‘Advocacy and Campaigns’ web page (ALIA, 2016a) includes its ‘Future of Libraries’ project.

Much of the library and information science literature on advocacy are ‘guide-like’ books, articles or conference papers aimed at helping libraries and/or librarians understand the value of advocacy campaigns and how to plan them. For example, Hoover’s (2012) annotated bibliography focused primarily on ‘resources to help develop an advocacy campaign’. And in 2005, at a conference in Rome, the then President of the American Library Association (ALA), Michael Gorman, drew on the ALA’s *Library Advocate’s Handbook* in a paper in which he defined library advocacy, gave examples, highlighted problems, identified potential advocates, and provided what might be described as the basic ingredients for advocacy campaigns. Surprisingly neither Gorman nor the *Handbook* (now in its third edition) included library associations among the list of library advocates.

Relevant to our study is the work of Hicks (2014, 2016), who observed the links between advocacy, service and identity in librarianship. She noted that ‘Advocacy for librarianship, or for a specific service, is a common response to concerns about the profession’s image’ (Hicks, 2016: 619). In her earlier paper, Hicks (2014) found that when attempting to convince others that their occupation is *a profession*, librarians emphasized the importance of the service they provide to their clients. As noted by Hicks (2016), although advocacy was not the topic of the 2014 paper, it drew attention to the fact that by focusing on the importance of the service as a means to raise awareness of the value of librarianship, librarians are essentially advocating for the profession.

Based on a scan of the literature, Henczel (2015) identified advocacy as one of 10 core roles and responsibilities of national library associations. In a 2013 conference paper, Henczel (2013: 5) argued that a key reason for professional association advocacy is to ensure ‘that the profession is understood by the appropriate representatives at various levels of government responsible for the allocation of funding for libraries, and by those in public and private sector organizations that employ members of the profession’. Thus, for the ‘appropriate representatives’ to understand the profession it must be able to present a clear picture of what its role is, and how it fulfils that role. However, as Henczel (2013: 7) pointed out, our professional associations often are focusing on the workplace rather than the members:

Despite our professional associations being established to support the profession much of their efforts lie in supporting the libraries that employ some members of the profession. This seems unique in the world of professions as where in other professions (engineering, accounting, medicine, etc.) the support is of the skill and expertise of the professional – not their workplace.

The reasons for our associations supporting libraries rather than librarians are to an extent clarified in the reasons behind the five case studies. Indeed, if the role of libraries in a rapidly changing environment is not understood, and the public’s perception of the value of libraries is reduced, then there will be less funding for libraries, fewer professionals working within them, and fewer members in the professional associations. We can argue then that each of these cases is an element of an advocacy campaign by the associations and RSC to clarify the role of libraries (and archives in the RSC project) – which then supports the librarians – as well as the users and potential users of libraries.

Two of the cases in our study, however, were undertaken by other organizations rather than by the professional association for libraries. The Canadian study was undertaken by the Royal Society of Canada (RSC), while the Arts Council England spearheaded the other effort. The RSC states that its primary objective ‘is to promote learning and research in the arts, the humanities and the natural and social sciences’ (RSC, n.d.). Thus, its primary objective was essentially to advocate on behalf of Canadian research and scholarly accomplishment which in this instance focused specifically on the libraries and archives that are essential for arts and humanities research. The RSC undertook the task because of concern ‘about vanishing and undervalued national, cultural resources coincides with a time of re-imagining and re-locating libraries and archive institutions as centres of community, human experience, and possibility’ (Demers et al., 2014: 10). The other non-association based initiative was spearheaded by the Arts Council England, whose mission is to ‘champion, develop and invest in artistic and cultural experiences that enrich people’s lives’ by investing public money from government and from the National Lottery in arts and culture (Arts Council England, n.d.b). The Chartered Institute of Library & Information Professionals (CILIP), the professional association of library and information professionals in the United Kingdom, was not directly involved in the case. The specific nature of funding in England may be part of the reason why an external group was chosen.

Methodology

Gephart et al.’s (2011) examination of future-oriented sensemaking was used to focus this project. We identified seven possible futures projects for review. Five projects were chosen for case studies. We chose cases with a variety of attributes: four are focused on the national level, three were developed by professional organizations, two were spearheaded by external stakeholders, one is an international effort, and one is an ongoing project. Documents available on the web were used to analyse how each organization approached sensemaking.

Sensemaking and the analysis of cases

We made the following assumptions in the conduct of this research:

- There is a perceived crisis for libraries as institutions, and for librarianship as a profession, due to the digital evolution (for example, see Davis, 2008; Ward, 2013).

- Individuals, libraries, and organizations have engaged in sensemaking and their efforts reached a threshold to trigger a wave of Futures of Libraries projects internationally (for example, see Figueroa, 2015; Mattern, 2014; Widén and Kronqvist-Berg, 2014).

By making these assumptions we are exploring, comparing and contrasting the five major projects with a sensemaking perspective. These are the actors that are facing (or have faced) the disruptive events and are creating meaning from the past, present, or future. We are exploring the puzzling pattern of multiple library associations embarking on similar projects that seem to be making sense of a *perceived* crisis for their profession.

Case 1: IFLA – Trend Report

IFLA embarked on the *Trend Report* project because of concerns that libraries and their services are not keeping up with a society that is rapidly changing as a result of information technology developments. This is stated clearly in the following quote from one of the project's key documents: 'How libraries evolve to remain relevant in the new information landscape is perhaps the most urgent question facing the profession today' (IFLA, 2013e: 2).

The *Trend Report* project was aimed at (1) identifying 'high level societal trends which will affect our future information environment' (IFLA, 2013a), and (2) encouraging a dialogue among IFLA members to discuss the emerging trends so that libraries can adapt their services to be better prepared for the future (IFLA, 2013e).

In November 2012 IFLA commissioned a bibliography and literature review of 'future trends which have the potential to affect the global information environment' (IFLA, 2013c). Four areas of trends were identified in the literature review: cross-cutting political and regulatory trends; social trends; economic trends; and, technological trends. IFLA then invited a panel of 10 experts to make submissions in February 2013 based on the content of the commissioned resources.

In March 2013 IFLA invited the panel and several other stakeholders to a meeting in Mexico City to discuss the emerging trends so that libraries can adapt their services to be better prepared for the future. The experts and other stakeholders were from a range of different disciplines and backgrounds (social scientists, economists, business leaders, education specialists, legal experts and technologists).

A synthesis document of the Mexico City discussion was then 'shared with existing and additional

experts who were asked to comment on some guiding questions via the Discussion Forum' (IFLA, 2013d). Their responses and the ongoing findings from the literature review and expert papers were used to develop the project's key outputs, i.e. a range of web-based resources including the Insights Document which identified five high level trends (IFLA, 2013b). IFLA then encouraged its members to contribute to discussion of the trends and their impacts through a number of different mechanisms including online forums and face-to-face events such as workshops and seminars. The report does not forecast, but 'identifies five high level trends in the global information environment, spanning access to information, education, privacy, civic engagement and technological transformation' (IFLA, 2013e: 20).

Case 2: RSC – The Future Now: Canada's Libraries, Archives, and Public Memory

This project was undertaken by the RSC, a body that is not a library association. One possible reason for the RSC to undertake this project was because the library community in Canada was without a national voice at the time due to the weak state of the Canadian Library Association (CLA). The then President of the CLA, Marie DeYoung, stated that 'the future of the Canadian Library Association is tenuous and if a more robust funding model is not achieved in the very near future, its viability is at risk' (as quoted in Demers et al., 2014: 57). And on 27 January 2016 the CLA membership voted to dissolve the association based on a proposal to create a new national federation of provincial library associations that will focus on advocacy, research and policy.

The RSC project appeared to have two main triggers: (1) underfunding and cuts to libraries and archives, and (2) the impact of new technologies. While the first trigger was not explicitly stated by the RSC, the concern to the research community was evident in the headlines of stories such as the one on the CBC News Ottawa website on 2 May 2012: 'Federal libraries, archives shutting down: Researchers, academics, genealogists losing important research tools for their work' (CBC News Ottawa, 2012).

The second trigger was what was described by the RSC as the raging debate that has been occurring since the 1950s 'about the impact of new technologies on print culture in the broadest sense and on the publishing industry, libraries and archives in particular' (RSC, 2014). The RSC noted that 'notions of what constitutes a library or an archive have been challenged and transformed by new communications competencies and needs' (RSC, 2014).

The key player in this project was an expert panel on the status and future of Canada's libraries and archive institutions which was commissioned in 2013 by the RSC's Academy of the Arts and Humanities.² To ensure a wide range of professional and international experience, the expert panel consisted of a wide range of stakeholders: archivists and professors of archival studies; librarians in academic, public, and science libraries; a historian and literature professor whose research is illumined by libraries and archives; a legal theorist; a museum curator; and a consultant. Two were from the United States, and one from Holland. Canadian members were from both the English and French language communities.

The expert panel described its remit as:

large and inherently double-edged. The air of crisis acknowledged repeatedly by researchers concerned about vanishing and undervalued national, cultural resources coincides with a time of re-imagining and re-locating libraries and archive institutions as centres of community, human experience, and possibility. (Demers et al., 2014: 10)

The panel, among other things, was asked to investigate: the services all Canadians were currently receiving from libraries and archives; which ones were expected in the 21st century; what changes in resources, structures and competencies were necessary to ensure libraries and archives serve the public good in the 21st century (Demers et al., 2014:17).

Public consultations were held in 11 cities across Canada from September 2013 to January 2014 and 125 online submissions were received. The panel also participated in *The Canadian Archives Summit* held at the University of Toronto in January 2014. The report identifies the importance of funding; outlines recommendations for libraries and archives; offers a strategic vision for Libraries and Archives Canada and relevant organizations and government ministries; discusses professional development and education; and identifies a need for the development of infrastructure to support the preservation and access of information.

Case 3: LIANZA/TRW – Taking Libraries to 2025

Case 3 is the only project being examined in this study that is still in the process of being completed. The journey began on 31 July 2015 with a meeting in Wellington, 'Taking Libraries to 2025: The Future of Libraries Summit' (LIANZA, 2015a). This event was co-hosted by Library and Information Association of New Zealand Aotearoa (LIANZA) and Te Rōpū Whakahaui (TRW), the professional association

for Māori who work in libraries, archives and information services. Over 160 professionals from information organizations across New Zealand gathered to discuss the future of the profession.

It is unclear what triggered the project; however, the report of the Summit stated that it was the next step in the 'ongoing dialogue' about the future of the profession. In the follow-up meeting in October 2015 (LIANZA, 2015b), LIANZA and TRW met with representatives and stakeholders in the sector to get commitment to taking the Future of Libraries agenda forward. Initially it was to discuss the two concepts that kept resurfacing during the Summit – the need for greater collaboration and one library card. However, by the end of the meeting, they identified these four key themes:

- Access to information anywhere, anytime, for everyone;
- A library in all communities across Aotearoa New Zealand through shared infrastructure (i.e. supporting schools to provide this service where there are no public libraries);
- A seamless interface for New Zealanders (but maintaining the same diversity behind the scenes that we have currently);
- A reimagined funding model with centralized government funding and local contributions.

This project is ongoing, and is currently gathering input from stakeholders via the website, and also the various workstreams. The workforce development stream aims to develop the profession and attract talented individuals that can be nurtured throughout their career. The School Library Association of New Zealand Aotearoa (SLANZA) is leading a stream on bi-culturalism; the Council of New Zealand University Librarians (CONZUL) is leading on open access, and finally the National Library of New Zealand is leading on the One Library initiative.

Case 4: ALIA – Exploring the Future of the Library and Information Science Profession

ALIA began its project in 2012. It was noted in the report that this project is important if the library sector wishes to reverse the trend of declining investment in libraries; the sector needs to consider what is happening now, and what may happen in the future, in order to shape a response to this trend (ALIA, 2014).

ALIA aimed to promote discussion across the sector, including library leaders, students, commentators, anyone in the field, everyone who has an interest, nationally and internationally.

They set out to investigate the ‘big questions’ (ALIA, 2014: 9):

- How will libraries remain relevant for users?
- What changes will institutions and individuals in the sector experience?
- Will ‘library and information professional’ continue to be a necessary and desirable occupation?

This project began with a discussion paper (May 2013), which led to a year-long consultation process, and also included a wiki for online submissions. Discussions were held around Australia about the future of the LIS profession, projecting into 2025. A summit was held with senior library leaders; additionally, there was a sector roundtable. All of these activities were held between May to October 2013.

The final report was published in April 2014, with 10 key themes identified, and action lists and separate reports for each of: Professionals, Collecting Institutions, Public Libraries, Special Libraries, School Libraries, and Tertiary Libraries. A meta-theme was a recognition and response to the rise of digital content, the subsequent meanings (such as library as distinct from information management), and the impetus for action (such as branding of the profession).

The conclusion from their project is optimistic: ‘We concluded that the future is not fixed and we are in a position to write it ourselves rather than having it written for us. We need to be the architects of our own destiny, anticipating change and adapting our library and information services to be part of the flow’ (ALIA, 2014: 09).

Case 5: ACE – Envisioning the Library of the Future

Envisioning the Library of the Future was a major research project undertaken by ACE in 2012/2013. ACE is major funding body in the United Kingdom that supports ‘activities across the arts, museums and libraries’ (ACE, n.d., a) and it ‘plays a significant role in supporting and developing public libraries’ (Davey, 2013: 3).

An important point is that in the decade before the ACE project was undertaken, there was a significant decrease in the number of full-time staff in UK public libraries (Loughborough University, 2015). The ACE chief executive described the situation of public libraries in the UK:

Recent debate about libraries has been intense. Much of the focus has been on short-term issues of funding, the closure of libraries and a perceived tension between books and digital technology. As a result,

an understanding of how libraries will contribute to the future success and well-being of this country hasn’t developed. (Davey, 2013: 2)

The project was developed to provide the focus for ACE’s future work and identify the value, role and purpose of public libraries.

The overarching trigger for the project is evident in the following sentences of the Executive Summary of the concluding report:

Ongoing social and technological changes in society are having an impact on the way library services are delivered and on the public’s views on the value that libraries provide. In this context, ACE carried out a programme of research and debate - Envisioning the library of the future - that will support the development of a long-term vision for public libraries in England. (ACE, 2012: 4)

An ACE web page on the project reported that it was undertaken to help ‘understand the future for libraries, and how we can enable them to develop’ (ACE, n.d., b). Shared Intelligence and Ipsos MORI were commissioned to carry out a research project which would stimulate a strategic and future-focused debate on public libraries, encourage fresh thinking, and pave the way for more detailed exploration of how the public value libraries.

The research was carried out in three phases. Phase 1 included an initial scoping exercise with library experts and an ‘evidence review of major societal, economic and technological trends that might impact on the future of the library service’ (ACE, 2013: 3). In addition, over 200 invited library practitioners and experts in related fields were invited to participate in a Delphi exercise (p. 3). The research also included an innovation review to identify what public library innovation (as opposed to ‘best practice’) currently looks like (p. 3).

Phase 2 continued the process with online discussions with stakeholders. ACE also held ‘a series of five regional “open space” workshops with library sector stakeholders’ (ACE, 2013: 3) across the council’s regions. Sensemaking discussions were held with the core project team and subsequently with a larger group of ACE staff (p. 3).

The project concluded with Phase 3 during which research was conducted by Involve and Dialogue by Design (ACE, 2012). This phase resulted in the development of four priorities: place the library as the hub of a community; make the most of digital technology and creative media; ensure that libraries are resilient and sustainable; and deliver the right skills for those who work for libraries.

Table 1. Future study trigger.

	ALIA	IFLA	RSC	LIANZA/TRW	ACE
Uncertainty		X	X		X
Ambiguity				X	
Relevance	X		X		X
Dialogue/ Conversation	X	X	X		X
Funding cuts	X		X		X

Discussion

Threats to identity have created triggers for organizations to reexamine the roles of libraries in their communities. This reexamination of the roles of libraries within the community creates or develops a shared context.

Sensemaking

Triggers. In this section, we explore the triggers of the five case studies, and illuminate the link between the triggers for the studies and the triggers for sensemaking, to support our statement that these projects are sensemaking processes. If no clear trigger is stated in the documentation, this will also be noted, and will be followed-up in the next stage of this project which will entail interviews with members of the library associations (see Table 1).

One clear trigger identified in the five FoL cases is the uncertainty of the future of the profession. Weick states that people embark on sensemaking to reduce uncertainty and ambiguity: ‘In the case of ambiguity, people engage in sensemaking because they are confused by too many interpretations, whereas in the case of uncertainty, they do so because they are ignorant of any interpretations’ (Weick, 1995: 91). The uncertainty in the cases relates to the direction of the library as an institution, and librarianship as a profession. There is concern over how to evolve and remain relevant in response to the rapid changes in society in terms of the digitalscape (IFLA, ACE, RSC), which may be viewed as a threat to identity; how to justify retaining and increasing investment in libraries (ALIA, ACE, RSC), which may be viewed as a threat to not only identity, but also existence; and also to establish coherence and conversation across the profession nationally (ALIA, ACE, RSC), the ‘library world’ (IFLA), and those people that libraries serve (RSC) regarding the preceding issues.

What we see in all of the case studies is that the projects were in response to the same main trigger: uncertainty regarding the future: ‘All our members want to know what the future holds for library and information services’ (ALIA, 2013).

The triggers disrupted or changed the narrative that provides librarians with an understanding of professional roles as well as identifying the lack of shared context between libraries and the communities that they serve. Technological changes as well as a lack of community and governmental support triggered both internal and external stakeholders to reflect upon the roles of libraries and what they mean to the community. This reflection was undertaken using a variety of methodologies.

Sensemaking methodologies

Process. As noted earlier, the sensemaking process was conducted internally in three cases (ALIA, LIANZA/TRW, IFLA) and externally in two cases (RSC and ACE).

ALIA and LIANZA/TRW focused on internal sensemaking. ALIA was reacting to a perceived crisis in the field and trying to answer the question ‘how do we relate?’ within our stakeholder communities. The LIANZA/TRW project is ongoing and is not just internal, but introspective. Not responding to crisis or preparing for future trends, LIANZA/TRW sensemaking has focused thus far on ‘what are we doing?’

Although the sensemaking process in the IFLA case was internal, the project combined internal and external sensemaking. IFLA was looking at the larger technology picture (global sensemaking). As an international association of associations, IFLA was trying to address ‘what is going to happen?’ as a result of technology. IFLA used a variety of methodologies to bring outside expert opinion to the librarian community in order to identify future trends.

Both the RSC and ACE efforts were conducted by organizations external to libraries. These two organizations nonetheless have a vested interest in library development vis-à-vis the support they provide to the communities they serve, in roles supporting researchers and funders. The reports addressed ‘what is happening?’ in order to identify areas of action for the library community and its supporters.

In order to accomplish the sensemaking, a variety of methodologies were employed across the five cases, including: the development of bibliographies, literature reviews and discussion papers to guide discussion; the use of expert panels to identify gaps and stakeholders; and member discussion to bring the sensemaking info alignment with professional identity and advocacy in order to better serve communities (see Table 2).

The sensemaking exercises address a tension between technology and community (library as place) that impacts both professional identity, and how we are perceived by external stakeholders (or funders).

Table 2. Methodologies employed.

	ALIA	IFLA	RSC	LIANZA/ TRW	ACE
Bibliography		X		X	
Literature review/ Discussion paper	X	X			X
Expert panel (internal and external)		X	X		X
Stakeholder meetings/ public consultations (internal and external)	X	X	X		X
Member discussion (internal)	X	X		X	X
Delphi					X

Table 3. Processes for information gathering.

	IFLA	RSC	LIANZA/ TRW	ALIA	ACE
Identify perceived threat		X		X	X
Auditing issues (SWOT)	X		X		
Discussion of past/ Inquiry (trying to find out why)		X			X
Meaning from information gathered (social sense making)	X	X	X	X	X

During this process, the projects developed meaning from the information gathered. While the process differed between projects, there was some overlap in processes: identification of a perceived threat, auditing issues (present information), identifying past trends (past), and developing meaning from the information gathered (future). See Table 3.

The outputs

The project outputs were highly varied and the results largely depended on the triggers identified. Since the LIANZA/TRW project is ongoing, it is not included in this part of the discussion.

The IFLA project resulted in the *Trend Report* which was officially launched on 19 August 2013 at the World Library and Information Congress in Singapore. IFLA said that the *Trend Report* was ‘not a static report, but a dynamic and evolving set of online resources for library and information professionals to contribute to...’ (IFLA, 2013e: [3]). The key

resource was *Riding the waves or caught in the tide: Navigating the evolving information environment: Insights from the Trend Report*. IFLA said the Insights document:

identifies five high level trends in the global information environment, spanning access to information, education, privacy, civic engagement and technological transformation. While it sets out existing and likely future trends which characterise the new digital paradigm, it doesn’t forecast the future of libraries. (p. [3])

The document has been translated into 14 different languages each of which is available as PDFs on the *Trend Report* website along with other resources, some of which are only available to IFLA members.

In 2016, IFLA commissioned and published an update ‘to analyse and share the results of three years of intensive debate and discussion across the international library community’ (IFLA, 2016: 3). The updated report identifies ‘60 discussion events in 30 countries in Africa, Asia & Oceania, Latin America & Caribbean and North America’ and includes ‘a regional summary of key themes and questions’ (p. 3). In the Introduction it states that: ‘the report concludes by exploring further key messages around the future of libraries and their implications for driving strategic collaboration, engagement and advocacy across the global library ecosystem’ (p. 5).

The main output of the RSC project was a 216-page report, *The Future Now: Canada’s Libraries, Archives and Public Memory*, published in November 2014. ‘The Report combines an examination of critical literature and analyses of trends and specific challenges with remarks from participants at consultations’ along with visual content such as photographs and artist impressions (Demers et al., 2014: 11). The Report made a total of 70 recommendations for Libraries and Archives Canada, library and archives associations, the Canadian Urban Libraries Council and Canadian Association of Research Libraries, the Provincial and Territorial Ministries, the Provosts of U15 Canadian Research Universities,³ and Faculties of Education and Faculties of Library, Archival and Information Science.

The ALIA project resulted in seven inter-related reports published in 2014, with one report focusing on the future of each of the following: the LIS profession; LIS professionals; collecting institutions (i.e. the nine national, state and territory libraries); public libraries; special libraries; school libraries; and tertiary libraries. ALIA followed up with the publication of the *ALIA LIS Education, Skills and Employment Trend Report 2014* with an aim to continue publishing

such reports yearly and it has done so in both 2015 and 2016.

At the conclusion of the Arts Council project, five themes were identified from the process:

The importance of the library space, including its look, feel and purpose; The value of libraries to children and young people; The role of libraries in collecting and offering a gateway to knowledge and culture; The inclusivity of libraries and their role in social opportunity and equality; and The tension between change and continuity in libraries. (ACE, 2012)

Phase 3 reports note: '[t]he challenge for libraries is how to reconcile these competing views of how libraries do and should enact these values' and that libraries need to adapt to meet the changing needs of the public (ACE, 2012).

Overall, the results of the outputs identify libraries as a place and as a service provider. The reports articulated the role of technology within libraries and identified opportunities or areas of future development in the education of information professionals. It is interesting to note that there are a variety of mechanisms that can be used for future oriented sensemaking and that the projects may look at the past, present and future (like RSC and ACE), may look at the present and the future (ALIA), or may look towards the future (LIANZA and IFLA).

Advocacy

As noted previously, Henczel (2013: 17) identified a need for 'recognition between professional and other societal actors, and one's self'. The projects discussed developed materials that could be used for advocacy and sensemaking. IFLA developed materials about the future of technology in order to seed a discussion among member organizations, so that they may use the resources to identify the trends and issues of interest and importance to their constituencies. ALIA and RSC developed information to have discussions within sectors, to create a discussion with stakeholders. The reports all noted the importance of ties to community, however, some had specific goals for advocacy. For example, the ACE prioritized the library as the hub of a community; the inclusion of digital technology and creative media and a call for adaptability so that libraries are resilient and sustainable (ACE, 2012). RSC identified specifically, the need for funding, to invest in infrastructure and to invest in collections, providing information for governmental and funding agencies.

Professional identity

While the projects involved outside stakeholders as well as professional associations, it is important to note the role that professional organizations had in some of the projects. ALIA is the professional organization for 'thousands of individual librarians, library technicians, information managers, students, allied professionals, library employees and supporters, along with library and information organisations and corporations that together make up the library and information management community in Australia' (ALIA, 2016b: 3). ALIA provides support and professional development for members. The Library and Information Association of New Zealand Aotearoa (LIANZA) offers a professional registration program to enhance professional standards of competency for the sector. The registration process is 'typically' entered after completing an undergraduate or postgraduate programme in information studies. Similarly, CILIP, Great Britain's library and information sector organization, also provides a professional registration process. Both CILIP and LIANZA have mechanisms in place to provide members with a professional knowledge base and opportunities for professional development. The CLA voted to dissolve in January 2016 'in order to establish a new unified national library advocacy organizations' (CLA, 2016). The establishment of a federation of associations was directly identified in the RSC report. The reports included professional development recommendations and deliver the right skills for those who work for libraries as well as rebranding the profession.

Conclusions

We began this project with the question: Is there a crisis facing the library as an institution, and the librarian as a profession? Based on the cases and the literature explored, we made the following assumptions:

- There is a perceived crisis for libraries as institutions, and for librarianship as a profession, due to the digital evolution.
- Individuals, libraries, and organizations have engaged in sensemaking and their efforts reached a threshold to trigger a wave of Futures of Libraries projects internationally.
- Through a sensemaking perspective, meaning is intersubjectively co-created (Weick, 1995).

While it is not clear the exact shape and scope of this crisis in the library profession, it is 'real' in that it has been meaningfully named, interpreted and

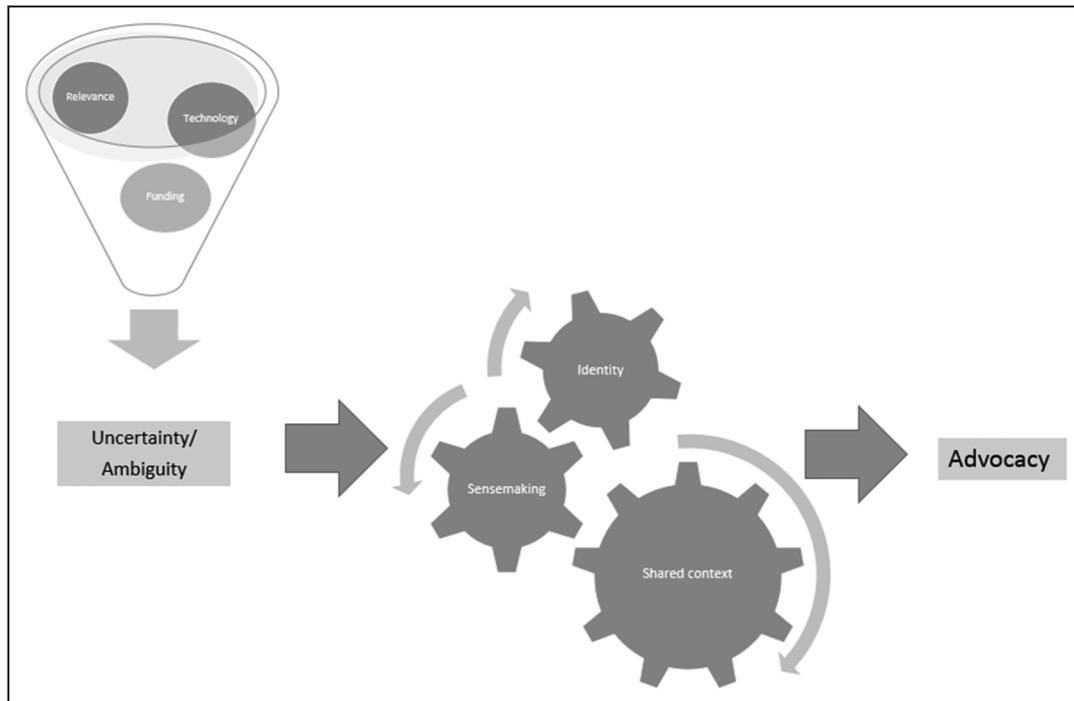


Figure 1. Diagram of interplay between identity, sensemaking and advocacy.

enacted. The issue has been discussed coherently and cohesively in the international library community. It is clear that there is concern, internationally, for the future of librarianship and that this concern has triggered a wave of FoL projects.

An interesting possibility is that the practitioners in the field of librarianship are not facing a threat to professional identity, but rather the digital evolution is illuminating the magnitude and impact of the lack of a cohesive identity. So perhaps, then, the surge of projects to make sense of the future of libraries is also a sensemaking practice to establish an identity across contexts (academic, special, public, etc.), countries, scales and sizes of libraries:

Research has shown that when identity is threatened, or even when it simply becomes ambiguous, people respond by working to understand the basis for the challenge, and often to alleviate it by enacting and constructing new accounts of themselves and their organizations. (Maitlis and Christianson, 2014: 75)

This may be envisioned as a feedback loop (or iterative process): assuming library professionals lack cohesive identity, this leads to a tenuous shared context, and an unstable or nonexistent platform for advocacy. From this point, it then leads to a barrier in defining and expressing value to stakeholders, which in turn then leads potential funders to undervalue, or not see value in librarianship's [unexpressed] practice(s) (Figure 1). When sensemaking is coherent and

successful in restoring a collective identity, this strengthens and establishes a shared context from which to build an agenda for advocacy.

The next stage of this research will explore how associations are engaging with the outputs of their sensemaking projects, and what steps have they taken (if any) from the recommendations. Limitations of this research include the scope of cases; we included a theoretical sample of five cases, and our findings may not be generalized to all associations undergoing projects regarding the future of libraries and/or librarianship.

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Notes

1. Search conducted on 3 March 2016 on multiple databases.
2. The RSC was established by an Act of Parliament in 1883 to, among other things, 'promote Canadian research and scholarly accomplishment' in the arts and sciences (<https://www.rsc-src.ca/en/about-us/our-purpose/mantate-mission-and-vision>). The Academy of the Arts and Humanities is one three Academies within the RSC.
3. Canada's 15 research-intensive universities.

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Building a successful reading culture through the school library: A case study of a Singapore secondary school

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Abstract

Much research has documented the strong correlation between independent reading and academic achievement, and the school library can serve a crucial role in encouraging reading. Drawing from one case study out of a larger dataset of six schools, this paper details how one school transformed its school library, making it a central place for reading within the school. Data collected provided evidence of the kinds of strategies, programmes and design that works to encourage reading. Data collection to help us understand the reading and school library culture included: A school-wide reading survey, interviews with the principal, teachers and students, library observations, timed counts, narratives and time-lapse photographs of library space contributed. Factors for building a reading culture include: (1) Curating the book selection for readers, (2) Making books visible (3) Creating programmes to excite readers, (4) Designing spaces for reading, and (5) Building an ecology for reading.

Keywords

Evidence-based library design, media/school libraries, reading and literacy, secondary schools, Singapore

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Introduction

There is increasing concern worldwide with students' literacy levels, with many nations leaning towards more instrumental approaches towards reading instruction, in the hope that systematic standardized instruction can improve the reading scores of students. The anxiety about reading springs from the belief that reading is a foundational skill for economic and civic participation, as well as lifelong learning. Within Singapore, the National Reading Movement launched in 2015 aims to encourage reading as a national habit and to build a community of readers within the nation. At the same time, there has also been increased effort to understand how the school library can be more central to promoting a culture of reading within schools.

Lucy McCormick Calkins (2000: 9) explains in *The Art of Teaching Reading* that 'teaching reading begins with helping children *want* the life of a reader and envision that life for themselves'. In other words,

building a reading culture in a school must involve devising strategies to motivate students to *want* to read. Engaged readers tend to be more proficient readers as they are more motivated to read (Kirsch et al., 2002) and school libraries can motivate reading by providing a variety of materials, a supportive environment and help in book selection (Adkins and Brendler, 2015).

However, despite the best efforts of some schools and some librarians, the school library is often under-utilized as a space for reading. This under-utilization may be due to uninspiring book selections and displays, lack of programmes to encourage reading or lack of knowledge about how to design a space to encourage voluntary reading. This case study of one

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school library serves as an illustration of how one school transformed its school library from an underutilized space to one that was well-used by the students for reading. More importantly, it breaks down the different components that go into creating a library that effectively supports reading and provides an example of how teacher-librarians and educators working in the library can track the effectiveness of their library spaces, in line with the move towards evidence-based practice (Todd, 2015).

Theoretical framework

School libraries and reading

Much research has demonstrated the correlation between leisure reading (otherwise termed as free, independent, voluntary or extensive reading) and reading achievement (Anderson et al., 1988; Kirsch et al., 2002; Krashen, 2004; Samuels and Wu, 2001). Besides gains in reading comprehension, vocabulary growth, spelling ability, grammatical usage and writing style, students who read well are able to access more texts and knowledge through wide and varied reading (Cunningham and Stanovich, 1998). This 'information capital' (Neuman and Celano, 2012) that students acquire through extensive and wide reading leads to acquisition of more knowledge, including those required for doing well in academic subjects. Good readers thus gain more by reading more whereas weak readers who have to exert more effort at decoding are less likely to be motivated to engaged in further reading required for improved comprehension and knowledge acquisition (Allington, 1984). This leads to a 'Matthew effect' (Stanovich, 1986) where skilled readers' knowledge acquisition are accelerated through reading while weaker readers lag behind as a result of their lack of reading proficiency, practice and motivation.

As such, reading engagement is an important component, particularly for motivating poor readers. Beyond academic grades, engaged reading is a precursor to independent learning as skilled readers learn more about language and the world through their reading (Cunningham and Stanovich 1998; Krashen 2004). Students who are intrinsically motivated are more likely to read (Wigfield and Guthrie, 1997), and students are motivated to read when they have access to diverse and good quality reading materials (Ivey and Broaddus, 2001). In this model of reading engagement, independent reading is a non-negotiable element of a school's reading programme (Gambrell, 2013), and the push towards engaged reading must be a whole school effort (Francois, 2015).

School libraries can play a central role in cultivating a reading culture (Adkins and Brendler, 2015) and

raising academic achievement (Barratt, 2010; Lance, 2002; Todd and Kuhlthau, 2005), though its importance is often underestimated in a climate of budgetary constraints. The International Federation of Library Associations' (IFLA) School Library Manifesto (IFLA School Libraries Section Standing Committee, 2015: 16) explains that a core role of the school library is to develop and sustain 'in children the habits and enjoyment of reading and learning, and the use of libraries throughout their lives'. This focus on reading for pleasure and reading as a part of learning contributes to the school library's mission to provide 'information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society' to equip students 'with life-long learning skills' and develop 'the imagination' to enable students 'to live as responsible citizens' (p. 16).

Some ways that school libraries can encourage reading included constant updating of books in the library to include books popular to students, such as popular young adult literature, comics and magazines (Constantino, 2008; Getrost and Lance, 2014; Ujiie and Krashen, 1996). Trained teacher-librarians can also function as reading specialists helping weaker readers with their reading (Parrott and Keith, 2015) and organize programmes such as book clubs and summer reading programmes to encourage students to read (Lu and Gordon, 2007).

The school library may be particularly important in helping less proficient readers from lower socioeconomic status families read. In the preliminary findings from the survey portion of our study, we have found that while there is a significant correlation between number of books owned by students and their visits to the public library, there is no correlation between number of books owned and visits to the school library. In fact, some low-performing students from lower income homes interviewed shared that they preferred to read in school if the environment is conducive. Thus, it is important that schools harness the power of the school library for building a reading culture.

School library design

Other than rethinking the book collection and reading programmes as ways to encourage reading behaviours, re-designing and refreshing the library space is another way to encourage students to visit the school library. Design and organization of space can influence social relations within space (Lefebvre, 1991), and how students feel about a particular space contributes to their desire to visit the space and to engage in particular learning behaviours. Grosvenor and Burke (2008: 10), in their historical study of

school buildings in the United Kingdom, reflect that school furniture can be seen ‘to reflect pervasive notions of pedagogy’ and ‘promote ideas and theories about the relationship between pupil and teacher and between body and mind in learning’. In the same way, the design of the school library is reflective of the school’s attitudes towards learning.

Barker’s (1968) theory of behaviour settings explains how ‘units of environment’ influence human behaviour and can be applied to our understanding of how educational spaces can be organized to improve pedagogical outcomes. Physical environments can provide cues to shape social behaviour within particular spaces, and the spaces can be deliberately and thoughtfully assembled to encourage preferred learning behaviours (Cleveland, 2017). Thus, if reading is to be a priority in school libraries, spaces should be designed and furniture organized to encourage different forms of reading within the space.

Bland et al. (2013) suggest that understanding the patterns of participation that specific learning spaces can provide can help educators maximize their use of library space. From their study of seven recently renovated libraries in Queensland, Australia they developed a typology to better understand how library spaces were used in schools:

1. *Expanded* spaces embraced experiences that had also occurred within old library space that were extended to become richer or more diverse in the new spaces;
2. *Enabled* spaces provided for experiences of new practices that were made possible by new library spaces;
3. *Informal* spaces allowed for new experiences for students that occurred outside of the formal curriculum; and
4. *Extended* spaces enabled learners to be positioned as members of a community, and to engage with the community within the new library spaces (Bland et al., 2013: 132).

The typology helps with the analysis of how the library space can be utilized for different learning outcomes. It provides a way of evaluating the effectiveness of space usage for pedagogic purposes. In our case study school, the traditional library space is thoughtfully redesigned to extend the role of the library as a reading space. We also see how new ways of reading were encouraged through the redesign, and how the culture of reading in this school encouraged students to colonize (Shilling and Cousins, 1990) multi-use and informal spaces for reading. Within the newly redesigned library, policies and programmes

were implemented to support the school’s vision of their students as lifelong readers who read for enjoyment and learning.

Methods

The case study in this paper detailed in this paper draws from a large-scale study of six secondary school libraries in Singapore. The case study school, Quest Secondary School (pseudonym used), provides an interesting study of how a school library transformed its under-utilized school library into one that is popular with and utilized frequently by students. More importantly, the library was designed with the specific purpose of encouraging reading and we were able to document the effectiveness of various design strategies between September 2016 and May 2017 through survey, observation and interview data. Visual data such as photographic stills and time-lapse photography allowed us to analyze how space was utilized by the students.

The project was approved by the Institutional Review Board (IRB) at Nanyang Technological University and relevant permissions were obtained from the school, teachers and students for interviews and observations. Permission was obtained from the school for the visual aspect of the study and a notice was placed outside the library to inform students that photographs would be taken for research purposes. In addition, photographs obtained were used only for analysis unless permission was obtained from the school to use specific photographs for dissemination and publication.

The context

Unlike school libraries in the United States and Australia, it is not mandatory for Singapore school libraries to have trained teacher-librarians. Rather, a library coordinator (who is primarily a teacher) works with a team of other teachers to manage the library. The daily running of the library is supported by a library assistant who handles data management, clerical matters, loans and student inquiries. Given Quest Secondary’s emphasis on reading, the Head of Department of English was seen as the best person to manage the school library, together with a team of four other teachers. The team is known as the Media Resource Library Committee (referred to hereafter as the library committee).

The impetus to renovate the school library arose from the vision of the principal to build a place where students can be encouraged to read in a self-directed way. Guided by this goal, the library committee used Design Thinking as the process for working towards a user-centric library that would encourage independent

reading, study and collaboration. Design Thinking is a process created by IDEO (2017) that focuses on a structured design process to generate ideas to resolve identified issues. The five steps of Design Thinking involve Discovery, Interpretation, Ideation, Experimentation and Evolution.

After identifying the need to renovate the library space to encourage reading (Discovery), the committee members interviewed students and teachers and shadowed them to find out more about how they would want to use the library space (Interpretation). Based on their understanding of student needs and research, they generated ideas in consultation with both teachers and students (Ideation and Experimentation). Key features in the library central to the strategy for building a reading culture include:

- allocating the best location in the library (beside the greenery) for a reading corner;
- building multi-purpose spaces such as performance steps that can also be used for reading;
- providing beanbags for more comfortable reading while lounging; and
- careful curating of books and attractive retail style book displays.

Even after the renovation, the library team continued to monitor library usage and added features to the library based on their observations and student feedback (Evolution).

The library space

A physical mapping of the school was completed and photographs taken to record how the space was used and how the use of space evolved over time. The layout (see Figure 1) provided us with a visual of the space and the photographs were used to track the changes over time. The layout and visual data were used for analysis alongside the written field notes.

The library adopted an open, contemporary layout design. It can be divided into the following areas:

1. Performance area: This area features three-stepped levels for students to sit and opens up to a small empty area. The area has several different uses, and is often transformed to suit the occasion. On normal library days, the space is used as a reading space. Beanbags are placed in the empty area to create comfortable seating options for students who are looking for a place to browse/read books. Some students are also observed to sit on the steps to read.
2. Book display: Located close to the entrance of the library, the thematic book display is updated

monthly. It is placed prominently and is one of the first things that a visitor to the library will encounter and possibly interact with. Notably, fairy lights are also used in this display area to draw attention to the display itself.

3. Main study area: The bulk of the floor space is occupied by small study tables that seat four library users. The area is loosely demarcated into smaller spaces by the use of moveable shelves and other library furniture. The placement of the tables, shelves and other library furniture is thoughtful and user-centric: multiple users can use these various facilities comfortably without affecting other users. The main study area is also loosely divided by movable shelving arrangements. These shelves are typically used to display new arrivals or large books that do not easily fit into the regular shelving spaces in the wall shelves.
4. Wall shelving: The bulk of the library's collection is stored in wall shelves and is primarily responsible for creating an open layout in this particular library. The shelves are also attractively designed, and feature many different shelving spaces for the school to adopt retail-inspired shelving techniques.
5. Discussion pods: Four soundproof discussion pods are built in the library with the intention of facilitating discussion. The pods adopt glass walls which serve dual purpose. Students holding discussion inside these pods can use the surface to jot down notes from their discussion. The transparent walls also allow the library assistant to monitor student activity within the pods and intervene if undesirable behaviour is spotted.
6. Reading corner: Towards the rear of the library are eight armchairs arranged in a semi-circle. The chairs are positioned approximately 30 centimeters apart. This ensures that users occupying the space cannot engage in prolonged conversations with each other, and even if they do, they are limited to two participants only. Students have been observed to use this area for quiet, sustained reading.
7. Wall-seating area: There are eight cubby holes carved into the wall shelving area. They are yellow-green in colour and feature a bench and a small writing surface which will comfortably seat two students. The cubby hole is well-lit and is quite heavily utilized by students for studying and reading.
8. Bar seating area: A new addition to the library since major renovations were completed, the

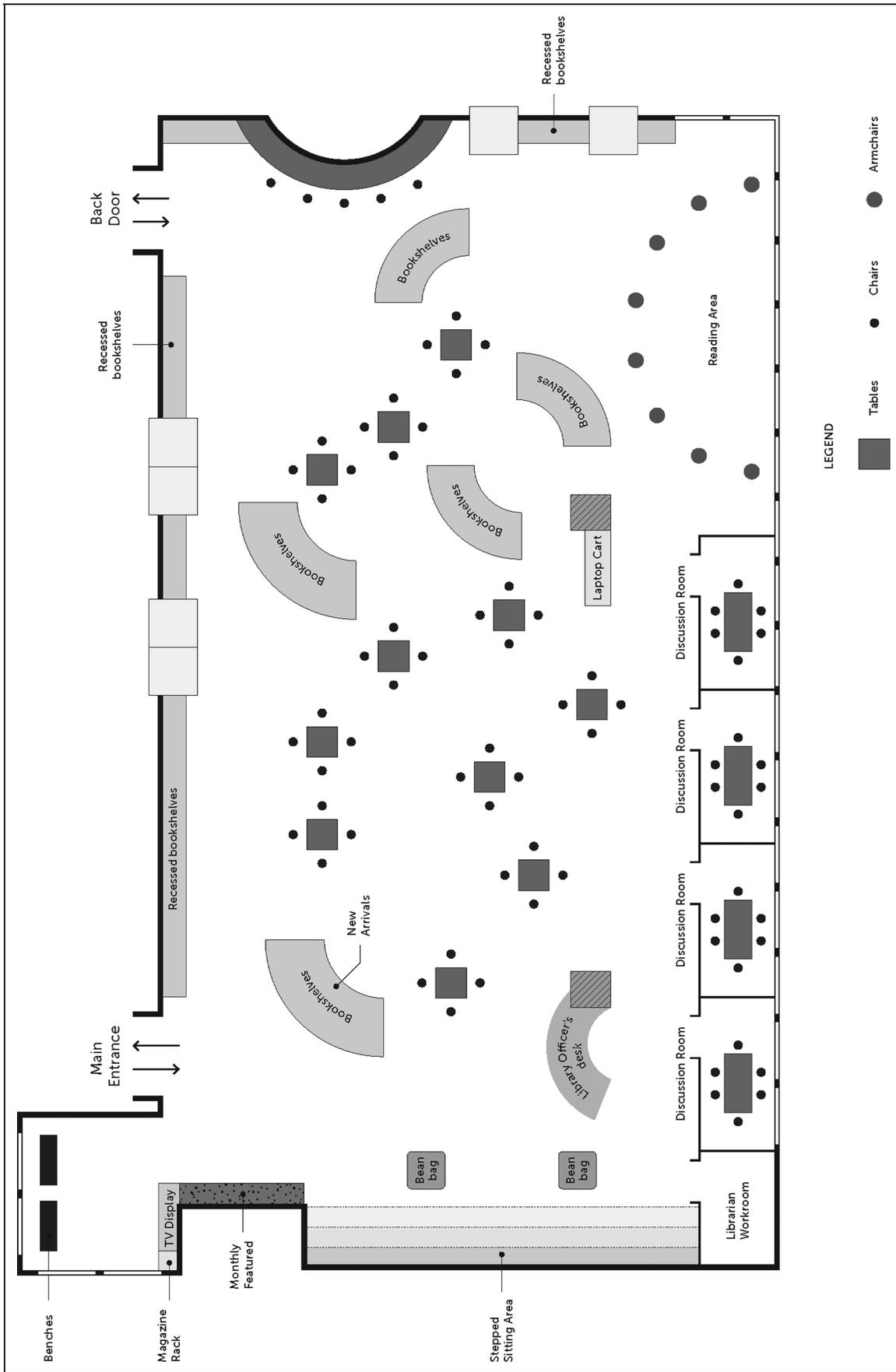


Figure 1. Layout of Quest School Library.

bar seating area is a repurposing of an empty structural pillar that is situated to the rear of the library. This area features a bar-style writing area with five bar stools placed around the pillar. The space is well-received by users and a variety of behaviours – both individual work and collaborative/group behaviours have been observed in the area.

As the school's library committee was constantly evaluating the space and improving on it, additions were made each term and we would monitor the use of these new spaces. For example, taking feedback from teachers and students alike, a new bar-height table was added to a previously empty pillar and high stools were placed there in Term 2. The library coordinator deliberated whether to place computers there and in the end, decided to leave it as a flexible working space for students. The repurposing was done thoughtfully – the styling and choice of furniture kept to the established aesthetic of the space. The new space was well-received by the users and provided a different kind of seating (bar-type seating) to complement the existing choice of seating available in the library.

Data collection and analysis

The study is a mixed-methods study, pragmatically drawing on both quantitative and qualitative approaches to understand the issue at hand. The nested case study approach allowed us to understand 'complex social phenomena' (Yin, 2003: 2), and the comparative data provide us with a way of understanding the relationship between school libraries and design in various contexts. Data collection was wide-ranging and consisted of a range of tools from a school-wide reading survey, interviews with the Principal, Head of Department/Library Coordinator, teachers and students to observation data in the form of field notes and visual data.

A school-wide reading survey was administered to students to understand the reading and school library culture in Quest. Of the students, 906 or 85.7% responded to the survey. Observation data allowed us to track student behaviour and response to space in the library. The researchers visited the library 12 times over nine months (September 2016 to May 2017) to get a sense of how the library space was used over time. Each observation lasted for approximately eight hours, from the opening to closing of the library. In addition, we would also make a note of special events and turn up to observe the events in the library. In total, we spent 96 hours in formal

observations, and eight hours observing special events organized by the school.

Each observation was conducted by two research assistants. One research assistant would conduct time freezes where she did a count of the number of library users and noted the activity conducted within specific spaces in the school library. Counts were made every 10 minutes during peak periods (recess breaks and after school) and every 20 minutes during non-peak periods (class time). Activities were broadly coded under the following categories: reading behaviours, study behaviours, collaborative behaviours, research behaviours, leisure behaviours and others. The field notes were further coded to deepen our understanding of each kind of behaviour. For example, reading behaviours were further categorized into 'sustained reading', 'browsing behaviours', 'work-related reading', 'social reading' and 'individual reading'.

A second research assistant wrote timed narratives to capture visual and written 'snapshots' of the specific students as they engaged in various activities in the library. Photographs were used to document these observations and they allowed the researchers to visualize, discuss and illustrate the kinds of behaviours observed in the library. Conversations with students also helped us to understand the motivations behind particular uses of space. We also made use of technology and deployed three Go-Pro cameras in the library to obtain time-lapse data. The Go-Pro cameras were programmed to take a snapshot of fixed locations every minute. By analysing specific frames, we were able to differentiate the kinds of reading behaviours observed in the library in minute detail. The visual data collected over nine months also allowed us to understand how particular spaces and furniture encouraged certain kinds of behaviours and to see how students colonized the space for their own use. In addition, fieldwork relating to describing the book collection in the Quest Library took place on 25 Jan and 18 April 2017. Specific questions guiding the observation are: (1) What are the ways space is used to enhance/promote the collection? (2) What are best practices that might be adaptable to other collections?

Interviews were conducted with students (including both library and non-library users) to understand how the library was perceived and used. The interviews were transcribed. Field notes and interviews were coded using Nvivo, a qualitative coding software, focusing on how the library was promoted, perceived and utilized as a reading space. Although the project also looked at other aspects of library use such as collaboration, study, research and making, this paper focuses selectively on the data related to the library as a reading space to illustrate how

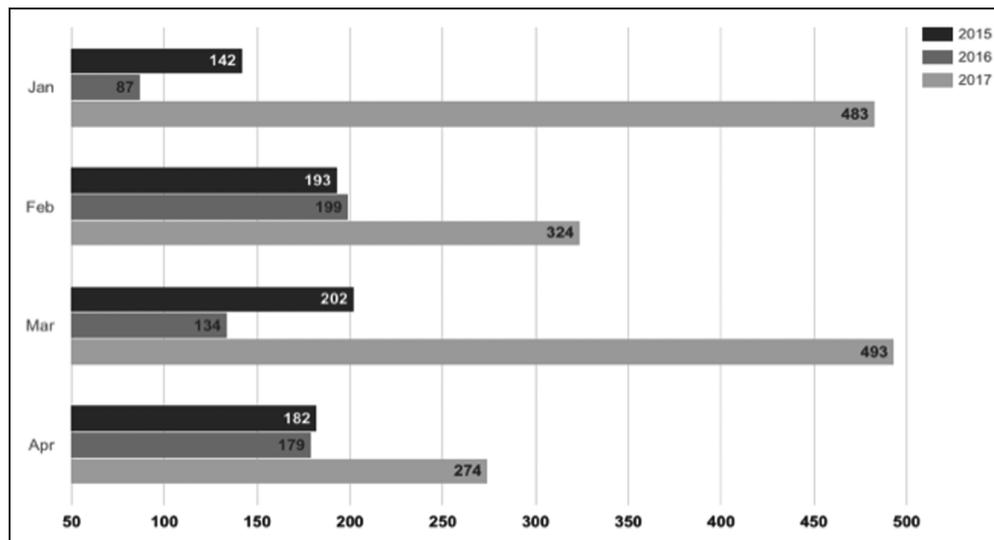


Figure 2. Month-on-month loans from January to April 2015, 2016 and 2017.

school libraries can encourage or impede the building of a reading culture.

Creating a reading library

Evidence from various sources showed that the school library was effective in promoting itself as a space for reading. First, 71.6% of students stated in the reading survey that they visited the school library. Of these students, 30.5% were regular visitors who visited the library at least once a week. In addition, reading and borrowing ranked among the top three activities students preferred to engage in. Lower secondary students were more likely to read and borrow books whereas upper secondary students spent more time studying and reading, probably because of their preparation for the national high-stakes examination. The popularity of the library is striking in comparison to an earlier study by Loh (2015) where students in another Singapore secondary school did not like and seldom visited their school library.

The data also stands out in comparison to the study from five contrasting schools. While the borrowing rate had decreased in four out of six schools, borrowing was on an upward trend at Quest Secondary School. Figure 2 shows the increased loan rates from January to March, with a lesser increase in April, probably due to students' borrowing less as a result of intensive preparations for the mid-year examinations. The increased loan rate is striking because of the library's small collection of 3.5 books per student (as of January 2017). The library committee had decided to revamp the library's collection as part of the renovation, and condemned many titles from the older collection. The refreshed collection consisted of many new and exciting titles but was

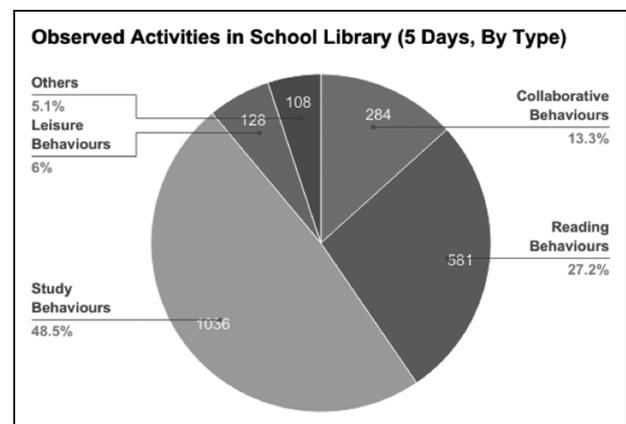


Figure 3. Breakdown of observed activities in Quest Library in Term I.

substantially smaller as time was required to build up the collection again.

Part of the research involved full-day observations where researchers would document the actual activity taking place. The time freezes also demonstrated that students read in the school library (Figure 3). In comparison to the data from five other schools where reading behaviours were observed to happen between 2% and 7% of the time, reading behaviours were observed to constitute 27.2% of the time at Quest. While studying behaviours (such as completing homework and revision) formed the majority of the observed activities, reading came in second, indicating that by and large, students did use the revamped space and refreshed library collection to read.

The following section discusses the various factors that contributed to Quest's success as a reading library.

Curating the book selection for readers

School libraries can motivate students to read by providing a wide variety of books for students to choose from, including magazines and comics (Adkins and Brendler, 2015) and popular literature (Constantino, 2008; Friese, 2008). A wide range of literature is important for appealing to the different interests of different readers, including avid, reluctant and struggling readers. The increased book loans at Quest demonstrate that it is not only the number of books in a collection that matters. Students' perception about the kinds of books and the environment for reading contribute to their desire to visit the library to borrow books or to read.

Interestingly, students' qualitative feedback on the library focused on the comfortable and quiet environment for studying, reading and the well-curated selection of books. Students' comments centred around the perception that there was a wide variety of interesting books, including books that seem unusual and attractive to the students. Qualitative feedback about books include the following:

- It is quiet and has a wide choice of books.
- The library has lots of books for me to read.
- It is big and has rare books I can't find in other libraries.
- Nice layout and facilities, many interesting books from a wide range.
- It is very calming and has many books I am interested in.
- It has many books I have never seen before.
- It is big and nice and new books are coming to the collection.

Their comments showed how the selection and advertisement of books made the library seem interesting and unusual, catering to the needs of the students to access a wide variety of books.

The choice of books is driven by the school's expansive view of reading, to encourage any form of reading, whether through magazines, comics, biographies, or inspirational non-fiction. The principal shared that the main purpose of the library should be to inspire 'a love for reading and explained that the books in the library should inspire curiosity so that the student would want to 'pull the book out' and 'pick up the books to read'. The library committee head personally oversaw the selection of the books for the library. For the selection, she was guided by the school's goals to attract students to read and deliberately selected books that would appeal to them. She was also concerned that students would be exposed to quality literature and that they would read above their reading level, and made sure quality books were available to all students. At the same time, there were also easy books made available for less proficient readers.

Notable strategies included a large selection of comics and graphic novels, non-fiction and other large format information texts chosen to inspire, and pop-up books that were especially popular with all the students. The selection of 'easy' pop-up books about classics (such as Jane Austen and Shakespearean titles) were placed next to the original texts, and worked as a strategy to interest students in reading the pop-up books and even the originals. The perception that the books in the library were current and relevant led students to visit the library weekly to check for new arrivals. Students were observed picking up books and magazines during their rest from studying, and would drop by the library when they had some time to browse, read and relax.

Making books visible

The increased loan rate demonstrates that the size of the book collection may be less relevant than the kinds of books in the selection and the display strategies used to draw students' attention. Advertising books and making them visible is an important strategy to draw students into the library (Makatche and Oberlin, 2011). The school library advertised books physically and online, through Instagram and Twitter. These social platforms are familiar to students and the library team made a deliberate decision to engage students at their level, thereby increasing student engagement online. Online engagement also drew students into the physical space of the library to check out new books, attend events or sign up for workshops.

Physically, the library space could be divided into the entrance or the welcome area, the fixed shelves and the mobile displays, each serving complementary and slightly different functions. The welcome area consists primarily of a digital sign, a monthly thematic display and the multi-use benchers and beanbags. This area is visible through the double-glass front doors and was designed to invite students walking past into the library. Thematic displays seen during the nine months of observation included Romance, Science Fiction, Fantasy and Singapore Literature. New books were also featured, and promoted on Twitter and Instagram.

Taking a leaf from retail principles, attractive and current book displays and display of readers' blurbs are ways to entice students to pick up books. Displaying books with the covers front-facing rather than spine-in may take up more space but can encourage greater interest in selecting these titles. Books were arranged by genre rather than the Dewey Decimal system, partly due to the limited size of the collection

and partly to facilitate ease of browsing and selection. The genres included fantasy, romance, science fiction, graphic novels and travel. Each section was designed attractively. For example, in one of the sections titled 'Discover', there are three components: science fiction, historical fiction, and graphic novels. The title suggests new worlds that students can explore and includes classics as well as contemporary books belonging to these genres. Attractive posters and artwork by students (book cover designs or paintings of scenes from books) were displayed to complement the books and to create a sense of excitement about books. These displays were especially attractive as they sat alone on the shelves (no books on either side) and were effective in signposting different parts of the collection.

Selection and display principles were also guided by the knowledge that less proficient readers may need more encouragement to read. Hence, attractive book covers were selected and arranged to draw the attention of more visual students. Tactile pop-up books sparked students' interest and were displayed prominently. Students were observed heading towards the pop-ups, sitting down and eagerly discussing them. The books in the mobile display shelves tended to serve the purpose of drawing students to pick up books to browse and could be said to fall under the category of 'inspirational' texts. These mobile displays give a sense of movement to the entire space; the library is a fluid, changing collection which appeals to its readers.

Although the Quest library did not focus on an e-book collection, the principle of visibility applies across both print and e-books. One failure observed with the implementation of e-books at other libraries is that schools often do not consider what students would want to read online and how they would provide those materials and make them visible. In one other school studied, e-readers were purchased but languished in the shelf behind the library assistant because it contained only classics and could not be loaned out of the library. Teachers and students were not aware of its presence and thus did not make use of the e-books. Visibility is thus key to raising students' awareness of school library resources and ensuring their usage.

Creating programmes to excite readers and non-readers

In *Reading Beyond the Book*, Fuller and Sedo (2013: 248) note that viewing reading as entertainment, as a 'media experience' allows us to understand reading as a social activity that can be shared by many.

Understanding that reading includes more than the image of the solitary reader immersed in a book in a lone corner (Long, 1986) helps us understand the need to create excitement around reading to attract students, particularly non-readers (whether reluctant or struggling).

The library committee envisioned the library as a social space for activities around reading and other forms of learning. The programmes organized by the library were designed to create a vibrant social life around books and reading. Teachers were invited to give book talks and musical performances were held in the library. Each term, there would be a special workshop sponsored by the school and limited to the first 20 participants. The exclusivity of such events created a sense of excitement and buzz around the events in the library. The use of social media to promote books and events also worked to encourage students to be aware of what was happening in the library; students did come into the library to ask for books advertised on Instagram and Twitter.

The library was not just a space that was visited by students. Teachers also began to see the library as an alternative space for activities. During our nine months, we observed English teachers bringing their students in for poetry presentations and reading projects and History teachers bringing their students in for discussion. As the library became an exciting place for teachers to try out different kinds of lessons and teaching, it also became an exciting alternative space for students.

Designing conducive spaces for reading

The use of space and the various displays in the library give an impression of a library that is welcoming, interesting and fun. The sense of place or the students' subjective understanding of the library as place (Cross, 2001) seemed to be that it was a cool and hip place. In the qualitative portion of the survey where students were asked what they liked about the survey, the environment emerged as the top reason why students liked their new library. Words such as 'quiet', 'nice', 'comfortable', 'relaxing', 'cool', 'cosy', 'beautiful' and 'conducive' populated students' responses to the library.

This sense of place was deliberately designed. The library committee explained that they wanted the school library to be a 'hip' and 'cool' place for students, and these principles guided their redesign of the library. Firstly, the aesthetics of the renovated library, with special cubby holes for studying and different furniture for different learners was attractive to the students. Balanced lighting, soft music

and aromatherapy contributed to the peaceful and calm atmosphere in the library. In our observations, we seldom observed students raising their voices or disrupting others using the space. The way the library was designed and set up encouraged students to adjust their behaviour when entering this space. At the same time, they were permitted to engage in noisy activity when there were events in the library. Students were socialized by their teachers to behave in particular ways in the library but the set-up of the library also encouraged these forms of considerate behaviour.

The two screen captures from the time-lapse (see Figure 4) demonstrates how the reading space is well-utilized by students for reading. It illustrates a principle of design of reading spaces learnt from our research. To encourage sustained silent reading, spaces for individual rather than social engagement must be created. Here, the hardback armchairs spaced wide apart allow students who want to read to engage in solitary reading. At the same time, the placement of two movable shelves with attractive books behind the armchairs encouraged students to sit down and browse.

Space must correlate to intent for the use of the space. Since the school wanted to encourage reading through the school library, there was a deliberate attempt to ensure multiple and varied kinds of spaces for reading. The armchair area situated beside the windows looking out to greenery and the car park space provided students interested in browsing or sustained reading with a comfortable spot to locate themselves. The beanbags and steps at the performance area provided additional seating. Students also colonized the study spaces for reading. In our observations, we observed several instances of students moving from one location to another to vary their reading space and posture. School libraries need to attend to students' need for comfortable and varied spaces in their design of space and organization of furniture.

Building an ecology for reading

To build a reading culture, there needs to be an ecology of reading within the school with the principal leading the way (Francois, 2015). The emphasis on reading in Quest was driven by the principal, an avid reader himself, and supported by the staff. In an interview, the principal noted the importance of instilling the love of reading among students. To him, it was senseless to force students to read as it would result in them perceiving it as a chore. He wanted to encourage self-motivated reading, outside the purview of any structured reading period. In the principal's words: 'I would rather give (the students) a bit of breathing



Figure 4. Time-Lapse showing different reading behaviours within the reading area.

The sequence of two images you see towards the left hand side is part of a timelapse captured in January 2017, from 10:04 to 11:49, between Quest's lower and upper secondary recesses. *From top to bottom* 1. **Book Browsing:** The two boys towards the far left corner in Image 1 are simply browsing the books they have on hand. They leave the observation frame after 2 minutes at 10:22. The boy closer to the right hand side of the frame stays within frame for over 16 minutes, from 10:16 to 10:31, engaging in sustained reading. 2. **Sustained Reading:** The boy in the final frames stays in the observed area for 44 minutes, entering at 10:52 and exiting at 11:36, reading *Catcher in the Rye* by JD Salinger over a few days.

space... a quiet space so it's no longer a kind of reading period but it's kind of a quiet moment where I want (them) to read something'. The idea of instilling a love for reading extended to the library, which he saw as central to encouraging reading habits. The library should be a 'third place' for students to 'hang out' and to encourage reading. The principal had high expectations of his staff and his students, stating that they 'could be reading more'. He was an example to his staff, often sending out readings through Twitter to selected staff to encourage them to read to learn more about their content area or to inspire them in life and in work.

The vision of the library as an attractive space for students and as a reading and learning hub was shared by teachers from different departments, and that was a key ingredient for success. For example, all Secondary 2 students had to complete a reading project which was to create a diorama based on a book read recently. The building project was in line with the school's Maker Culture and focusing on a fiction text allowed students to engage in a fun project about reading. The Design teachers also arranged for students to interview residents in the neighbourhood to discover problems for their design tasks and encouraged to use the books and online resources to research.

The culture of reading seemed embedded into the school. We observed students reading in the morning assembly period before school started and when they were exempted from physical education classes. Interestingly, when students were asked if they were forced to read, most told us that they were encouraged but not compelled to read. The reading survey showed that 68.9% of the students enjoyed reading and that most students read for pleasure (e.g. reading is my hobby, I read for enjoyment, I read for relaxation). Students also saw reading as part of their learning and were happy with the fact that reading was encouraged rather than enforced in school. Despite the lack of monitoring by school staff, students were often seen reading and shared that they saw reading as a legitimate and valuable activity to engage in.

Across our research at the six different schools for this study, we observed that the school library was often a microcosm of school life, and that the vision and actual usage of the school library was often inspired or limited by the principal's and staff vision of the school library. Here at Quest, the library was seen as a central space for encouraging reading. This guided the library renovation, curating of books and implementation of activities that contributed to students' vision and use of the library as a reading library.

Discussion and conclusion

One key finding of this study is the understanding that it is not so much the number of books as the selection of books that contributes to student interest in visiting the school library. This points to a different role that school libraries serve in contrast to public libraries. While public libraries serve a large clientele and require a large and varied collection, the school library can be more targeted and discrete in its selection as it serves a smaller student population. This means that schools with different profiles and niches can tailor reading materials for its intended target

audience. Secondly, this study demonstrates how the design and organization of space can shape learning behaviours positively. Designing a library with the specific purpose of encouraging reading, and supporting the design with relevant programmes and policies can result in more productive use of library spaces for reading. Finally, this study provides an illustration of how teachers and librarians can engage in a form of evidence-based practice to track the effectiveness of their interventions at school. Through evidence-based practice (Todd, 2015), the design and outreach of school libraries can be systematically improved. At the same time, the evidence is a way to advocate for the importance of the school library to reading.

While this study has provided some key principles for how to encourage a reading culture in schools through the school library, there are many more unanswered questions that future research can examine. For instance, is there an optimal balance in terms of number of books and kinds of books to draw students to the library? In terms of text selection, what kinds of help can be provided to low proficiency readers and reluctant readers? More longitudinal research can be insightful: Is the increased readership at Quest the result of a 'new library' effect or can it be sustained over a period of time? What kinds of policies and programmes are required for sustained transformation rather than once-off improvements?

Given the centrality of the education system in Singapore, more guidelines about what counts as a reading library and professional development to support library coordinators will be helpful. At the end of the day, teachers working within the library need more formal support to help them understand their role and to advocate for a reading library. For example, in the Singapore context, the library assistant is not trained in text selection and given the primary responsibilities of the library team members as teachers, the students are often left to discover the books on their own. The importance of book selection suggests that the work of weeding and selection is an important part of library work. As such, teachers who are tasked to managed the library must be accorded the time and training to make sure they are able to do the job well. Library coordinators also need to possess some form of 'environmental competency' (Lackney, 2008) in order to optimize the library space to encourage engaged reading and other forms of learning.

To build a successful reading culture of engaged reading through the school library, it is essential to ensure that policy, programme and practice are well integrated to encourage reading. Without school-wide support, a coherent vision of the library's purpose and thoughtful implementation, attempts to build a

reading culture may be fragmented and uneven. Creating an environment where students *want* to read is a complicated and multifaceted challenge. Knowing some ways to begin addressing the problem is one way to begin to build a reading culture in one's own school through the school library.

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Preserving cultural products: Libraries, context, technology in the English-speaking Caribbean

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Abstract

Libraries remain crucial for the preservation and dissemination of cultural products in the English-speaking Caribbean. Cultural products span the realm from traditional to contemporary artforms in diverse formats. Technology has facilitated the process allowing cultural intermediaries such as libraries, archives and museums to extend their reach and expand markets. Globalization has also impacted the process, weakening national boundaries to facilitate a polemically viewed transformation. The treatment of cultural products with libraries is an uncommon theme in the literature on Caribbean libraries. This article therefore explores the practices of the Caribbean library in the acquisition, preservation and promotion of the region's cultural product.

Keywords

Cultural heritage, cultural products, English-speaking Caribbean, libraries, library leadership, library management

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Introduction

The discipline of librarianship and the business of libraries have changed significantly over the years. As communities become more diffuse and abstract, the authenticated achievement of the library becomes more uncertain, diminishing the ideals of the institution as tied to the histories, opinions and expectations of an identifiable community (Donovan, 2012). As the embodiment of the library has changed, so too has the representation of librarians. Seldom now regarded as gatekeepers of collections, librarians are increasingly identified as signposts to access knowledge. This entry is provided through the organization of material thus facilitating the transmission of these bits of information into 'general, rationalized cultural knowledge' (Donovan, 2012: 102).

In the English-speaking Caribbean, the focus of this review, libraries have struggled to keep pace with numerous developments in the contemporary world of information. Some institutions have noticeably been more successful in this attempt than others. Too often these achievements or lack thereof are attributed to their financial health ignoring possibly more pressing

concerns such as leadership competencies and more astute resource management (Smart and Newman, 2016). Despite the asymmetrical levels of development of Caribbean libraries however, what remains constant is their role in the creation, conservation, preservation and transmission of their society's culture (Kargbo, 2008).

The term 'culture' has many different definitions; however, it is culture as 'explicit and implicit patterns of historically derived and selected ideas and their embodiment in institutions, practices, and artifacts' (Kroeber and Kluckhohn, 1952:357) that is germane in this particular argument. Cultural products, the tangible or intangible creations from this philosophy, form part of a country's tradition and heritage. They are created by small groups or individuals and are shared or at

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least made publicly accessible to society through libraries, museums, galleries and archives.

Tangible products consist of physical artefacts such as paintings, buildings, literature, and implements such as tools, cutlery and accessories. In the Caribbean, the islands are peppered with buildings that tell stories of our past such as the sugar cane mills at Betty's Hope in Antigua and Sugar Mill ruins in Montserrat. Other more infamous ruins are the Papine-Mona Aqueduct found on the former Mona, Hope and Papine Estates, the current address for The University of the West Indies, Mona Campus in Jamaica, and the Nassau Public Library housed in a 217-year-old prison. The field of literature has been distinguished with Nobel Prize awardees VS Naipaul and the late Derek Walcott, and more contemporary writers such as Kei Miller and Vladimir Lucien, while artists such as Boscoe Holder, Joseph Cromwell-Assee, Ras Ishi Butcher and Nina Laming have captured the social conventions of the islands in their paintings. Distinct from these palpable artefacts are intangible products, categorized as oral folktales, dance, sacred rituals, systems of education, law, education and society (National Standards for Foreign Language Education Project, 1996). In the Caribbean, much of these stem from spiritual influences as demonstrated in the boula or tambou dibas (rum cask drum) drumming performed at Carriacou's Big Drum festival, Shango dances and Divali festivities.

A second, possibly more inclusive definition of cultural products is provided by Dayton-Johnson (2000). He described cultural products as goods and services that include components such as the arts (performing arts, visual arts, architecture); heritage conservation (libraries, archives and museums (LAMs)); the cultural industries (written media, broadcasting, film, recording); and festivals. The relevance of Caribbean libraries to the region's cultural products is therefore appropriate in the discussion on the conservation, preservation and promotion of the cultural product of the region.

This paper briefly examines the role and purpose of libraries in the English-speaking Caribbean as it relates to cultural heritage. The author suggests that a broader more inclusive representation is required if libraries are to remain culturally relevant to their stakeholders. This paper draws on a range of literature from various disciplines including library and archival science, ethnography and cultural studies. Examples are drawn from the literature to craft the arguments for this hypothesis along with the author's own experience working in a multicultural information environment. Figure 1 presents the geographic area.

Cultural products, cultural capital and libraries

Cultural products are significant to creators, owners, cultural groups and caretakers. To the West Indian or Caribbean native, a 'common history of colonisation, displacement, slavery, indenture, emancipation and nationalism' (Dabydeen and Wilson-Tagoe, 1987: 921) shaped the environments, resulting in the creation of unique and sustainable cultural expressions. The products of these experiences are demonstrated in literary activities captured in the poetry, prose fiction and drama; the dances and performances; and other artistic outcomes.

Libraries and librarians are important in the dissemination of cultural products, acting as cultural intermediaries as they present and organize material for public access. Goulding (2008) claimed this process can be viewed as creating large reserves of cultural capital, a concept not normally associated with libraries. This impression may have been predicated on the conceptualization of the term 'cultural capital' which has a dual construct in the creative industries. Cultural capital allows for the characterization of cultural goods and services in an economic context, where sustainability and diversity are the fundamental principles which govern cultural production (Throsbry, 2001). Concomitantly, cultural capital could refer to the sociological concept linked to French sociologist Pierre Bourdieu and his hypothesis of social inequality and social positioning where it is often taken to mean the set of cultural competencies a person needs to participate in a whole range of cultural activities (Bourdieu, 1984). Bourdieu identified three constructs of cultural capital: objectified, embodied and institutionalized. The culture of reading-related works (objectified cultural capital) can assist individuals to acquire linguistic skills and cultural knowledge (embodied cultural capital) which assists in the acquisition of qualifications (institutionalized cultural capital). Drawing from Bourdieu's theory, Sullivan (2001) developed a broad operationalization of cultural capital as she explored middle-class children's attainment of educational qualifications in the United Kingdom based on their possession of cultural capital. She identified a nexus between young people's use and borrowing of books from the public library as a key indicator in the acquisition of linguistic skills and cultural knowledge. We see a corresponding development with folk culture through the exemplar of Suzanne Karpelès (1890–1969) who established the Royal Library in Phnom Pehn, now the National Library of Phnom Pehn. Karpelès supervised the collection, cataloguing, preservation and

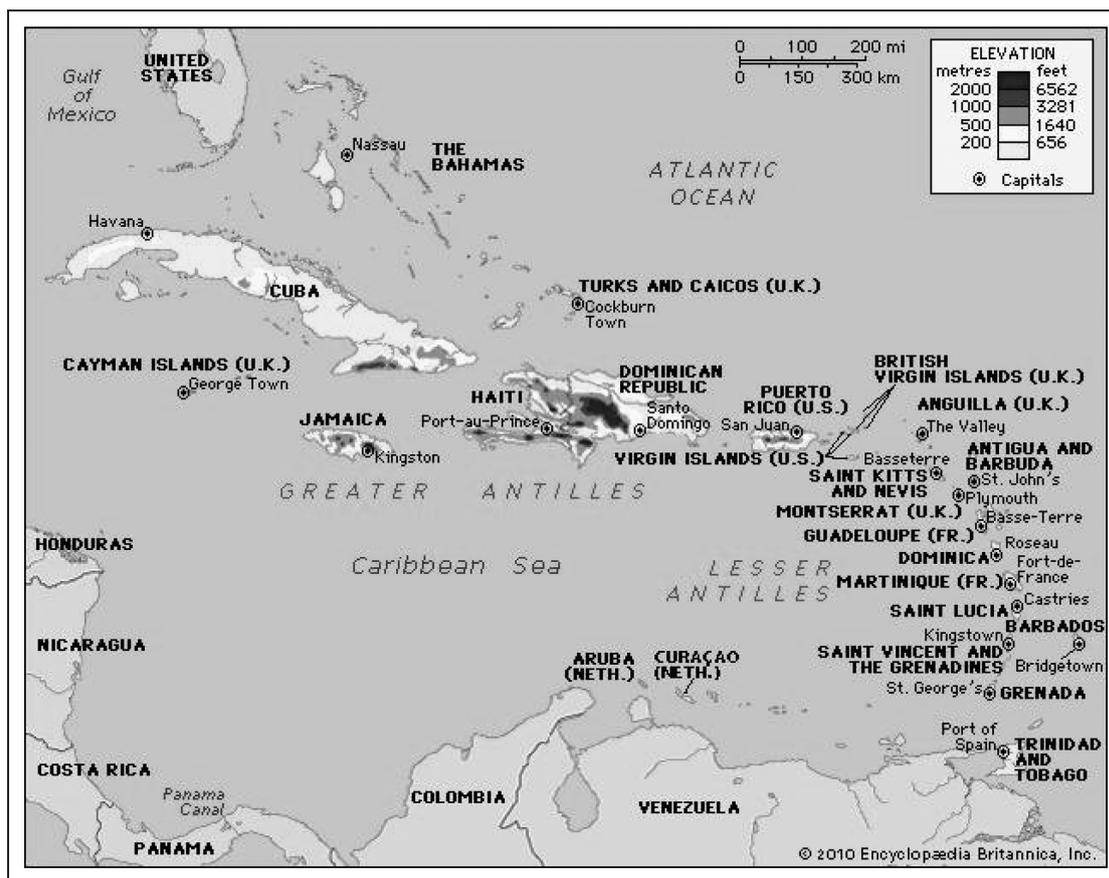


Figure 1. Map of the Caribbean (formerly the West Indies) *Courtesy Google image.*

dissemination of Cambodia's ancient literature in situ and promoted the publishing and media transmission of Buddhism. She also facilitated the convergence of Cambodian poets, writers and intellectuals. In this way, all strata of that society had access to their cultural traditions.

Within the West Indian context, Sancho and others had argued that while education should focus on the act of reading, the objects and subjects the literature dealt with were equally important. Despite marked improvements to the educational curriculum there is still insufficient deviation from the colonial educational model (Espirit, 2011) resulting in a 'distinct kind of division between the kinds of schools, and who gets into what kinds of school' (Balutansky and Hodge, 1989: 656, cited in Espirit, 2011: 5) culminating from the inequity in resource allocation to different geographics and demographics; including library service provision.

In some societies, access to cultural capital legitimizes the maintenance of the status and power of a dominant class through language, artefacts and culture, thus enabling the subjugation of other social classes (Bourdieu, 1984). During the proto-globalization era, the language of the West African slaves, indentured labourers and other newcomers

deferred to that of the conquerors – the Spaniards, Dutch, English, and French (Brathwaite, 2004). Language was linked to literacy and, for centuries, books were considered the pre-eminent sign of culture (McCrosen, 2006), and their storehouses, libraries, were often targeted in attempts to pervert a community's access to their value, using annihilation if necessary. Such acts merely demonstrate the importance of such edifices to a nation's endurance and the importance of the institution in the preservation and promulgation of civilization. History has ratified: the burying of scholars in 213 BC China as Emperor Qin attempted to rewrite history in his favour; the attempts by the Spaniards to Christianize the Mayas and the subsequent destruction of the Mayan Codices in the process; and the decimation of the Cornish language through Henry VIII's edict in 1548 to loot and burn books and schools in the County of Cornwall. More recent occurrences are the Nazi book-burning episodes during World War II and the shelling of the Sarajevo National and University libraries in 1992 during the Bosnian war.

Interestingly, some cultures exert their influence in more subversive ways. Lavoie (2013) in an OCLC survey identified more than 20 million holdings in library collections of titles written in, from and about

Scotland. Some of these titles include perennial favourites: *Treasure Island*, *Sherlock Holmes* and Adam Smith's *Wealth of Nations*.

In the West Indies, the Enlightenment culture was the great civilizing gift the British bestowed on its captive subjects (Espirit, 2011). In Jamaica, 1946 was the momentous year the British agreed to provide funding for library development, which was rationalized as 'the single most important contribution the British Council could make to the spread of British culture in the West Indies' (Bennett, 1987: 13). Included with this financial assistance was the appointment of a librarian, who would fall under their jurisdiction and control. Hazel Bennett, in her thesis, noted Jamaica was fortunate in acquiring two directors who 'put professionalism first' and acquired books which would in their best judgment, although of British origin, 'be acceptable and of value to the Jamaican public' (Bennett, 1987: 224). In Jamaica Kincaid's biographical *A Small Place*, she referenced former colonial masters' penchant for building schools and libraries where 'in both these places you [the British] distorted or erased my history and glorified your [their] own' (Kincaid, 1988: 36).

Neo-colonial tubers also find fertile ground in recessionary conditions. Well-known author, Curdella Forbes observed: 'Jamaican school libraries, where they exist, are often stocked with US-donated books chosen for availability not necessarily their content' (Forbes, 2013: para. 5). Such largesse, while contributing to literacy, tends also to contribute to the moribund state of Caribbean works and publishing, and the pervasive mimicry of other cultural systems. Who reads, what is read, and where the reading takes place affects the construction and reception of cultural products and its permeation for cultural understanding and acceptance. Although some would argue extraneous practices cannot take root if people are against it, it could be countered that the degree to which a local population values an edifice, and the high level of legitimacy bestowed on institutions charged with awareness and education, such as libraries, are important in the people adoption process. Fortuitously, Kambon (1982) maintained, cultures lack the capacity to commit suicide and so, when on the surface a culture appears to be suicidal, genocidal forces would have to be at work.

Libraries diffusing tangible cultural products

Libraries play an essential role in the provision of access to Caribbean tangible cultural products. The commitment to literacy, the transforming effects of

reading for self-identity, through Caribbean works is a critical element in the role of the library. Though their establishment under colonial administrations might have hindered the development of an independent philosophy, libraries cannot continue to be victims of their heredity and environment; nor be perceived as such. When compared with the libraries of developed states Caribbean libraries appear as mainstream, passive, inadequate, out of touch with their communities and resistant to social change. There is need for innovative leadership and communication processes to break this cycle.

The phenomenon of globalization has added an even greater dimension to the discussion. Exposure to foreign goods and culture tends to impact local cultures, values and traditions, resulting sometimes in the undermining of that group's cultural identity (Culture and Globalization, n.d.). Simmons-McDonald (2006), in referencing the erosion of French Creole traditions in St Lucia, attributes some of it to the impact of television, tourism and other facets. In the same vein, free market mechanisms and the Internet can promote recreant behaviour. Neely (2008) reported the burgeoning sale of limited editions of Jamaican Mento and Ska music on vinyl by locals via international auction sites. Some of these records are unavailable in local LAMs. Ironically, while loss of these artefacts to foreign collectors stymies research efforts, the genre has been instrumental in the development of rock music internationally (Neely, 2008). Likewise, the steelpan, national instrument of Trinidad and Tobago and the only musical implement created in the 20th century, has been adopted as far away as China. Jamaica born Reggae, one of the few examples in the world of living folk music, is also known internationally. Globalization has also enabled the extension and advertisement of Caribbean cultural tangible and intangible products.

In response to perceived needs and as a tax-supported institution, Jamaican libraries were devoted to a 'general diffusion of knowledge and learning' (Bennett, 1987: 24). Generally cajoled into undertaking a purely informational role, libraries were placed within the ambit of education ministries, where they were seen as an extension of the school and consequent 'bookish' environment of 20th-century education; burying a deeper and more pervasive role as purveyors of culture.

This is not to imply that libraries are not guided by some sort of tenet or cultural policy. In an overview of Suriname libraries, Smith (2007) noted cultural policies are generally the remit of the Ministry of Culture. Other government departments, NGOs, private sector organizations and civil society follow their

guidelines. This is a common occurrence in most of the islands although these policies are often 'broad and far reaching' (Ministry of Youth, 2007: 5). The Ministry's over-extensivity, however, does not inhibit a library from determining priorities and developing strategic plans for execution once the nexus to the ministry can be shown. Accordingly, the development of distinct statements of a Cultural Policy as depicted on the website of the Bodleian Library is not unreasonable.

National Libraries, where they exist, often fall under the ministries of Culture, as do archives, museums and galleries. Their role in culture is less ambivalent unlike public, school and academic libraries placed under the auspices of Education with its many competing agendas. It is one of the reasons, Raymond, then Director of Library Services, Trinidad and Tobago in 1988 attributed the poor development of library services to 'inadequate attention . . . through their allocation to a ministry with related but extensive commitments' (Hill and Joseph, 2007: 8). Although their placement under Education has not changed for libraries in Barbados, Grenada, Montserrat and Jamaica, it was not the same for Trinidad and Tobago. In 1998, the Trinidad and Tobago library service was enacted as a Statutory Authority under the National Library and Information System Authority (NALIS) Act, No. 18 of 1998 providing an independent Board and structure which has undoubtedly proven instrumental in the achievements the System has had to date.

Of all the library systems in the Anglophone Caribbean region, NALIS is possibly the most aggressive in fulfilling its mandate as promoting a sense of identity by presenting the 'Trinidad and Tobago society to itself' (<http://www.nalis.gov.tt/>) through the promotion and preservation of the nation's cultural products. This is achieved by concerted efforts made through its collection development policy and partnerships, albeit no distinct Cultural Policy is articulated. The NALIS alignment with literary festivals such as Trinidad and Tobago's NGC¹ Bocas Lit fest, an expanded version of Montserrat's own Alliouagana Festival of the Word, and St Lucia's Literary Festival, aim to disseminate an appreciation of Caribbean artforms. The Literary Festival, according to Espirit (2011: 216), 'functions as a site to merge the canonical and the grassroots histories of literary production and to maintain a strong sense of national identity and ownership' while inviting participation from the Diaspora. At one time, the Jamaica Library Service partnered with the Jamaica Folk Singers, and budding and seasoned artists such as Claude MacKay, to produce an annual folk fair entitled 'Pepperpot'.

Elements of traditional culture were shared with the nation and the financial proceeds given to the Library to offset the cost of children's books. No information could be garnered as to why the event was discontinued, although anecdotal reviews related favourable comments about the event. The bi-annual Kingston Book Fair, which now serves as Jamaica's Literary Festival, partners chiefly with the National Library of Jamaica, the Book Industry Association of Jamaica (BIAJ) and corporate sponsors with whom a strong working relationship is apparent.

Library programming activities such as workshops, seminars, and storytelling often conflate the traditional with the contemporary. The public act of reading Caribbean-related themes aloud, as in library story hours, legitimizes the West Indian and his cultural product through reading and writing. Roethler's (1998) study where she described how the image of Black children in picture books influenced their ethnic identity development and informed their cultural conceptualization of non-Black children was important for cultural identity and language development. In calypsonian Sparrow's quintessential classic 'Dan is the Man in the Van' (1963), the veteran bard critiqued the colonial education system's attempts to turn Caribbean children into fools by spouting nursery rhymes that had nothing to do with their culture (Jacob, 2011). Indeed, the ownership of books and the reading culture were activities associated with class and status and were representative of the British influence and so, according to Naipaul, were not intended to create an affective experience (Espirit, 2011).

Diffusing cultural products in the digital age

Digital technology, facilitated by globalization and the Internet, has encouraged the Caribbean library's inroads into digitization. Motivated by the two-fold need to preserve materials for future generations, and also to provide access to the general public, the mission and key characteristics of libraries' role as stewards in the digital age become almost paradoxical (Farb, 2006). Stewardship implies the administration, management, organization, control and ethical use of resources in trust for the next generation. This might be impossible with digital materials, since licensing rights favour creators and publishers and grant limited rights access and use of resources to users (Farb, 2006).

Electronic publishing has undoubtedly freed up the ability of Caribbean artistes to creatively express themselves. This liberation will, however, pose challenges for libraries entrusted with the need to preserve

such works. Digital formats also introduce additional challenges, the key elements being resources – funds and skills, ethical and legal considerations, and Internet infrastructural development throughout the Caribbean region (Renwick, 2011).

The issue of funding mantra is a reiterative excuse for incomplete agendas; and at times one wonders if much cannot be achieved with the re-adjustment of priorities and innovative approaches. Web publishing offers an exceptional opportunity for new creators. If libraries are unable to host electronic books, for example, provisions of links to web pages of local authors who choose to publish in this manner are alternative avenues for cultural information dissemination. Such an approach should mitigate the continuation of what Ramchand (2000) refers to as the ‘lost literature’ although his reference was to the material secreted away in ephemeral publications.

Another aspect of the dilemma lies with the distinction of what constitutes home-grown or native works. Sancho (1973: 79), for example, identified Caribbean literature as ‘anything of literary merit, not necessarily creative in context, written by a son or daughter of the Caribbean’, including poetry and phrase. He did not postulate on works, unlike Rohlehr (1973: 48), who indicated native works must capture the ‘ideas, concepts, types of experiences which have been included in, or emerged from West Indian literature which resulted from the time of slavery’ and which form a part of the Caribbean people. Nor does Sancho wrestle with the more erudite commentary of Dabydeen and Wilson-Tagoe in their identification of West Indian literature as the creator’s engagement with the ‘history, political and social adjustments’ of the period and saddled with the problems of ‘identification, identity and aesthetics’ (Sancho, 1987: 922). While a seemingly esoteric observation, the categorization has implications for contemporary librarianship and librarians with responsibility for acquisition and selection activities. In her dissertation, Espirit recounted a visit to a school in her home state of Dominica where noted names of Naipaul, Walcott, Anthony and Selvon were perceived more as historical figures than active cultural producers from the region. She lamented the fact that the children’s familiarity with Jean Rhys (pseudonym of Dominica’s most celebrated author, Ella Gwendolyn Rees Williams) stemmed from use of the name in a tourism campaign. None of the children recognized the name of another author, Jamaica Kincaid, despite her Dominican roots. Such behaviour is symptomatic of the poor transmission of the Caribbean’s cultural heritage. This author has herself attempted to engage with some librarians about Caribbean authors and was

surprised at the significant knowledge gap. Whether this is indicative of librarians’ interest in low versus high culture is a question for another work, as is exploration of the Library School’s curriculum at the regional university. Nonetheless, such lacuna warrants discussion by library associations at local and regional level, since the problem might not only be, according to Renwick, ‘insufficient materials on the Caribbean by Caribbean people’ (Renwick, 2011: 3) but also ignorance of ‘who’ constitutes Caribbean. Such a discourse could ensure all or most Caribbean works are captured for preservation and dissemination.

In the current socio-economic climate, digital or electronic access creates another dilemma – the creation of yet another divide as it relates to cultural products available solely in electronic format. These are accessible to the possessors of Kindles, Nooks, iPads, Internet access and credit cards – the accoutrements to facilitate e-publications. Unfortunately, residents without similar access are liable to be sidelined. The situation reminds of an era when books were only available to specific classes, contributing to illiteracy and continuing cycles of poverty and oppression (Bennett, 1987).

Despite the profusion of mobile technology there are no statistics to determine the categorization of persons who invest in these and other reading devices who are able to download *and* are interested in purchasing born digital Caribbean expressions. According to Daigle, born digital materials represent a new world order for archives, and libraries in particular who want to provide access. MacNeil and Mark (2007) cited in Daigle noted ‘the digital environment resists the imposition of traditional structures because it dramatically accelerates the process of change’ (Daigle, 2012: 244). Quite frankly, most libraries in the region are unprepared to deal with these changes. Internet penetration in the region is lower than the world average in even the most developed Anglophone Caribbean countries (Internet World Stats, 2016). Low levels of e-literacy, intermittent power supplies, funding, and under-utilization of technology (Rigobert, 2010) are just some of the myriad challenges with which Caribbean institutions, including libraries, must contend. Some fail to acknowledge these obstacles however and instead merrily move forward with unsustainable ICT projects.

At the 2007 UNESCO/NALIS Digital Library conference held in Trinidad and Tobago, Renwick cited the need for regional collaboration with efforts such as a digital library. A digital library is a repository of electronic text and non-text material which have been electronically preserved and to which access is provided. While she espoused the advantages of such a

move, chief of which were preservation, access and marketing of Caribbean cultural products, conference attendees also outlined the challenges related to establishing, funding and maintaining such a collection in the Caribbean (Renwick, 2011). Some of these were outlined earlier in this submission. The Digital Library of the Caribbean (dLOC), a partnership initiative² which digitizes Caribbean works is a long-standing success story. Technical infrastructure for the project is provided by the University of Florida which also administers the system along with Florida International University and the University of the Virgin Islands.

A digital library cannot, however, be a panacea to e-activity. Ivey (2004) argued, quite convincingly, that digital technology will not save the day for preservation and access. Instead technology has introduced more thorny problems such as the equipment itself. The volatility of the technology and the risks of hardware and software transitioning into obsolescence without warning are acute possibilities.

Ironically, preservation of printed books had established an efficiency and maturity (Masanes, 2006) to which Caribbean libraries had comfortably acclimatized. The influx of born digital material presents another quagmire as it relates to assessing preservation standards. The changing needs of the subject population and the voluminous material on a country's cultural product call for a more strategic approach. Heritage-type libraries have had to become more inclusive in their harvesting of cultural products. In October 2014, the National Library of Jamaica held a Legal Deposit Day. Members of the public were invited to deposit a copy of locally published books, magazines, audio/demo/promotional CDs, and Jamaican films/music videos (NLJ hosts Legal Deposit Day 2014). The approach is similar to a strategy applied by Johan Hartog, historian and Aruba's first librarian of the Dutch-speaking island in the 1940s. The efforts involved an island-wide appeal to citizens to donate books to the National Library which were written in or on Papiamentu (Sankatsing-Nava, n.d.).

Such calls with the intent to preserve for posterity are ingenious, as long as creators do not offset with counters. Preservations efforts are too often plagued by procrastination, followed by sporadic bursts of activity, and then fund-seeking for crisis management (Lavoie and Dempsey, 2004). One preservation librarian interviewed identified professionalism as an additional problem, noting Caribbean librarianship seemed plagued with persons who only paid lip service to preservation efforts as their practice told a different story (Newman, 2015, personal communication). Additionally, the tendency towards

one-upmanship, an all too human flaw, results in a dispersal of efforts, thus banishing any concrete results from true collaborative endeavours.

Yet alliances are the preferred global approach, signalling the need for a multiplicity in methods, and not strictly a continuing and sole reliance on external aid and government intervention, although authors such as McDonald (2000: 531) submit the need for 'more focused official attention' and 'increased public funding' to preserve the record of creative achievements and extend their influence. Grants such as the US allocation to St Vincent and the Grenadines have enabled the preservation, cataloguing and display of the ceramics and petroglyphs that record the oral traditions of the Garifuna or 'Black Carib' elders (USA aids cultural preservation in SVG, 2011). While globalization has limited the role governments can play, their input is important since there is need to balance pecuniary culture or creative industries, protect artists' rights, guarantee universal access to works, and address quality of life issues (Isar, 2009).

Diffusing intangible cultural products - oral and folk traditions, music, dance and festivals

'In Africa, every elderly person who dies represents a library going up in flames' (French-speaking Malian writer, Amadou Hamapathé Ba).

All human achievement stems from intangible cultural heritage. It is ideas, desires and interests that urge people to create tangible or performative heritage (Arizpe, 2004). Both the *Bible* and *The Odyssey* are based on principles that stem from oral works (Condominas, 2004).

Oral traditions are the tools of historians (Kargbo, 2008). Diakite (2001) defined it simply as testimony transmitted from generation to generation; they are aspects of the human culture of the rich, diverse, ethnic and cultural traditions. In the Caribbean, these oral traditions are transmitted and preserved through folk tales, poetry, songs, music, dance and are representative of the strong oral culture which came enchaind within the hearts of slaves and the depths of crowded, indentured-ships. Braithwaite (2004: 1156) noted the nation language of the Caribbean also stemmed from an oral tradition, with the poetry and culture existing in the tradition of the spoken word. The prohibition of literacy instruction to the enslaved worked in the favour of the oral tradition. Tales of the West African Brer Anancy and East Indian Panchantra are remnants of the use of the spoken word as a way of conveying morals, teaching values or 'brought-upcy' and conveying family and community values (Omodele,

2011). Many would perhaps argue that these traditions need to be re-ignited in light of the increasing depletion of these characteristics in the region's citizenry.

Although creativity in Africa had for a long time been denied (Kargbo, 2008), according to Crowley (1970: 198), 'blacks in the New World were always considered creative in the arts, in dance, music, song, games, and especially in folktales'. Hundreds of tales of plantation life which have been collected and published are credited to Africans and African-derived orators (Crowley, 1970: 198). Despite many hardships and deprivations, slaves and their descendants expressed themselves orally through the folk songs and shanties or work songs (La Fortune, 1978: 259). While slavery demeaned all things African, Crowley contended that, on lonely plantations, African arts could not be suppressed because their importance was recognized for the mental well-being of the slaves. The plantocracy welcomed the singing by the Maroons in Jamaica; it made the work 'go better' and kept the workers 'happy'. Disciplinary problems decreased while the planters' wealth increased. Cognizant of this, slaves used work songs to pass on messages, exchange gossip and ridicule the system of slavery. A Jamaican work song, 'Chi Chi Bud' is still sung in schools and theatre settings to date where hopefully the social context is explained.

The planters' enjoyment of the slaves' theatre was advanced in Dabydeen and Wilson-Tagoe's composition in relation to the Trinidad and Tobago Carnival (1987). They claimed the Carnival, which started in the 18th century, served as entertainment for the French-speaking plutocracy by their slaves.

In Guiana, Carew in *The Fusion of African and Amerindian Folk Myths* identified the Afro-Amerindian folk myths as 'enormous cultural significance in the New World' (1978: 257). He noted the arrival of the period when oral stories which had previously been passed down from generation to generation would be transposed into written form as 'living artistic creations' and not merely dull ethnographical material for scholars' (Carew, 1978: 257). The significance of this is the awareness of the sharing of a culture by all peoples and not merely a few. Crowley (1970: 196) noted that while 'an art object or an example of material culture can easily be passed from hand to hand . . . folktales are different from art styles or language'.

La Fortune identified the emergence of folk poetry as a desire for freedom, and a deliberate effort to cement links with the past and heritage. Like the calypso, 'local, topical and rudimentary rhymes' (La Fortune, 1978: 263) dealt with the domestic,

social and political issues of the time. In addition to reducing grievances and lightening burdens of laborious tasks, folk poetry related stories of the common people. They recounted popular customs and past times, myths and legends. The Rapso of Trinidad and Tobago, a unique style of street poetry which emerged during the Black Power movement in the 1970s, is indicative of creative expressions arising out of oppression. Similarly, dancehall which emerged in the 1950s, and is described by Stanley-Niaah (2004a: 117) as 'Jamaica's premiere popular street theatre' was drawn from popular, sacred and secular forms of dance such as limbo, Jonkonnu and Revival. The performance represented triumph in the face of imperialism and a social system that promoted exclusion (Stanley-Niaah, 2004b).

The social context of these performances which are intermingled and not isolated are significant for cultural transmission. Elder (1968: 44) maintained training teachers in musicology (the social context) without telling the story behind the songs made little sense. Correspondingly, Neely (2008: 100) observed collected objects have little research value if the social institutions and cultural practices of which they are a product are not included. For libraries then there is need for more innovative thinking as it relates to diversity in the presentation of these products as well as emphasis on the consequence of deliveries and not only outputs. As an example, mounted exhibitions in and of themselves contribute little value if the information they transmit are not contextualized or presented in formats that are inclusive of a diverse population.

Access to and preservation of intangible products

How does a library capture for dissemination and preservation, the culture that people practise as their everyday life? In matters pertaining to intangible cultural products, access and preservation should go hand in hand (Ivey, 2004). Copyright, social and cultural policies might be the theoretical response; a more pragmatic rejoinder would be, through the capture of transcripts, films and sound recordings.

Kargbo (2008) submitted that in addition to selection and acquisition activities, libraries should develop directories to facilitate access and organize and process oral traditions as they would print matters. Some efforts have been made to accomplish this although these collections are not housed in libraries. The Library of the Spoken Word, as an example, is hosted at the Archives of the UWI, Mona Campus, and consist of a comprehensive primary collection of some 10,000 reels, cassette tapes and gramophone

records which date from the 1950s. This non-print collection consists of wide-ranging themes by social, political, cultural and academic luminaries of the Caribbean (www.uwimona.edu.jm).

The CLR James Cricket Research Centre Library is yet another example of a repository mandated to safeguard the heritage. The Centre, located at the Cave Hill, Barbados, UWI Campus, was established as a place whose mission is to make 'knowledge of the traditions of the game of cricket . . . available as part of our West Indian heritage . . . where new generations may learn . . .' and to serve as a 'repository where cricket records and memorabilia are exhibited and preserved for posterity' (www.cavehill.uwi.edu/clrjameslibrary/).

Jamaica's Memory Bank project is yet another repository and is attributed to Olive Lewin (1927–2013), former Jamaican ethnomusicologist. Lewin recorded and committed to paper and tape, the music and folklores of Jamaican rural communities. Her work which focused on the Moore Town Maroons, culminated in a collection of 1500 audio recordings from 1966. This collection is lodged with the Institute of Jamaica although another significant portion of her life is currently uncatalogued at the Mona Library, West Indies & Special Collections. Dr Lewin was instrumental in having the musical heritage of these Maroons declared a masterpiece of the UNESCO Oral and Intangible Humanity in 2003. Similar research into folk music of the Eastern Caribbean countries was conducted by Andrew Pearse around 1951 (Elder, 1968). These recordings are housed at the Alma Jordan Library, UWI, St Augustine, Trinidad.

Christensen (1991: 216) notes that:

[the] Western discipline of ethnomusicology claims as its subject all music as a cultural phenomenon or all music as culture, where music is not just sound as it is perceived – the product, but it is also the behaviour – physical, social, linguistic – that produces music, i.e. the music-making; and it is the thinking, the attitudes, norms and values, that is to say: the concepts that guide the making and the perceiving of music.

The process of archiving traditional music is tangible and institutional requiring considerable financial investment and long-term commitment. Christensen described the process as 'pure' scholarship.

Coore (1973) opined traditional folk music in the Caribbean no longer displayed much capacity for natural growth. She argued that rural communities are no longer so isolated and are now exposed to the accoutrements of globalization. The performance of the music, she maintained, is now performed, collected

and preserved as a consciousness of cultural identity. Isolation can be a relative term as the rise and popularity of Jamaican dancehall music can attest. A progeny of reggae, one of the world's few examples of living folk music, dancehall shows the ascendancy of a form, disparaged as a lower-class performance, which rose from a segregated space – the urban ghettos of Kingston.

Kargbo (2008) maintained that, while developing a blueprint for action, libraries and librarians must consider capacity building in the oral traditions. Librarians must be able to function as part of the society; they must show willingness to be a vital part of the lingua franca of the community. Watson (2003) encouraged the development and practice of a positive attitude towards culture by librarians; the casting aside of personal preferences, values and beliefs in deciding which cultural products are to be archived. Her claim that information professionals needed to desist from territorial wars and unify to serve the needs of the clients is a valid one (Watson, 2003). Libraries, archives and museums operate as distinct entities although their objectives are similar. In the Anglophone Caribbean resources are not plentiful enough to support these rigid distinctions which sometimes result in the duplication of efforts.

Embedding the librarian within the milieu of culture seems to be instructive to the process. Nero (2012), for example, noted the importance of subject knowledge of the festival of Carnival in order to catalogue Carnival costumes. This proved a salient point as, despite the humongous efforts Adele Ruth Tompsett made in building the Resource of Carnival Arts (ARCS) at Middlesex, UK, in support of her Carnival course the collection remains uncatalogued. Ferris (2009) reported the inertia stemmed from ARCS receiving little support other than space from the parent institution, while librarians lacked significant knowledge or interest to make the collection discoverable. Fortunately, anthropological endeavours have been instrumental in recommending the recognition and reclassification of native groups as in the case of the Garifunas of St Vincent and the Grenadines and Central America.

Impact of globalization on cultural products

The concept of globalization brings with it numerous polemical discussions as it relates to libraries. Some librarians argue it can be a positive force for social, economic and cultural development. Others contend that this is a view promulgated by First World countries as in reality the phenomenon shifts power away

from local governments into the hands of corporations and financial institutions.

Perhaps one of the most apropos example of globalization on cultural products is the Trinidad and Tobago Carnival. The Carnival, which now spans the globe, originated from protest and struggle. The calypso, originally a protest song, has given licence to the musical griots, the calypsonians, to criticize and satirize on any perceived malaise in the society. Rohlehr (cited in Jacob, 2011) confirmed calypso has always been a narrative about Caribbean life, from the sober to the nugatory. Calypsonian Gabby's 1984 song, 'Government Boots' protested the Barbados Government's vast expenditure on an army when there were never any major uprisings (Gmelch, 1992, 196); Grand Master Kitchener's 'Rainorama' (1973) paid tribute to the steelpan; while Iwer's 'Bum Bum' (1987) paid homage to the female anatomy (Jacob, 2011). The steelpan, the only acoustic instrument invented in the 20th century, originated from Trinidad and Tobago. It has since been adopted by other nations and is instrumental as the musical accompaniment to the Carnival (Walcott, 2006).

The character and context of the Anglophone Caribbean intangible cultural heritage present a unique access and preservation challenge for libraries. Calypsonian Scrunter's claim that this 'singing for free' is against the Copyright Act is instructive. Words such as corporate asset, work for hire and intellectual property now pepper the landscape of intangible cultural products and signal the need for libraries to build capacity in these competencies, if non-existent. Renwick claimed sorting copyright issues could be a time-consuming and in some instances, futile exercise. The Jamaica Government's subsequent decision to extend copyright to 95 years to protect the interests of national cultural right-holders has major implications for libraries and their ability to provide access, although research into the mechanism that culminated in this decision can be sympathetic to prior economic injustices to creators of works.

There remains a need in the Caribbean for a strong, collective voice advancing the public interest on fair use or any use, and not only the marketplace expanding its authority over culture. Perhaps libraries need to take a page from the artistes themselves. In an interview with Dowrich-Phillips (2011), award winning soca artist Machel Montano commented on the need to continually 'reinvent himself' in the music. Arrow's (1950–2010) calypso 'Hot Hot Hot' and Blue Boy's 'Soca Baptist' are credited for bridging musical gaps allowing for the fusion of Caribbean soca and calypso, and advancement in the musical arts. This reinvention demonstrates the concept of culture, no

longer as a homogeneous agreement between people but as a facet continually re-created by people. It can only have continuity if people enjoy the conditions to produce and re-create it. Within the context of globalization, a re-ordering of the relationship between communities occurs (Van Zanten, 2004). A subsequent re-ordering of the institutions that cite as their mission to promote the culture is perhaps also in order.

Conclusion

Galleries, archives and museums are significant institutions in the preservation and transmission of cultural heritage. Little reference is made to libraries unless they infer *National* status, thus limiting their institutional diversity and range as purveyors of culture.

I wish to conclude by summarizing what I have presented, and equally important, what I have not presented in this essay. I have maintained that libraries are vital in the transmission of cultural products. Citizens gain access to cultural product through the library's acquisition, organization and preservation processes. However, libraries need to exhibit frontality in their role as purveyors of culture, balancing gifts and literacy with the more integral objectives of self-identity as Caribbean people. I have not argued about the library processes such as subject descriptors which make discovery of cultural products difficult when using the libraries but not if accessed via the World Wide Web.

I have maintained that libraries need to converge the traditional with the contemporary in programmatic offerings. Libraries need to be collaborative and united in their understanding of what represents Caribbean literature. How this is communicated and transmitted must be promulgated through pedagogy and praxis. I have not argued about the need for curriculum changes to address this lapse in education and appreciation of Caribbean cultural products.

I have maintained libraries need to be mindful of the possible gaps in the provision for the digital haves and have nots and maintain a balance in their offerings of the cultural product. I have argued that access and preservation of digital materials will pose problems for Anglophone Caribbean libraries because of the endemic challenges pertaining to literacy and the paucity of ICT infrastructure in the region. I have not argued that libraries need to manage their relationship with one of their major and majority stakeholders, the public, to ascertain needs and expectations. They should attempt to address these in concert with this and other special interest groups rather than make

authoritarian decisions and instinctively adopt best practices of First World countries.

I have maintained and concur with Lavoie and Dempsey that preservation activity must take place through professionally managed, programmatic efforts undertaken by stakeholders directly associated with the information life cycle. I have not argued that such processes require huge outlays of cash but perhaps specific, measurable, attainable, realistic and time-related operations by library leaders.

I have maintained that tangible and performative heritage originate from the intangible. I have attempted to highlight the importance of the orality, folktales, festivals, dance and music, to justify the importance of libraries providing access and preservation for future generations. I have argued libraries need to build capacity to handle the ephemeral in intangible cultural products and the trending inclination towards commercialization of these products. Consequently, libraries need to build capacity in copyright and intellectual properties rights. I have not suggested that inattention to this area might make the purpose and roles of libraries inconsequential as safe guardians of the culture.

I have maintained globalization will impact culture. Fruitful collaboration will be necessary to share talent and expertise and avoid overlaps in processes; the ultimate goal being the best provision of service to the Caribbean public. What is also needed in each regional library system are strong and innovative leaders with an accompanying love of the culture, strategic mindedness and research oriented with a burning desire to work together to move the agenda along for future citizens.

The way forward

Access to cultural products matters because it promotes social transformation, inclusion and personal development, is a human right, and ensures the sustainability of libraries in this new millennium. Accordingly, a framework for a cultural policy to suitably address these tenets may be feasible. This would require engagement with the appropriate stakeholders to develop essential definitions, establish methods and create tools for analysis, implementation and follow up. Fundamental components of this scheme must be knowledge of citizens and country as this would be integral in appreciating diverse stances. Library leaders must always reflect on their institution's role in today's dynamic cultural space. How integral libraries are to the cultural processes might determine their relevance to future generations.

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Author biography

Cherry-Ann Smart is an academic librarian with a passion for people, librarianship and research. Her fields of specialization are scholarly publishing, special collections and research consultancy. Currently reading for a PhD in Library and Information Science through the Queensland University of Technology and San Jose State University Gateway doctoral program, her research and publication covers key areas of Caribbean librarianship with a specific focus on transformative socio-cultural practices and procedures.



First-year international graduate students' transition to using a United States university library

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Abstract

This article reports original research conducted at a US university exploring how incoming first-year international graduate students transition to a new academic environment, learn to conduct research, and utilize library resources and spaces.

Keywords

Academic libraries, graduate students, information needs/behaviors of specific groups, international students, North America, serving multicultural populations

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Introduction

United States higher education institutions and their libraries have reported increased internationalization activities over the last several years (American Council on Education, 2012; Witt et al., 2014). As a part of this trend, international student populations have been increasing. According to the Institute of International Education (2016), in 2015–2016, 5.2% of all higher education students in the United States were international, up from 3.2% in 2005, and since 2012, the percent change in the number of international students in the US has increased over 7% each year. As more international students arrive to study on US campuses, academic libraries and their home institutions must consider how to support these students as they transition to their new academic environments. Understanding the past experiences, needs, expectations, and research strategies related to libraries and information seeking of these incoming students, can help libraries provide the services, resources, and spaces to better support their success. Therefore, this paper presents findings about the library and information using experience of first-year international graduate students at the University of New Mexico (UNM).

This UNM study, conducted in 2015, is part of a wider research project that includes one Australian and two other US university libraries. Using as a model the Project Information Literacy research report, *Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College*, this project investigated how international students transition to their new academic environments in their host countries (Head, 2013). While the Project Information Literacy study investigated how freshmen transition to a new academic environment and focused on the “information seeking strategies they develop, use, and adapt,” the UNM project focused on first-year international students and examined not only their information seeking strategies but also their use of and expectations related to libraries in general (Head, 2013).

As the majority of international students at the University of New Mexico are graduate students, this

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study's analysis focuses on first-year international graduate students. Graduate students are also interesting to examine because of their particular position in the academy. They enter their new academic environment already having had a successful experience in higher education and are now poised to delve deeper into their academic disciplines. Studying their library use and information seeking practices can provide insight into how scholarly practices are learned in various fields. Learning more about international graduate students and their transition to their new academic environment also provides insights that could be used to support the academic transitions of all students.

Additionally, as the main library at UNM recently remodeled many of its public spaces it was useful to learn more about how international students engaged with them. Therefore, this study also focused on how these students used library spaces and tools.

Literature review

Although there is a rich higher education literature related to internationalization, it rarely addresses the role of libraries (American Council on Education, 2012; Green and Olson, 2003; Witt et al., 2014). Much of it focuses on the importance of comprehensive internationalization which "requires a clear commitment by top-level institutional leaders, meaningfully impacts the curriculum and a broad range of people, policies, and programs, and results in deep and ongoing incorporation of international perspectives and activities throughout the institution..." (American Council on Education, 2012: 3). However, the concept of comprehensive internationalization itself demonstrates that libraries, as an integral part of a campus, have a role to play in contributing to internationalization activities, including supporting international students and helping them acclimate to their new research environment.

While the higher education internationalization literature does not often mention libraries, there is a significant body of library literature that demonstrates the wide range of internationalization activities that academic libraries have engaged in for some time, such as: contributing to general internationalization efforts (Becker, 2006a, 2006b; Bordonaro, 2013; Dewey, 2010), supporting study abroad (Denda, 2013; Kutner, 2009), developing internationally focused and foreign language collections (Hazen and Spohrer, 2007; Lenkart et al., 2015), conducting information literacy activities (Hughes, 2013; Johnston et al., 2014), participating in staff exchanges (Johnson et al., 2010; Somerville et al.,

2015), supporting international branch campuses (Green, 2011), and of course, supporting international students.

Supporting international students has been a major focus of the library literature related to internationalization. This literature began to grow in the 1980s and has continued to proliferate (Click et al., 2016; Davis, 2007; Jackson and Sullivan, 2011; Peters, 2010). However, it is interesting to note that in their 2016 systematic review of articles related to international students, Click and her co-authors highlight that fewer than half the articles reviewed could be considered original research and they therefore call for more original research in this area.

The library literature on international students most related to this study is focused on general library services, instruction/information literacy, reference services, communication issues, perceptions and past experiences of libraries, and whether international students have different needs from other students. These studies investigate how well the library is serving international students, address student awareness of the services the library provides, and suggest changes libraries can make to improve support of these students (Hughes, 2010; Jiao et al., 2009; Knight et al., 2010; Shaffer et al., 2010).

There is also a significant body of work related to instructional services, information literacy, and information seeking behavior related to international students. These articles examine how international students use information and conduct research (Hughes, 2013; Ishimura, 2013; Ishimura et al., 2007) as well as address instructional programs and tools such as developing information literacy classes targeting international students and using online research guides to serve them (Han and Hall, 2012; Hurley et al., 2006). Many also discuss how language impacts international and English as a Second Language (ESL) student learning and use of information (Hughes, 2013; Johnston et al., 2014). In a related vein, many articles that focus on international students' use of reference services also discuss language and communications issues students face using those services (Curry and Copeman, 2005; Ferrer-Vinent, 2010; Walker and Click, 2011).

Articles on international students' perceptions of libraries, their previous experience of libraries and how these affect their use of their new host school's libraries (Datig, 2014; Liu, 2013; Zhang, 2006) as well as discussions about whether international students have unique needs (Morrissey and Given, 2006; Shaffer et al., 2010; Ye, 2009) and how they adjust to a new cultural and academic environment are also important (Baron and Strout-Dapaz, 2001).

The library literature on the information seeking behaviors and needs of graduate students in general is also relevant (Catalano, 2013; Sloan and McPhee, 2013; Spezi, 2016). However, there is little that focuses specifically on international graduate students (Chen and Brown, 2012; Liu and Winn, 2009; Morrissey and Given, 2006).

This study aims to supplement the existing literature by addressing the gap in original research related to international graduate students, their information seeking behaviors, and their use of the academic library.

Setting

The University of New Mexico, located in Albuquerque, New Mexico, United States, is the largest university in the state. It is a public university and serves as the state's flagship research university with programs in a wide range of subjects. New Mexico is sparsely populated (population approximately 2 million) with low economic growth and a high poverty rate (Mitchell, 2016). It shares a border with Mexico and has a very diverse population that includes a Hispanic minority-majority population as well as one of the largest populations of indigenous people in the US (DeSilver, 2015; Norris et al., 2012). The state's diversity is reflected in the diversity of UNM's students. In Fall 2015, of 27,353 enrolled students, only 38% identified as White, while 41% identified as Hispanic and 5% identified as American Indian or Native Hawaiian (University of New Mexico, Office of Institutional Analytics, 2015). Also of note is that "UNM is the only Hispanic-Serving Institution in the US that is also classified a Carnegie Research University with Very High [Highest Research] Activity" (University of New Mexico, 2016).¹ Therefore, international students add an element of diversity to an already diverse student population.

In 2015, degree-seeking international students accounted for 3.9% of the UNM total population and 15% of the UNM graduate student population. Of the 1071 total enrolled degree-seeking international students 800 (75%) were graduate students (University of New Mexico, Office of Institutional Analytics, 2015). In Fall 2014, 269 new international students were admitted and 214 (80%) were graduate students. Of these new graduate students, the majority were male, from Asia and in STEM (i.e. science, technology, engineering, and mathematics) programs (University of New Mexico, Global Education Office, 2015).

The University Libraries system at UNM, "the largest library collection in the state," is comprised of four libraries holding over 3 million volumes. In

2015 the University Libraries employed 32 faculty librarians, 75 staff, and 154 student workers. As the most comprehensive research library in the state, in addition to serving the research needs of its students, faculty, and staff, it also strives to support the research needs of other organizations and individuals in the state.

The University Libraries have a robust instruction program with three dedicated librarians (including two focused on undergraduate first-year students) and participation in the instruction program by most subject librarians and some staff. The Zimmerman Library houses the University's Center for Academic Program Support (CAPS) that provides subject tutoring as well as writing support to students. In addition, the Libraries run a satellite outreach and research support space in the building that houses the Global Education Office (which supports international students) and the University's ethnic centers in order to provide additional support to a more diverse group of students as well as students who may not enter a library building. There is also one subject librarian who liaises with the Global Education Office and its Center for English Language and American Culture (CELAC), which is the University's ESL program.

Methodology

This exploratory study aimed to enhance understanding about the research and information needs, and library experience of, first-year international graduate students at the University of New Mexico. Data was gathered through a survey and individual interviews. This approach was used in order to construct a richer narrative by combining survey results describing a broad overview of the students' library and information use with interviews capturing more in-depth information about the specific lived experiences of international graduate students. The UNM Institutional Review Board approved the study with an expedited review on 23 January 2015. Informed consent protocols were followed for survey and interview participants.

Survey

The survey was conducted in April 2015 using UNM's license to ObjectPlanet's Opinio online survey software. Opinio also includes basic reporting features which were used to assist in analyzing survey results. Survey questions were modified (with permission) from Project Information Literacy's 2013 research. The survey's 44 questions focused on demographics, use of spaces and services, resource use for assignments, learning and help, and included free text

sections for recommendations. Survey questions were piloted with several international students before sending to the entire population.

An email with a link to the online survey was sent to all international students by the Associate Director, International Student & Scholar Services, UNM Global Education Office. It was planned to send the survey only to first-year international students (census survey, $n = 269$), but because of listserv issues, the survey was sent to all international students. Of the 149 completed survey responses, 71 respondents identified as first-year students. Of these, 61 were graduate students and 10 were undergraduate students. Responses of both groups of first-year students, graduates and undergraduates, were analyzed separately. As graduate students were the primary respondents, are the majority of international students at UNM (80%), and are also the majority of first-year international students at UNM (80% of the 269 incoming first-year internationals), there was a benefit to framing the analysis to focus only on graduate students in order to gain more in-depth understanding of this group of international students. Note that respondents could be in either their first or second semester of graduate study at UNM. Note also that the survey was distributed and analyzed for descriptive statistics only, as a way to gain insight into the use of the library and its resources by these students, and its results are not generalizable (graduate international first-year student response rate = 29%). Participants could choose to enter a drawing to win a US \$25 campus gift card to thank them for their time. They could also express interest in participating in a follow-up interview.

Interviews

Survey participants could indicate willingness to participate in a follow-up interview and emails were sent to the 30 survey respondents who indicated such an interest. Of these 11 students replied and 10 were graduate students. Purposive sampling was used to choose five interview participants from this pool. It was decided to begin with five interviews to have a reasonable number of participants to reach saturation of themes and comments. If saturation was not reached, more interviewees could be added, but that was not needed. Focusing on students from similar countries and from STEM fields seemed more likely to provide richer more in-depth descriptions of the backgrounds and experiences of these students. Variety in areas of study and gender as well as the fact that all interviewees were from developing countries also

added a richness to the study. Pseudonyms for the participants were used during data gathering and are used in this article.

Five semi-structured interviews were conducted (and audio recorded using Audacity) in November and December 2015. Interviews consisted of 13 questions and were conducted in a generic conference room in UNM's Zimmerman Library. Audio recordings of the interviews were transcribed using pseudonyms (using Transcribe software by Wreally), coded (by hand and using Excel), and analyzed January–March 2016 by Liz Cooper, PI. Data was destroyed (survey results deleted from Opinio, audio files deleted) in December 2016.

Limitations

Limitations of the research include a librarian conducting interviews in a library building about librarians and library spaces – therefore, the positionality of the researcher and the space in which the interviews were conducted should be considered as potentially having an impact on interview responses. Similarly, there may be a bias towards participation by more confident library users and a lack of participation by those students who are less confident or in some way alienated from the library. Sample size and the descriptive nature of the study preclude it from being used to generalize about international students; instead the study seeks to highlight the patterns and experiences of the sample. Note also that interviewees received a \$15 campus gift card to thank them for their time.

Results

Survey results

The 61 first-year international graduate student survey respondents answered questions related to library spaces and services, resource use, learning and help, and made recommendations for library improvement. Table 1 displays the demographic information of the participants who completed the survey. Note that the survey's demographics, with more male respondents from South Asia who study science and engineering, reflects the demographics of UNM international students in general.

Spaces and services. Figure 1 demonstrates that first-year international graduate students are heavy users of the library, with 93% of respondents reporting weekly or monthly library use (either in person or via the Web). The library building used most by respondents was the Zimmerman Library (52%), the largest library

Table 1. Demographics of graduate student survey respondents.

Total Participants	N = 61
Gender	Male = 61% (37) Female = 38% (23) Prefer not to disclose = 1% (1)
Age	18–25 years = 56% (34) 26–35 years = 38%(23) 36–45 years = 5% (3) 46–60 years = 2% (1)
Home country	India = 43% (26) China = 11% (7) Bangladesh = 8% (5) Nepal = 7% (4) Albania, Brazil, Dominican Republic, Ecuador, France, Ghana, Iran, Kuwait, Mexico, Nigeria, Pakistan, Paraguay, South Korea, Taiwan, UK = each under 4%
First/Main language	English = 21% (13) Telegu = 16% (10) Chinese = 15% (9) Hindi = 10% (6) Spanish = 8% (5) Bengali = 8% (5) Nepali = 7% (4) Korean, Farsi, Arabic, French, Gujarati, Punjabi, Thai, Tamil, Albanian = each under 4%
Academic program at UNM	Engineering or Computer Science = 54% (33)
Time at UNM	All in their first year (either first or second semester). Only 4% (7) participated in UNM's ESL program before enrolling.

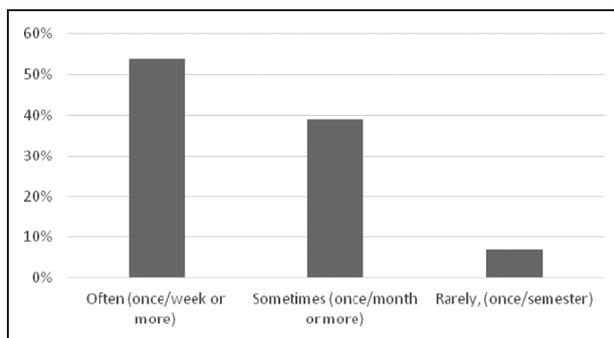


Figure 1. Library use (online or in person) (n = 61).

on campus with the longest hours, followed by the Centennial Science & Engineering Library (31%). This reflects both the centrality of Zimmerman for all students and the fact that the respondents' areas of study (as many are in STEM programs) also has an impact on where they prefer to study.

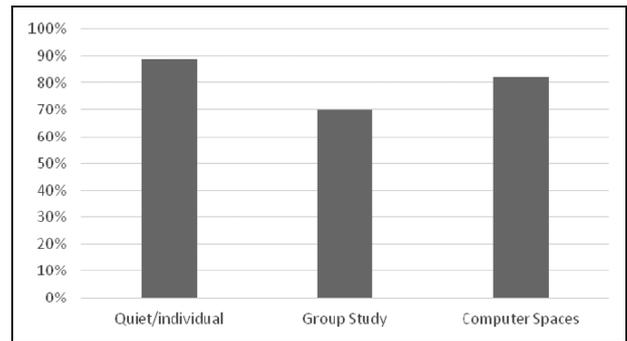


Figure 2. Spaces used (n = 61).

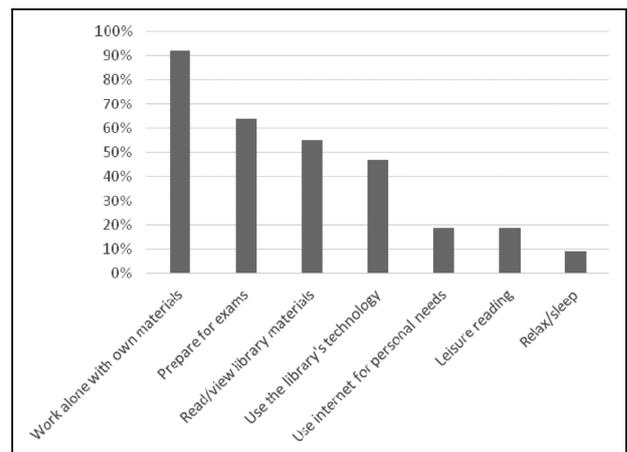


Figure 3. Reasons used library for quiet study (n = 53).

Related to the spaces the students used in the Libraries, most had used a variety of spaces: quiet areas, group study, and library computer spaces (see Figure 2). Of the 53 students that reported using quiet spaces (see Figure 3), 92% said they used these spaces in order to work alone using their own materials and 64% said they used them to prepare for exams. They especially liked to conduct individual quiet study in the Zimmerman Library's large reading rooms. Many also liked to do their quiet work in the library in order to use the library's materials (55%) or technology (47%). Interestingly, they rarely used these spaces in order to use the Internet for personal needs, do leisure reading, or sleep (all reported under 20%) – they were there to work and they appreciated the value added of library materials and tools. As one student commented in the survey, the Libraries' spaces make it “nice to work there.”

Of the 43 respondents who reported coming to the Libraries to do group work, most reported using group study rooms because they provided access to technology (large wall monitors, white boards) (76%), had a private space with a door (66%), and had a pleasant environment (69%). Having access to library materials nearby was the least reported reason for using group study rooms (28%).

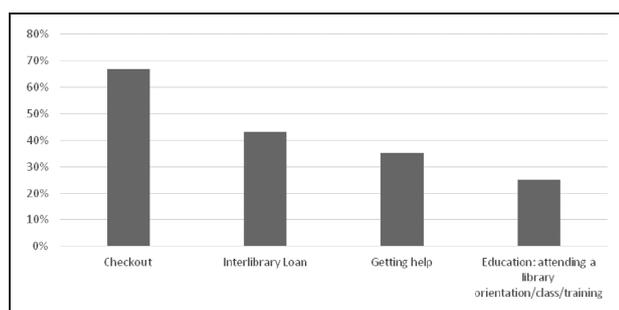


Figure 4. Library services used ($n = 51$).

Of the 50 students who reported using the Libraries' computer areas, these areas were most used in order to access the Internet for schoolwork (79%), and, to access tools like printers, scanners, and copiers (81%) – but they were not as popular for doing personal work (40%).

Although the Zimmerman Library has a popular Starbucks, is centrally located, and has very pleasant spaces, it was interesting to learn that most students (64%, $n = 57$) did not use the library as a place to meet and socialize with friends.

Results in Figure 4 demonstrate that many students have used the library services listed in the survey, especially checkout and interlibrary loan.

Information seeking and resource use. Interestingly, only 39% ($n = 22$) reported having had an assignment at this point in their first year that required using information resources. Those who did, reported using a variety of sources including books, newspapers, class readings, journals, encyclopedias, etc. The sources students reported using most (20–25% use) for their assignments were online books, online academic journals, Google, and Wikipedia (see Figure 5). The next most popular resources (10–15% use) were Google Scholar, the library catalog, company websites, and online encyclopedias. In general, print sources had extremely low use (2–7%), especially as compared to their online equivalents – except print books, which are still quite popular (20%), though less popular than their online equivalent, ebooks (23%). This demonstrates that the international students surveyed generally preferred online sources. Similarly, high use of search tools like Google, Google Scholar, and the library catalog reflect the corresponding high use of resources such as online books, online journal articles, and Wikipedia – as the former are tools used to identify the latter. The sources often associated today with doing online library research (Google, Google Scholar, library catalog, Wikipedia, books, journal articles) were much more popular than either the non-traditional online research tools such as social media sources (Twitter, Facebook, Instagram/Pinterest,

YouTube) or any of the very traditional library reference tools such as dictionaries, etc.

Of those who reported having an assignment where they had to find information resources, when asked how hard or easy it was for them to find information (on a scale of 1–7, 1 being super-easy and 7 being super-hard), all reported that it was super-easy to neutral (1–4 on the scale), with most, 45%, choosing “easy.” No respondents chose any of the responses labeled “hard,” “very hard,” or “super hard.”

The two biggest challenges reported in finding and using information for assignments (see Figure 6) were understanding the assignment (32%) and figuring out the professor's expectations for research assignments (32%). Next were using online journals and databases (23%), using academic English (18%), and academic writing (18%). Lowest on the list were many traditional library skills such as using the library catalog, formulating effective and efficient online searches, and identifying, selecting and locating sources (9%). Responses suggest that the biggest struggles these students faced were related more to acclimating to their new academic environment and understanding the expectations related to their assignments.

Learning and help. Participants gained help in using the library from a number of sources. Figure 7 demonstrates that of those who received help in the Libraries ($n = 53$), the top three reasons students asked for help were related to: finding information (print or online) (66%), needing directional assistance (53%), and using the Internet for studying or research (51%). Also noteworthy is that most who asked for help received it in person (87%) (vs. online (28%) or phone (11%)). In a related question that asked if students requested help for a specific assignment, they reported ($n = 22$) that the primary place they asked for help was their professor (77%) – over a library web page/research guide (59%), library staff (45%), family/friends (41%), academic advisors/counselors (27%), or peer advisors/tutors (23%). Students who did not ask for help related to an assignment ($n = 16$) reported that the primary reason they did not was that they did not want to (62%). Other reasons included not knowing where to ask (19%), not finding anyone to ask (13%), and being afraid to ask (6%) – all things libraries can work to improve so that students can receive the help they need.

Related to attending library classes or meeting with a librarian ($n = 61$), 55% had attended a library orientation at the beginning of their enrollment either for all students or for international students only, 30% had had an appointment with a librarian, 33% had

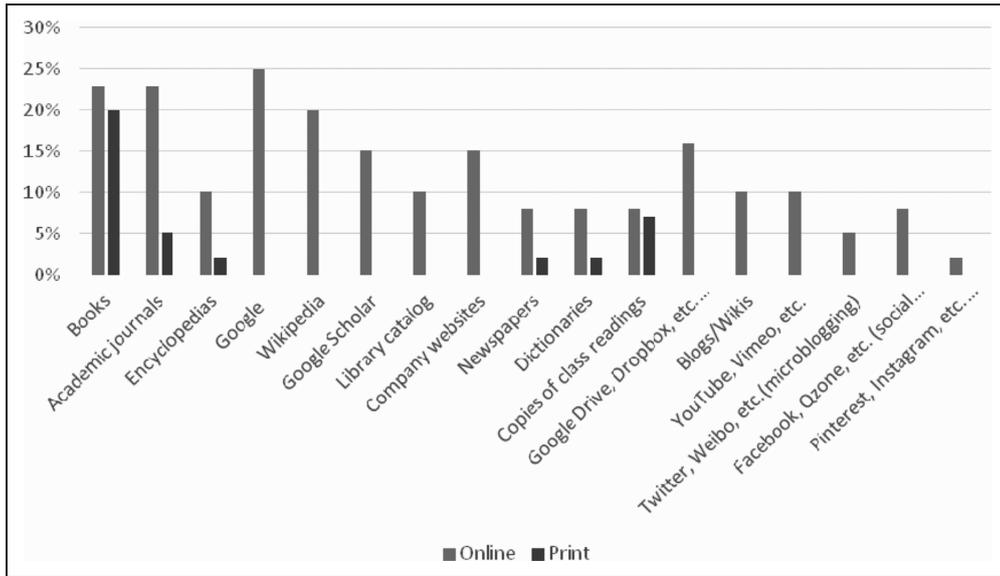


Figure 5. Resources used for assignments (n = 22).

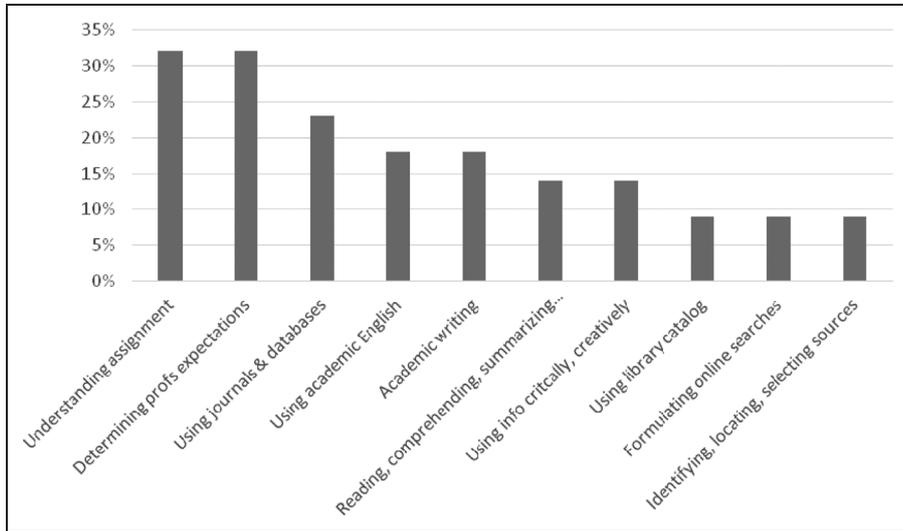


Figure 6. Biggest challenges finding & using information for assignments (n = 22).

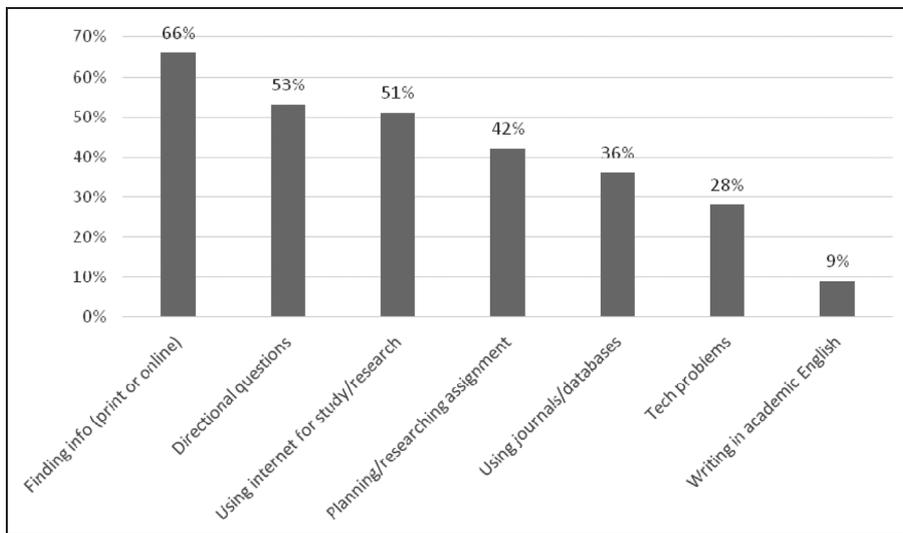


Figure 7. Reasons asked for help (n = 53).

attended an optional library workshop, and 32% had attended a library session as part of a class.

Recommendations from survey participants. Participants' free-text recommendations related to improving the UNM Libraries' services, website, and spaces for international students. The participants' recommendations generally fell into three categories: no recommendation as everything is great, general recommendations, and recommendations that relate to specific needs of international students.

Of 19 comments submitted related to how the UNM Libraries could improve services for international students, 10 noted that the services in the Libraries were already good and that the Libraries were very helpful. Five comments were general service recommendations including: having more help desks to help find books, reducing noise, having more online, and "everything should be arranged alphabetically." Four comments related to improving services for international students specifically: "providing some books and newspapers in their own language," "community week with comforting community people," "giving jobs minimum one for each country because students feel at ease to communicate with their own people," and purchasing more textbooks as internationals cannot afford them and few are available in the Libraries.

Of 19 comments submitted related to improving the library website for international students, 13 stated that the website was good as it is, and most recommendations related to making the website better in general, e.g. creating detailed videos on how to use library resources (which the Libraries have, but are difficult to find), and improving the organization of the site. Only one comment was focused on aspects of the website that more specifically relate to international students and this was to create a blog "related to very much necessary things for all international students, e.g. guidelines regarding course registration, job, residence, etc." The recommendation for the blog includes non-library information and could mean that either the student was confused about which website the survey referred to, or, that they believed the Libraries could play more of a role in helping international students in general.

Related to improving library spaces, of 20 comments received, 12 stated that the library spaces were good and no change was needed. Five comments related to improving spaces in general: more group study rooms, more computers, better wi-fi, and a request to do a better job of informing students "about the various facilities available in the library." Three comments were focused specifically on needs of

international students and included having a space for "internationals only" or "special corners for them" as well as noting that "international students require more space for group studying."

Interview results

Responses from the five first-year international student interviews are detailed in this section and relate to: their experiences as an international student, comparison of their home country library to UNM's libraries, library spaces (physical and online), information seeking and resource use, library services, help and learning, and recommendations. Demographic information of the interviewees is noted in Table 2. Note that pseudonyms have been used.

Experience as an international student. Being an international student was described positively by most students: "feels great," "a new experience for me . . . wonderful," "totally different." However, it was also described as "challenging" and as an experience for which it "takes time to adjust." Students also had positive comments about the friendly culture in the US. As Ashish noted: "People here are very friendly and they interact with us like a friend even I meet them the first time. Also they behave like they know me, so I like that . . ." They also mentioned liking the idea of an open campus where anyone can enter as well as the idea of their departments and labs being open and accessible at almost all times.

A particular challenge noted by almost all interviewees related to language, especially studying and reading academic texts in another language. Though most noted that after a few months they got used to studying in a new language, two noted the importance of keeping an online dictionary open when reading academic articles. Others mentioned that knowing multiple languages was not an advantage for them as all the scholarly material they needed was in English. Another issue mentioned by all the interviewees was adapting to a different academic culture where the ratio of time in class vs. time spent studying on your own and reading is very different (there is much more reading and out of classroom work in the US) and the fact that the culture here is "very research oriented as compared to my country." Some students noted that they had never written a research paper before coming to UNM. Others noted the fact that in the US the focus is on the process, not just getting a correct answer, which was very different in their home countries. Adapting to this different focus and different educational system presented challenges. As Vinay noted:

Table 2. Overview of interview participant demographics (names are pseudonyms).

	Anushri	Ashish	Pedro	Behrouz	Vinay
Home country	India	India	Ecuador	Iran	India
Age	18–25	18–25	36–45	26–35	26–35
Gender	Female	Male	Male	Male	Male
Main language	Telegu	Telegu	Spanish	Farsi	Hindi
Other languages	Tamil, Hindi, English	Hindi, English, Bhojpuri (also understands Gujarati, Punjabi)	English	English (learned at UNM ESL program)	Marathi, Gujarati, English
Previous study	Bachelor's IT (India)	Bachelor's Computer Science (India)	Bachelor's Civil Engineering (Ecuador), MS Civil and Environmental Engineering (US university - Fulbright 10 years ago)	BFA (Iran)	Bachelor's Computer Science (India)
Academic program at UNM	MS Computer Science	MS Computer Science	PhD Civil Engineering	MFA	MS Computer Science
Time at UNM	2nd semester	2nd semester	2nd semester	1st semester (but took ESL classes prior)	2nd semester

It's completely different from here to there. So when you adapt to a new system that's the really difficult part. The study culture and the education culture here is difficult. So we have to literally adapt to the system – we have to adjust to this system. So being able to adjust to a completely new thing in literally one or two months, it's really difficult. I know students who literally gave up on their subjects because it's a cultural thing. The educational system is way more different.

Library comparisons. The interviewees' responses indicated that they appreciated the access to the large amount of resources they had available to them at the UNM Libraries, especially online, and they appreciated the Libraries' spaces. In general, they were all excited and pleased by the library facilities at UNM. Some of the differences noted between their home libraries and their new library at UNM include:

1. Resource abundance. All the interviewees mentioned how much more is available at UNM. Every student had a comment such as this one from Vinay:

When I came here in the first week what I noticed was the enormous resources for the students who want to study. There are so many resources that we can make use of for our own benefit and the resources are so vast that literally you can become a research scientist from a student . . . it's been a nice experience. Every resource is available at any time . . . there's so many online resources.

The plethora of online resources, especially journals, was remarked upon by all students as something that was much better at the UNM Libraries. Many also noted that in their home libraries there were not as many books available, "which narrows down the scope of reading and learning about things" (Vinay), that there were more up-to-date books here, and that these were well chosen, as "the people who make the choices about the books, they're really good – they are people who actually know their subject" (Vinay). However, Ashish commented that the UNM Libraries only has older books that "should be replaced by the books which we need" – he was specifically referring to textbooks, which the Libraries do not collect. Most students also noted that in their home libraries, they had more access to textbooks and lamented the fact that textbooks were not available in the UNM Libraries.

There is more of a need to use the library in the US unlike at home where, as Pedro noted:

in South America, all the developing countries, . . . teachers always give you the information you need for the homework. So that is the big difference. . . [the students] don't need to go to the library . . . [but this is] because the library doesn't work how it should work and does not have the materials people need.

2. Resource access. Most commented on the high levels of technology at the UNM Libraries as compared to their home libraries. As Ashish

noted in relation to the fact that so many resources were online, “everything is easier here.” Similarly, Behrouz noted, “we don’t have this like mechanized, you know, kind of like technologized library” at home. Behrouz liked the open stacks here and both he and Vinay commented that they really liked that books were arranged by subject and you could find one book on your topic in the computer and then go and find more on the shelves. However, Vinay, as well as Ashish, noted that it could be difficult to find the books in the stacks – “it’s a kind of maze.”

3. Services. All mentioned that there was no online booking of group study rooms in their home countries and they all appreciated this convenient service at UNM. Most students also noted how much they liked interlibrary loan, a service that was not available in their home countries. Interviewees also noted that in their home countries: there were rarely computers available for students (Pedro); wi-fi was often only available to people who paid for it, there were no extended or weekend hours, there were shorter checkout periods, printing and scanning were not free (Vinay); that it was very bureaucratic in their home library, and that the libraries were not as connected and did not work together like they do here (Behrouz).
4. Spaces. All noted that the spaces in their home libraries were more traditional and that there was not as much variety in types of spaces available as there is at UNM. Behrouz appreciated the interactive spaces that were available here. Pedro noted that in his home country it was more crowded in the library as there were twice as many students enrolled in the university who were using one library smaller than the Zimmerman Library.
5. Safety. Two students mentioned being afraid of the “gun culture” in the US and how that made them not want to study late at night in the Libraries for fear of walking home alone. “It feels dangerous at night. I found the US different from India in this thing. At night . . . I am very scared.” They mentioned that for this reason they only came to the library in a group and Ashish mentioned that in India they had a shuttle to drive students home when the library closed, which was not available in the US.

Library spaces – physical and online. The students interviewed primarily used the branch libraries associated with their discipline but the main library,

Zimmerman, was also heavily used by all the interviewees because of its longer hours, central location, and special spaces. Behrouz highlighted the benefit of studying in a discipline-specific branch library where you could interact with fellow students studying the same disciplines:

In specialized libraries you can find your colleagues or your friends that you have the same idea or you have kind of like the same concerns. For example, at the moment that you need someone to ask or share your idea with . . .

Students came to the library buildings to access the library’s resources (computers/software, white boards, etc.), for quiet study, and for group study. They also found the library to be a place with an environment that fostered studying and helped them to focus.

Positive comments focused on the library’s environment and furniture. All the interviewees commented that they liked the variety of spaces and the flexibility of spaces. Every type of space was mentioned as a favorite: quiet reading rooms, small carrel one-person study rooms, tech-enabled group study rooms, interactive spaces. For example, Pedro noted that he preferred reading in open spaces but preferred doing homework in small single study carrel rooms. Ashish noted the “comfortness” of the furniture and the fact that we can “lay down and study” and that “we can personalize everything” including lights, reflecting the fact that students liked having a variety of options that let them find, and then arrange, the spaces that worked best for the work they had at hand.

Students noted that they liked studying in the library as being surrounded by other students who were studying helped them to focus. Anushri mentioned that studying: “comes naturally when . . . you see a lot of people discussing about things on the board . . . [and] when everyone is studying you feel the sense like you are not alone.”

Ashish noted that the library “creates the environment so we can study,” with less distractions and mobile phones. Anushri also mentioned that she liked being able to get out of the crowd and her favorite space was one where she could isolate herself using “the long chair-like things and table to put your legs and you cannot see anybody on either side.”

Students also commented that they liked the tools in the spaces, especially movable white boards and interactive group study spaces with boards and screens and “everything to explain to each other . . . because I mainly learn from sharing (Vinay).” Similarly, as Anushri noted, it is easier to

arrange a group study meeting in a central location like the library than in someone's house. These comments reflect that library spaces help facilitate learning and create the environments students need for success.

Beauty was also mentioned as a reason for studying in the Libraries. Two students mentioned that they liked studying in the Fine Arts and Design Library, which is noted for its views of mountains and volcanoes, because, as Behrouz noted, "the site is very beautiful, it is so peaceful."

Constructive feedback about library spaces included comments from three students who said that at certain times the Libraries were too crowded, and comments from four students who wished the Libraries were open longer hours and that the Libraries had at least one space open 24/7. Two students also noted it could be hard to navigate the stacks and find what you are looking for. Pedro commented that the wi-fi in the Centennial Library was terrible:

I am taking an online class so I had to prepare a web conference and I had to use the online thing to speak since the Internet where I am living it's not that optimum, it's kind of bad sometimes it cuts so I want to make sure that everything goes well. So I went to Centennial Library that day and it was horrible. I complained about it to the guy in the library and he said it's because we [the entire library] are downstairs... [but I think] when you are in the building it should be kind of perfect.

Regarding online spaces, all commented on the fact that the vast online resources at UNM made it easy to do research and they used the online tools regularly, especially from home. Students also generally liked the library website. Behrouz commented that it was "one of the more user-friendly websites of UNM, I mean they [other UNM websites] are so confusing!" and Pedro commented: "I think the website is perfect for me... I can find everything I need... [everything is] one click away." Three students also commented that they really liked the ability to book study rooms online.

Related to areas for improvement for online spaces, students noted the difficulty of browsing online as well as the difficulty of understanding the way the Libraries organize their online resources. As Behrouz stated, trying to determine the difference between the categories on the website related to databases, journals, and the catalog made it difficult to determine where to search and how the resources related to each other (e.g. a catalog search can lead to a database record). He noted, "it seems like a castle – a building inside of a building."

Information seeking and resource use. Interviewees reported using a variety of library resources. For searching for and identifying resources, most used Google Scholar, Google, and the library catalog/discovery tool. Some also used one or two databases related to their disciplines. Behrouz noted that he was led to databases via a catalog search and he then learned to use the database separately (e.g. JSTOR, Oxford Art Online). Other students similarly reported discovering ScienceDirect through a Google Scholar search or the library catalog/discovery tool. Most students were familiar with Google and Google Scholar from their home countries but were not familiar with its ability to link to UNM resources and noted that in their home countries most articles they found through Google Scholar were not available. Most discovered the link between Google Scholar and UNM holdings while searching on-campus and did not realize that they could also access these links off-campus by using the Libraries' database link to Google Scholar (or by changing their Google Scholar settings). A couple of the students only learned of this during the interview and they stated that they wished they had learned this earlier (one student had even come in to the library building over a holiday weekend to access Google Scholar articles, not knowing she could have accessed them from home).

Most students mentioned their professors as a source for identifying material and two students reported using article bibliographies to identify other books and articles, a fairly sophisticated strategy for a beginning graduate student. One student contacted a friend from her home country studying at another US institution and asked him to search his library for her. As she noted: "it was my first semester and I did not know [what libraries have and if different libraries have different materials]."

Articles were preferred as being more up to date than books as well as shorter and more focused. Most students recognized a need to rely on peer-reviewed journal articles for much of their research. One student was very excited that so many articles were available and that they were all free either through the UNM collection or through interlibrary loan (ILL). Almost all students mentioned preferring print books to ebooks and most noted the lack of textbooks as a problem although they were very pleased with the quality of the Libraries' book selection for their research and the length of book check-out time periods.

Vinay also mentioned how much he appreciated that the Libraries provided access to a great many tools that he did not have to buy for himself (e.g. Lynda.com and software that resides on the library

computers, etc.). However, he also noted that while the Libraries had tools to help him do his schoolwork, as a student focused on technology he wished there were more tools for “off study like developing apps – like Xcode, I wish I had that.”

Challenges noted related to online resources included: difficulty accessing recent online articles (and the need to use ILL to access them), finding that some articles were only available in print, and catalog/discovery tool issues such as: incorrect holdings information, catalog links not working (especially for ebooks), and sometimes entering a loop in the catalog where it was impossible to tell whether the Libraries owned a title or not. As Pedro noted, when determining whether the Libraries owned a title, “sometimes you think, ‘I found it, I found it, I found it,’ and then in the end it just lets you read the abstract.”

Library services. Pedro’s statement, “I depend on the library a lot,” reflected the students’ appreciation of the Libraries’ services. The service mentioned most by the interviewees was ILL. Everyone appreciated ILL and thought it was easy to use. As Pedro noted several times in the interview: “[ILL] I love it!” However, Behrouz mentioned that it was not reliable for research as it took time to for books to arrive, loan periods were short and often not renewable, and there was the possibility the Libraries would not be able to obtain the item. Others mentioned that they had to rely on ILL too much – especially for textbooks or readings.

The students appreciated the technology in the Libraries: printers, scanners, computers, and laptop checkout. However, two students mentioned that though they loved the scanners, the Libraries did not do a good job publicizing this service. Neither knew about the scanners, even though they often walked by them, until someone showed them.

Only one student, Anushri, mentioned the Libraries’ course reserves service and her comments were generally negative:

I wanted to take home [the book] and keep it with me for a while like month or two, like almost half of the semester, but since the book was, umm, high in demand they are like you have to return it in two days and bring it back or return it. I find that frustrating because it was a fat book I can’t carry it once in two days and get it renewed.

Help and learning. Related to learning and receiving help in the Libraries, the Global Education Office offers an orientation to international students that

usually includes a library component. Of the five students interviewed, two attended the orientation but felt that the information presented about the library was very cursory, two students missed the orientation, and one was not required to attend as he had participated in UNM’s ESL program the previous year. Following the orientation, only two attended a library workshop as part of a class or other activity and one mentioned that it was very useful. Another student had voluntarily attended every research workshop co-sponsored by the Libraries and the Graduate Research Center and found them to be very useful, as he said:

[I attended the] literature review workshop and another one writing and posters . . . there is always a part in that workshop that is related to the library they tell you how to look for the information and stuff like that . . . Yes, I have taken at least 10 [of these workshops].

All students mentioned receiving help and information from their professors about everything from where and how to search for research materials, to the importance of citation, the value of scholarly articles over textbooks, how to begin research on a new topic, and why they should go to the library or attend a library workshop. Professors seem to be the source that all students consulted for help, either by proactively seeking it from them or by more passively receiving it during class as part of a lecture or assignment. As Pedro stated:

sometimes teachers are very good librarians . . . [they show you] what to do, how to do . . . in class . . . they show you here’s the library, do like this, this, this. Yes, they show you how to get the information . . . it’s kind of very common because you know in my case at the graduate level we are always looking for information.

None had used the Libraries’ online chat help service, nor had met individually with a librarian, nor were familiar with the fact that the library had subject librarians assigned to help with research in specific subject areas. Three had asked a question at the help desk and all expressed trepidation about doing so, primarily because of language issues. They were not sure how to ask or the tone to use, and did not know the libraries’ specialized language. As Pedro noted, he was not sure how to ask a question because he did not know “how to call the place where the books are.” They also mentioned feeling shy because they were not sure how the help desk worked and were afraid to

ask questions they felt the staff would think they should know. Pedro summed up their reticence:

... whenever you want to ask a question, if you are a person from another country, you know it's kind of difficult. You don't know maybe the tone you should use sometimes. You are kind of, I don't know how to say, you know... kind of shy... But, [the help is useful and] then you learn about it and you learn what you should ask for, what should you say. For example, for the computer [laptop checkout], I didn't know what to say so I was there and a student was just asking for that and I heard what he said and from that day I used the same words...

Vinay similarly stated that it's hard to know if the questions he was asking were things he should already know as a graduate student with 15 years of schooling... "it's kind of awkward to ask very easy questions."

Two of the students mentioned watching how other students interacted with the help desk before approaching. Most noted that they found the staff to be very helpful and that asking for help expanded their knowledge of how to use things and what services were available. Vinay mentioned having a very positive experience, where a help desk employee overheard him talking about his problem, came over to help, and walked him through what he needed to know and even provided extra information. However, he also reported a negative experience where he asked a simple question and the staff member said he did not know the answer and then did not refer him to anyone or ask any other staff members. Vinay noted his surprise that the staff member did not follow through, "you do not usually want to say no to students... [but] I found the information on my own."

Related to receiving help from their friends and fellow students, one interviewee mentioned not asking his peers for help because, "I think the best information is from the source so I go there and ask." However, Anushri contacted a friend from her home country at another US college – relying on her previous network for research assistance and to obtain materials she did not know how to obtain at UNM. She also mentioned that she liked to check with other students to be sure they were all doing things the same way. Three students mentioned liking to study in groups so that they could consult each other, while another student mentioned that he did not share his insights [into research, the library, etc.] with other students, "we don't talk about that because it's like we usually don't give suggestions because they might not need it – might be they know it." However, he also noted that he learned a lot from an American student

in one of his groups who had been a UNM undergraduate and who gave him many tips on tools for library searching and how to "make prints and scanning."

Students also discussed learning how to use the Libraries' services. Pedro and Vinay mentioned that "exploring is key" and that asking for help saved time and frustration and helped move you from "negativity." As Anushri stated, "when you get stuck somewhere, there are all these people to help you like the resources, our professors or friends..."

The students also discussed the importance of figuring things out on their own. Behrouz noted, "Even as a foreigner I learned [to use the library] without any tutoring – the [web]site is easy..." Anushri noted that she liked having access to Lynda.com through the library as she liked to start there and try to understand the topic herself. Pedro stated, "I always try to do things by myself" by finding some basic background information that will provide a context for understanding the answer better.

Discussing what he had learned about libraries and the research process since he began his studies at UNM, one student stated: "I learned everything over here because I did not have to write a research paper till here." Others mentioned learning how to cite, the importance of citation and EndNote, as well as how to use bibliographies to find other good articles. Students also mentioned that learning how to search for and access books and articles, including how to browse the shelves for books on the same topic, was important to them. Other learning about the research process included: how articles differ from books and textbooks; how to read an article critically, "like a scholar;" that English scholarly articles have a straightforward format that makes it easy to find the main points; that doing research takes many hours; and that one must read many sources to understand topics and develop ideas.

Interviewee recommendations. Many of the students' suggestions revolved around raising awareness of library services and tools. To do this, they suggested sending regular emails, having more signage, and increasing the content in the new student orientations (either through the library or through the academic departments). Recommendations related to spaces included: longer branch hours and keeping some part of a library open 24/7, more individual study spaces, better wi-fi, a night shuttle for safety, and an easier system for locating books. Additional recommendations related to resources included more textbooks and multiple copies of heavily used items, tools to hear the text of an article (as it was hard to read in a

foreign language and it helped to hear it), more tools for “off-study,” like developing apps and creating. It was also noted that there was no need for a special international student space and that international students should not be differentiated from other students “as if they need more help.”

Discussion

Libraries have an important role to play in comprehensive campus internationalization efforts. One their most significant contributions is in supporting international students’ academic success. Therefore, a deeper understanding of international graduate students’ information seeking behaviors, library use, and research practices presents opportunities for libraries to develop more responsive programs and services that can help international students thrive in their new environment. By helping to better understand incoming international graduate students, this project has highlighted areas in which libraries can improve and areas in which they can partner with other campus organizations, units, and faculty, to create an environment that better supports them.

International graduate students are a particularly interesting group for libraries to study. They enter the university with content knowledge and demonstrated success in an academic environment and are serious students with high-level research needs. They are generally eager to take advantage of the university’s resources to help them succeed, and, their ability to navigate their new academic environment, including the library and its resources, can have an impact on their success. They are often savvy and resourceful; however, they enter the university with a wide range of backgrounds and past experiences that affect their transition to their new environment. What we learn about how to better support their transition, can be applied to helping all students, international and domestic, undergraduate and graduate, to better transition into an academic environment.

Adapting to a new environment – challenges and resilience

According to the results of this survey and interviews, students found conducting research and studying in their new graduate programs at UNM to be very different from their undergraduate experiences in their home countries. Students were excited to have access to so many resources at UNM but they also struggled in learning how to navigate them.

It is important to note that many of the survey participants and all of the interview participants come from what are often called “developing” or

“periphery”/“semi-periphery” countries. As Eve Gray’s (2010: 4) article, *Access to Africa’s Knowledge: Publishing Development Research and Measuring Value*, posits, these countries are impacted by the structural inequality of an information economy and “conservative research culture that relies on competitive systems for valuing and accrediting scholarship, predicated upon the systems and values managed by powerful global commercial consortia” that puts less economically advantaged countries at a disadvantage in accessing scholarly information. Students who have begun their education in these countries develop creative strategies for obtaining information (e.g. relying on personal networks such as Anushri reported) and must also learn to navigate new information landscapes when they enter the academy in the US.

Related to information seeking, it was interesting to note that although all the survey respondents described finding and using information to be “very easy” to “neutral”, and none described it as difficult, in the in-depth interviews, all the interviewees spent a great deal of time explaining their difficulties conducting research, using information, and writing papers. The students’ responses demonstrated that while in general they found conducting library research to be fairly easy, especially when compared to working in their home countries’ libraries which had less access to tools and resources, the details of how to use all these new tools and the inherent problems in imperfect library systems, caused frustration and actually made the process difficult. Therefore, while the survey results and the interviews findings on this topic may seem to contradict each other, they actually complement each other and reflect different aspects of the library research process: more access to information but challenges on how to use it. In addition, they demonstrate that libraries still have a long way to go in working to create a truly intuitive information environment.

Although students often needed help, they expressed trepidation about asking for it for a variety of reasons: not being sure how the help desk worked, feeling insecure in their language skills and not having the vocabulary to express their problem/question, and thinking their question was too simple and that as a graduate student they should have this knowledge. In general, they were unsure what knowledge was already expected of them and what their American counterparts might already know that they did not. However, they also demonstrated that although they might be initially hesitant to ask a question, they were quite resourceful in figuring out ways to approach the help desk in a manner that made them feel more

comfortable. They reported hovering near the desk and watching how other students asked questions, watching and noting what types of activities occurred at the help desk, and doing some "pre-research" before asking a question. Once they had asked a question, most students found the help desk to be helpful and friendly and began using it regularly. However, that initial trepidation surely keeps many international students from asking questions. Perhaps highlighting the Libraries' more anonymous online chat help service might help students feel more comfortable asking for help. Additionally, the Libraries should consider ways to make their help services more approachable, train staff to recognize and work with students who seem hesitant, and be aware of language issues students might have when they approach the desk. Similarly, working to improve outreach to international students so they know what the help desk does and how to approach it, as well as making them familiar with the variety of modes of help services available in the Libraries, is key.

The need to raise awareness of all library services is also a major finding of this study. Many of the recommendations and comments from students demonstrated that they were often not aware of services and tools that the Libraries already provide. In addition, students repeatedly expressed that they wished they had learned about certain tools or services earlier. Before coming to UNM, most had no familiarity with services like ILL, did not recognize and had never used a book scanner, did not know about off-campus access to online resources, did not know there were subject librarians for their departments, did not know the databases for their disciplines, and had no idea about the kinds of questions one can ask at a help desk. Students suggested many ways the Libraries could reach out to share this information including regular emails, more content at orientations, and partnering with academic departments to create resource lists to increase international student awareness of the Libraries as well as creating more online digital learning objects that could provide introductions to important concepts, tools, and services. Working creatively with the international students' office, and taking the survey and interview participants' recommendations to heart, the Libraries should investigate ways to proactively reach out to international students more regularly and in more varied ways.

Opportunities for collaboration

The students also mentioned having to learn a new set of knowledge and skills to work in the US academic

environment. Most had never encountered the concepts of citing sources or copyright, had never had to read or write an academic paper, and had never used tools such as EndNote or services like ILL. If the Libraries could strategically address coordinating and improving how students gain these skills, and work with other campus units to achieve this, it could significantly lighten the burden on new international students as they try to acclimate to their new academic environment. One initiative to address such issues currently under consideration at UNM, in collaboration with several campus units, is a for-credit course for incoming international graduate students that would familiarize them with the US research environment. Another opportunity might be to strategically grow existing partnerships between the Libraries and the University's Graduate Resource Center which offer research-related workshops that many international graduate students already attend.

Another way to assist international students in navigating their new academic environment is to determine creative ways for the Libraries to partner and collaborate with faculty. Students in both the survey and the interviews cited professors as their top go-to resource when they needed help, and, as the primary source from which they learned about the library, information resources, and the research process. However, they also reported that their biggest challenges in finding and using information for assignments were understanding their professors' assignments and expectations. Perhaps better collaborations between teaching faculty and the Libraries can both help provide more information about the Libraries to students, using faculty as a conduit, and assist faculty in addressing the basic problems international students have in understanding what is expected of them. Working together, and in cooperation with other support units, the Libraries could develop resources to help guide teaching faculty in supporting the information needs of their new international students.

Library as refuge

The international graduate students seemed to be quite enamored with the Libraries' spaces. They appreciated the variety of spaces and furniture, the environments for quiet study and group study, the tools that helped them with their work (scanners, computers, group study room, white boards, etc.), and the central locations of the Libraries. The library spaces and tools seemed especially important to them as at home they often did not have the resources that they needed to successfully study or engage in the

activities that were required for their coursework. For example, some did not have wi-fi at home while others mentioned needing good easy to access places to meet and do group work that were outside the home. Especially for graduate students, who are serious about their academic work, have limited resources, and who usually do not have a support system in the city in which they are studying, the library building often serves as an important resource and space for them to successfully accomplish their academic work. Therefore, having a comfortable environment with robust infrastructure, such as good wi-fi, are very important to them.

Also noteworthy in the findings was the fear expressed by some students of the “gun culture” in the US. This fear often manifested itself in students being afraid to study in the Libraries after dark, which is a loss for the students as the library building often has many tools that they need to use. Those who mentioned this fear were not aware that the campus has an escort service to walk students across campus at night (though it will not walk with them off-campus, which is where many students live) as well as a security app they can download to let friends know where they are. Although these services are usually mentioned in international students’ orientation, some miss the orientation or are overwhelmed by the amount of information covered, and this piece of information is not retained. Therefore, the Libraries have begun a concerted effort to advertise the existing campus security services. However, these tools, while useful, do not fully address the students’ fears and the Libraries will continue to work with campus security to improve this situation so that students can take full advantage of the Libraries’ buildings and services.

Students also spoke of the library’s role as a center of community and shared thoughts on how it might play a larger role in helping build community for international students. As a central hub of the campus, the library is well situated to serve this role. The UNM Libraries could collaborate more with its Global Education Office to investigate and develop programming to help foster community among international students. There are many libraries that do this well and from which we can learn.

Conclusion

This study demonstrates that international graduate students have many strengths that allow them to learn about and navigate their new academic environment. However, it also demonstrates that there is much libraries can do to improve outreach and services serving international students. If libraries can collaborate

with other campus units to make international students’ transition smoother and more efficient, this could help students more successfully navigate their new environment.

There are many opportunities for libraries to help students with library tools, support them in the research and writing process, and assist in their adjustment to the US academic environment in general. More thoughtful integration of research skills into the curriculum and more outreach to build awareness of library services and resources are beneficial to all students and library constituents. Therefore, any improvements made to the international graduate students’ experience can also be applied to and benefit the greater university community.

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Note

1. Hispanic-Serving Institutions are defined by the Hispanic Association of Colleges & Universities as colleges/universities with Hispanic enrollment over 25% of total enrollment (see http://www.hacu.net/hacu/HSI_Definition.asp).

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Evolution of legal deposit in New Zealand: From print to digital heritage

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Abstract

The evolution of legal deposit shows changes and challenges in collecting, access to and use of documentary heritage. Legal deposit emerged in New Zealand at the beginning of the 20th century with the aim of preserving print publications mainly for the use of a privileged part of society. In the 21st century legal deposit has evolved to include the safeguarding of electronic resources and providing access to the documentary heritage for all New Zealanders. The National Library of New Zealand has acquired new functions for a proper stewardship of digital heritage. E-deposit and web harvesting are two new mechanisms for collecting New Zealand publications. The article proposes that legal deposit through human rights and multiculturalism should involve different communities of heritage in web curation.

Keywords

Digital heritage, Legal deposit, national library, New Zealand, web archiving

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Introduction

Legal deposit emerged as a cultural measure whose purpose is to collect and preserve the print production of a country. Its diffusion occurred in step with the development of information technologies, starting with the emergence of the print market. Legal deposit has been a relatively static legal institution. It evolved in the 20th century to extend its scope in accordance with new technologies. The shift to a digital culture is a turning point in the way legal deposit operates and is conceptualized.

Traditionally, legal deposit has been defined as an obligation to deliver copies of publications to a national institution (Larivière, 2000: 3). The word ‘deposit’ in the sense of the publisher’s obligation to deliver a copy to a national library was used for the first time in French copyright law in 1793.¹ It was a term transplanted from its previous use in industrial property legislation.² New Zealand legislation refers to the compulsory delivery of books instead of using the term ‘legal deposit’. In 1999, the District Court of Auckland explained that ‘legal deposit is a fine sounding but misleading expression’ and that the term ‘deliver’ ‘refers not merely to arranging a service by way of transport but to the transfer of

possession and, with it, ownership of the required books’.³ However, legal deposit as a legal institution has created its own identity. Its name is not misleading anymore. It is clear that the obligation to deliver copies of publications to the National Library is the equivalent of ‘legal deposit’, even if the legislation of countries such as New Zealand and Singapore does not mention this term.

Legal deposit has been adopted worldwide (Jasion, 1991). The diffusion of ‘legal deposit’ throughout the world in recent years is a consequence of globalization and international organizations promoting literacy, library and cultural policies. UNESCO and the International Federation of Library Associations and Institutions (IFLA) are global fora for the diffusion of legal deposit legislation, concepts and practices (IFLA, 2011; UNESCO, 2015). In addition, the consolidation of national libraries as institutions with their own identities, and legislative and administrative

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foundations, is part of the standardization of the institutional frameworks of nation-states. National libraries have become institutional centres for national information services, including management of documentary heritage. The compulsory delivery of publications is a legal transplant that is shaped by cultural contexts, technological capabilities and information policies.

This article examines the development of legal deposit in New Zealand. First, I trace the origin of legal deposit. France created the first legal deposit law that then inspired the development of this legal institution within other jurisdictions. Second, I consider legal deposit in New Zealand. While the New Zealand system has its roots in British legislation, the historical and institutional experience of its National Library differs substantially from that of the United Kingdom's. I analyse the context in which legal deposit was discussed in New Zealand during the 19th century. Legislation was only enacted at the beginning of the 20th century. The National Library of New Zealand/Te Puna Mātauranga o Aotearoa was created in 1965, becoming in the following years a primary depository institution for safeguarding published documentary heritage. Finally, I examine the transformation of legal deposit in the digital age and the new functions of the National Library for stewardship of digital heritage.

Origin of legal deposit

Legal deposit appeared in the 16th century with the origin of policies of national identity within the building of modern nation-states. Accordingly, it reflects the close relationship between cultural heritage law and national identity. Legal deposit was a pioneering law aimed at bringing about the centralization of cultural resources.

The appearance of print culture created interest in the collection of all publications. In 1470, Jean de la Pierre, Prior of the Sorbonne, installed the first printing press in France (Diderot, 1861: 77). The Montpellier Ordinance of 28 December 1537 issued by King François I required that every printed book be sent to his library in the Château de Blois with the objective of collecting books for safeguarding the memory of humanity for posterity. Contemporary legal deposit legislation across the world is rooted in the Montpellier Ordinance. It was the first legal deposit legislation in the world after the advent of print culture (Lemaitre, 1910: ix). The establishment of legal deposit was part of the origins of the modern state (Dreyer, 2003: 9). Legal deposit was a cultural heritage law during the Renaissance, by which a central

government collected cultural resources. The Ordinance embraced within its criteria the collection of every book in every language, of any discipline, printed and circulating in the territory under the dominion of François I.

Legal deposit emerged in England during the 17th century as a measure to increase academic collections for the use of scholars through a private agreement between publishers and the Bodleian Library at Oxford University. Dr Thomas James, the first librarian of the Bodleian Library (Ian, 1983: 11), was influenced by the French system of legal deposit, and proposed an agreement between the Library and British publishers. In 1610, legal deposit saw its precursor in Britain, when Sir Thomas Bodley persuaded the Company of Stationers to deliver books to his library.

Voluntary deposit, however, proved unsatisfactory. In 1613, the library received just 41 items and in 1614, 72 items. These numbers represented approximately 15% of the Company's publications (Ian, 1983: 28). The Press Licensing Act of 1662 was the first legal deposit legislation in England.⁴ The beneficiaries were the most important universities of England – Oxford and Cambridge – with a third copy for the Royal Library. In 1710, with the origin of copyright, legal deposit came into permanent legislation.⁵

Legal deposit became compulsory throughout the British Empire with the Copyright Act 1842. However, the British Museum and the copyright libraries never claimed against colonial publishers for non-compliance with legal deposit and decided to purchase the colonial publications that they wanted (Barrington, 1938: 150).

19th Century: British settlement in New Zealand and libraries

The British settlers in New Zealand established small public libraries on their arrival. The New Zealand Company saw the foundation of public libraries as a key element for bringing education, 'civilization' and national identity from England (Martin, 2008, p.11). In 1858, the General Assembly Library was established (Martin, 2008: 13). The main function of the library was to provide support to the legislature. In 1861, the Library Committee of the General Assembly Library decided to comprehensively collect publications about New Zealand. This collection was developed through donations, exchanges and purchases. In 1863, the Library started comprehensively purchasing New Zealand-related books (Martin, 2008: 27).

In 1869, for the first time, the New Zealand Parliament debated library legislation (Traue, 1998). The Public Libraries Act was passed in 1869.⁶ In addition,

Parliament discussed establishing legal deposit. The argument for legal deposit provisions was inspired by the legislative experience of England and other European countries. The main goals of the proposal were the preservation of 'important documents' published in New Zealand and the strengthening of public libraries. Legal deposit was to be part of a library policy regarding preservation of and access to the colony's literature. However, preservation of documentary heritage was not regarded as a priority, and the proposal was eventually dismissed due to a lack of time for drafting a Bill.

During the 1869 parliamentary debate, MP Thomas Potts suggested that all New Zealand publications should be available in public libraries (Journal of the House of Representatives New Zealand (JHR), 1869). This pioneering proposal sought to decentralize documentary heritage by providing repositories and access across the country. In addition, he recommended creating a copyright register, and establishing registration and legal deposit as requirements for copyright. In the debates, it was stated that: 'certain *quid pro quo* should be exacted from authors or publishers as would entail upon them the necessity of furnishing a certain number of copies of their works' (New Zealand Parliamentary Debates (NZPD), 1869). Legal deposit was considered as a tax or compensation for granting copyright. Previous debates about legal deposit in the United Kingdom used the same arguments. However, strong interest in creating a national collection only came about over a decade later.

In the 1880s, interest in comprehensively gathering New Zealand publications arose. In 1884, the General Assembly Librarian pointed out the urgency of preserving ephemeral publications he considered to be of important historical importance. He stated:

It is a matter of regret that no means have ever been devised to secure a more complete set of the pamphlets that appear from time to time in various parts of the colony, many of which, though published in this fugitive form, are of permanent value. (Macgregor, 1884: 2)

Although this concern did not receive attention from the Government, some private collections took up this heritage role (Ross, 1997: 206). In 1885 Alexander Turnbull started a collection of New Zealand publications, including a wide range of journals (Barrowman, 1995: 3). This private collection was donated to the country and later became a part of the National Library soon after its foundation.

Selection for the collection in the General Assembly Library prioritized books over journals and

ephemera. The General Assembly Library with its limited budget bought only printed materials relating to New Zealand. The library unsubscribed from periodicals considered superfluous, or unnecessary (Collier, 1888: 1). In 1888, J Collier, librarian of the General Assembly Library, proposed creating a National Library and establishing legal deposit, for which the National Library would become the deposit library. The main reason for proposing legal deposit in New Zealand was to preserve a copy of each New Zealand publication, especially pamphlets and ephemeral publications. Collier highlighted that:

... [M]any pamphlets of very great value for the early history of the Colony have been issued – they were never really published – at local presses, and, except for a stray copy here and there, have disappeared. Pamphlets of similar importance continue to be so issued, in order (but for the vigilance of librarians) to meet the same fate. What is urgently wanted is the enactment of a municipal law providing that at least one copy of every Colonial publication shall be deposited in a central library. (Collier, 1888: 3)

In this way, the New Zealand approach was different to the first legal deposit legislation in Europe. In England and France, the focus of the first legal deposit legislation was on books, not ephemera and pamphlets. However, ephemeral materials and periodicals were the most common means of publication in New Zealand. These kinds of publications were not a priority for the General Assembly Library budget and, as a consequence, legal deposit was the best policy option for acquisition of them.

20th Century: Legislation for preserving documentary heritage

At the end of the 19th century, New Zealand bolstered its memory institutions in order to strengthen nationalism (Gentry, 2015: 132). The Government's school and library policies increased literacy levels, and national documentary collections and national literature were seen as tools for building a sense of nationhood (Sinclair, 1986: 46). The legislative attempts at enacting legal deposit during the last two decades of the 19th century represented an increased feeling of national identity and reflected efforts to preserve the heritage of the country.

Finally, in 1903 the General Assembly Library Act established the obligation for legal deposit.⁷ Unlike the British tradition, this legislation was separate from the Copyright Act. The General Assembly Library in Wellington became the depository of books. With these functions, the Parliament's Library became in practice the national library. However, the General Assembly Library was focused on providing services to a limited group in society.

The General Assembly Library Bill was an initiative of the Joint Library Committee. The Colonial Secretary, Sir JG Ward, supported the Bill taking into consideration Britain's Copyright Act as a measure that would be important to imitate in New Zealand. He stated in Parliament that New Zealand was 'simply following in the footsteps of the Mother-country' (Ward, 1903: 43). In addition, he emphasized the difficulty in obtaining and preserving the large number of publications issued in New Zealand. He suggested that the deposit library should be regarded as the national library. This very short Act (only 2 sections) was publicly perceived as a measure for the preservation of documents for the history of the country. For instance, the *Evening Post* newspaper reported the enactment of the General Assembly Library Act highlighting that:

Of many publications in this colony, some of them of great historic value, there is now little or no trace, and so far as any official collection is concerned the lack of foresight in past years can never be properly remedied. The next best thing, however, has been done – the prevention of a continuation of the omission. (Anonymous, 1903: 6)

One main objective of the legal deposit provisions was to create a central national collection.

Ephemeral publications, such as pamphlets and leaflets, were considered an important part of the memory of the country during parliamentary debates. However, the value of preserving these materials was strongly disputed. The MP Lee Smith said that the 'Bill would result in filling the library with all kinds of rubbish' (NZPD, 1903: 338). Supporters of their preservation highlighted that very few books and works of literature had been published in New Zealand compared with a large number of pamphlets and other ephemeral printings. In addition, New Zealand legislators learned from British experience that over time ephemeral publications acquire a historical importance and also high economic value (NZPD, 1903: 337). A persuasive argument during the debates was that in many cases, pamphlets and small books increased over twenty times in value. Extending this reasoning to all types of publications, the Attorney General pointed out that:

A book published today might not be of much value, but in years to come it might be exceedingly valuable, and it was of the utmost importance to have in this library all works which might hereafter turn out to be of considerable value. (NZPD, 1903: 337)

The British experience supported arguments in favour of legal deposit of ephemeral publications in New Zealand.

Hundreds of 19th-century publications related to New Zealand were not part of the collections of the General Assembly Library. Through legal deposit and purchasing the General Assembly Library intended to make a comprehensive collection of New Zealand publications. This agenda garnered support for the Bill (Ward, 1903: 43). Legal deposit with a comprehensive scope was supported on the grounds that interesting and important material might escape the selection of material to be purchased, which would affect 'the public benefit' (NZPD, 1903: 338). Simultaneously the Library was contacting second-hand booksellers in the country and overseas to obtain copies of all out-of-print and rare New Zealand books (Wilson, 1905: 2).

In 1904, the deposit law came into force. The General Assembly Library received around 40 publications, and publishers were notified of their legal obligations (Wilson, 1904). Pamphlets and ephemeral publications were difficult to acquire, mainly because small publishers produced them. Such publications were considered worthy to acquire because they represented 'valuable sources of information for the social or political historian of the future' (Wilson, 1910: 1). The lack of legal deposit compliance worked against the goal of creating a comprehensive national collection.

Copyright legislation and legal deposit

In 1908, legal deposit became part of copyright legislation, with the 1908 Copyright Act taking its legal deposit provisions from the General Assembly Library Act.⁸ A contemporary commentator considered that inclusion of New Zealand legal deposit within the Copyright Act was illogical due to the lack of formalities for granting copyright protection in New Zealand and rightly concluded that the association between copyright and legal deposit 'is presumably in imitation of Britain's legislation' (Collins, 1987: 121). However, the imitation was partial. In 1913, the House of Representatives included within a Copyright Bill the compulsory delivery of five copies of every publication: a copy for the General Assembly Library and four copies for the University Colleges in New Zealand. The delivery of copies to universities followed the model of British copyright legislation. Unfortunately for the University Colleges the New Zealand Legislative Council modified the Bill limiting the deposit to two copies for the General Assembly Library.

The scope of legal deposit changed with the Copyright Act 1913. The original goal of the General Assembly Library Act was to collect all imprints

published in New Zealand, including republished books.⁹ The Copyright Act 1913 limited legal deposit to books first published in New Zealand.¹⁰ The narrow scope of the new legal deposit provision overlooked the heritage concerns for creating a comprehensive collection of all New Zealand publications. In addition, the Copyright Act established two kinds of deposits, legal deposit for the Library (compulsory) and copyright deposit for the Copyright Office (voluntary).¹¹

National Library of New Zealand

The National Library of New Zealand was created in 1965 (National Library Act, 1965). In 1966, the General Assembly Library became part of the National Library together with the Alexander Turnbull Library and the National Library Service. The Alexander Turnbull Library is the national research library for culture and history of New Zealand:

dedicated to the collection and preservation of the records of human knowledge and endeavour and to the enrichment of those records through the fostering of research and publication. The library is responsible for the long-term preservation of the national collection of library materials relating to New Zealand. (Director for the year 1984/1985, 1985: 112)

In 1966, the Alexander Turnbull Library started to compile the New Zealand National Bibliography. In 1967, the National Library sought to receive one of the deposit copies of the General Assembly Library (Martin, 2008: 164). One of the main characteristics of any national library is to be the main deposit library (Fuentes, 2003). In 1971, the Copyright Act was amended to resolve the lack of compulsory copies for the National Library. The amendment passed without any discussion in the Parliament. The legal deposit was extended to three copies, two copies for the General Assembly Library and one copy for the Alexander Turnbull Library. The Library celebrated this amendment with optimism for creating a more comprehensive national collection (Bagnall, 1972: 37).

The responsibilities of the National Library include the achievement of legal deposit functions. The deposit operates within an institutional framework, ensuring easy accessibility to works by the public and supports the creation of the national bibliography (Department of Justice, 1989). The reforms of legal deposit administration have strengthened the heritage role of the National Library. In 1985, the administration of legal deposit was transferred from the General Assembly Library to the National Library. In 1987 staff who administered legal deposit moved to the

Legal Deposit office within the collection management division of the National Library (Martin, 2008: 199). These institutional changes reinforced the National Library's responsibilities for preserving a copy of every work published in New Zealand as part of documentary heritage.

The Copyright Amendment Act 1986 increased the number of copies to be deposited to four. The purpose of this additional copy was to build a national collection for loan services, making legal deposit collections accessible to all New Zealanders, and not just those who are able to visit the National Library in Wellington (Collins, 1987: 122). The library community highlighted that 'the issue of the legal deposit provision has more public interest than ever before in its 84-year history' (Collins, 1987: 120). The public interest centred on the change in functions of legal deposit collections, from providing information to parliamentarians to forming part of a national heritage collection as a public resource for all citizens.

The administration and functions of legal deposit in the National Library were consolidated by 1989. Decentralization of legal deposit was another issue that emerged again in 1989 when MP Clive Matthewson highlighted the importance of the Hocken Library in Dunedin and questioned the risks, associated with earthquakes, of preserving the three copies in Wellington (Matthewson, 1989). The National Library argued that the legal deposit should serve a national purpose and public service. Accordingly, the 1989 Copyright Amendment Act reduced the number of copies to be deposited to three (NZPD, 1989). In 1903, the first legal deposit law of New Zealand had established a national collection that in practice was mainly used for the reference and use of parliamentarians, a function that disappeared with the 1989 amendment. In 1994, legal deposit in New Zealand broke away from copyright legislation, the Copyright Act moved the legal deposit provisions to the National Library Act 1965.

21st Century: Legal deposit in the digital age

In the 1990s the number of digital documents distributed on tangible carriers such as compact and floppy disks significantly increased. In addition, new digital works such as video games, software and multimedia works became of daily and widespread use. However, the scope of legal deposit in New Zealand remained solely focused on print material. By contrast, in 1992, France extended the scope of legal deposit to software, databases, radio and television broadcasts.¹²

In 1996 UNESCO published the first systematic analysis of digital information and legal deposit (CDNL Working Group, 1996). This document pointed out the need to amend legal deposit legislation to include digital documents within its scope. Following this report, UNESCO published a guideline for legal deposit legislation (Larivière, 2000).

In 2003, recognizing the massive production of born digital information published only through digital networks, UNESCO released a Charter on the Preservation of Digital Heritage (UNESCO, 2003: Art 1). This charter promoted the adoption of effective measures for the preservation of digital information. The implementation of legal deposit for electronic material – voluntary or mandatory – is identified by this charter as the key action for digital heritage (UNESCO, 2003: Art 8). The UNESCO Charter encourages states to adopt legal deposit for digital content. UNESCO is concerned about the worldwide risk of losing documentary heritage but the legal and political duty to act on this concern is delegated to local and national governments and institutions. This international discussion was reflected in New Zealand national policy.

National Library Act 2003 and heritage

The National Library Act 2003 covered the obligation to deliver books and periodicals¹³ and widened the scope of legal deposit to include electronic documents.¹⁴ In addition, the Act established that the Alexander Turnbull Library had the legal duty and purpose to: ‘... preserve, protect, develop, and make accessible for all the people of New Zealand the collections of that library in perpetuity and in a manner consistent with their status as documentary heritage and taonga’.¹⁵

This was the first time New Zealand legislation used the term ‘documentary heritage’. The National Library Act brought the rationale and vocabulary of cultural heritage law to the purposes and functions of the library. Legal deposit collections, as part of the collections of the library, are included within the domain of the perpetual protection guaranteed by the Act. In addition, the recognition of diverse communities was part of the heritage approach. The National Library Act follows the bicultural framework within which New Zealand is governed. The Crown and Māori are in a partnership established by the Treaty of Waitangi signed in 1840, a founding document of the country. From the 1980s and after years of neglecting the validity of the Treaty the Government started to promote and implement policies supporting Māori language and culture. The policies of the

Library reflect the Library’s consideration of the concerns of Māori communities (National Library of New Zealand (NLNZ), 2005b; NLNZ, 2010) in areas such as digitization (NLNZ, 2014a), collecting (NLNZ, 2015b) and use and reuse of the material (NLNZ, 2014b).

Digital collections and legal deposit

At the end of 2003 a digital strategy of the National Library was released stating ‘the direction for the Library to successfully confront the challenge of collecting, preserving and making accessible things digital while also unlocking, via digitisation, the value of our collections’ (NLNZ, 2003). The most prominent digitization project of the National Library of New Zealand is Papers Past. It comprises newspapers and periodicals mainly in the public domain. In this context, copyright is becoming a shaping criterion for digital heritage (Pabón Cadavid, 2014a).

Digitization of legal deposit collections is one of the initiatives carried out by national libraries to make material that constitutes the documentary heritage of each country available to citizens. The most ambitious project to digitalize national legal deposit collections is Bokhylla (The Bookshelf) project by the National Library of Norway through an agreement with the collective rights management organization Kopinor. It will provide access to the whole Norwegian national collection through the website of the National Library (Jøsevoll, 2016; Skarstein, 2010). In France since 2012 the National Library (BnF) has provided the platform ‘Gallica intra muros’ providing digital access to deposited material protected by copyright; it allows searching and browsing through the digital copy within the premises of the National Library. A digital rights management system prevents users from downloading, copying or modifying the information (Derrot and Oury, 2014). In addition, during the 2015 Salon du Livre de Paris, the National Library of France announced its website www.bnfcollection.com, a digital library of 20th-century musical and literary collections providing online remote access to authorized heritage institutions across the country.

Digital collections are enriched by the collection of born digital information. The New Zealand National Library Act 2003 included the right for the National Library to undertake web archiving. Web archiving is ‘the deliberative and purposive preservation of web material’ (Brügger, 2010: 349). It is achieved by the National Library of New Zealand under two mechanisms: web harvesting and electronic deposit (e-deposit).

E-deposit. E-deposit is the online delivery of digital publications to a country's national library. When born digital publications are deposited they become part of the national digital heritage.

In New Zealand, the scope of legal deposit covers digital publications because they are specified in the legislation.¹⁶ E-deposit is compulsory once the National Library requires a publisher to provide reasonable assistance to enable it to store a copy of a publication.

As e-deposit requires specific digital platforms, the collection criteria of national libraries are shaped by the technological limits of the platforms (Stirling et al., 2012). In practice, e-deposit has been established for the collection of specific digital material such as e-books, newspapers and visual material. In New Zealand, the National Library and Ex Libris Group developed the Rosetta deposit tool within the framework of the National Digital Heritage Archive (Knight, 2010; Peled, 2011). The NDHA provides the management infrastructure for digital heritage preservation (NLNZ, 2015a).

Legal deposit seeks to collect the tangible and intangible part of documentary heritage. Collection of print and digital objects that publish the same work is important for future researchers, for example for print culture historians. However, recent collecting plans would prioritize the preservation of digital publications at the expense of print editions. For instance, Principle 4 of the collection policy of the National Library of New Zealand states that the Library will move to give preference to collecting born-digital formats and only by exception will collect print editions of the same work (NLNZ, 2015b). The implementation of this kind of 'principle' could be against the spirit of the heritage mandate established in the National Library Act.

Web harvesting. The principal changes to legal deposit have been in the practice and regulation of web harvesting for collecting digital heritage. Online content changes the practice of how this legal institution operates; as Alison Elliott (2011: 4) notes, web harvesting is a 'shift from an obligation to deposit to an obligation to copy'. Traditionally, the depository has a passive role: the publisher deposits copies in the National Library. With web harvesting, the library's role is active because the publisher does not deliver the publication; instead the library harvests the content from the Internet using selection criteria and schedules determined by the library. However, the National Library of New Zealand does not have a legal obligation to copy, for example during 2009, 2011 and 2012 the Library did not harvest the New Zealand domain.

The National Library started web harvesting without specific legal deposit legislation for the Internet. Without appropriate heritage and copyright legislation libraries are limited in their capacity to collect and use web material. In 1999, the Alexander Turnbull Library in New Zealand undertook its first thematic harvesting. In 2005, the Library harvested websites of political parties. The National Library was required to ask for authorization to copy the digital material on a case by case basis. If the webmasters or holders of the websites or blogs did not reply, the harvesting was not legally possible due to copyright restrictions. Furthermore, external links were not harvested (Lala and Joe, 2007: 163).

Web harvesting in legal deposit legislation means the right of the National Library to copy information published on the Internet. Legislation for web archiving allows the National Library to collect material from the Internet according to the Library's heritage criteria. In addition to legislation, web archiving requires political and economic support on a large scale. The New Zealand National Library Act (2003) established the legal deposit of digital materials.¹⁷ In 2004 the New Zealand Government assigned NZ\$24m for creating a digital repository to safeguard New Zealand digital heritage (NLNZ, 2005: 6a). Finally, in 2006 the Notice regulating legal deposit of on-line information was promulgated authorizing the national librarian to copy Internet documents.¹⁸ The National Library of New Zealand and the British Library developed the web curator tool as a response to the legislative mandate to harvest New Zealand web publications (Paynter and Mason, 2006). Since 2007 the copyright exception for doing web harvesting and the development and use of a web curator tool have been cornerstone for web archiving.

Web harvesting requires in most cases an active curatorship to facilitate the selection of material to be included within digital heritage collections. Digital curation is a new function within legal deposit and developing specific technical tools for web curation is a new role for the National Library. Digital curators in national libraries are responsible for selective and thematic web archiving (Paynter et al., 2008). The National Library Act 2003 has established a set of criteria for identifying the national heritage on the Internet. A digital publication is in scope for legal deposit when it is produced in New Zealand, or is commissioned to be produced outside New Zealand by a person who is resident in New Zealand or whose principal place of business is in New Zealand.¹⁹ This is a narrow criterion based on territoriality and residency. It creates difficulties for web harvesting of material of interest for the

heritage collections of the library such as material about New Zealand published outside the country and by non-New Zealand residents.

In the following sub-sections I will discuss domain harvesting and selective harvesting as the main practices of web harvesting in creating national born digital heritage collections.

Domain harvesting. Domain harvesting is the comprehensive collection of websites published within specific Internet domains. This harvesting methodology operates through automatic processes taking snapshots of the entire domain at a specific time (Simes and Pymm, 2009: 130).

Domain harvesting operates without an active curatorship of the material that will constitute national documentary heritage. National libraries are harvesting their national country code Top-Level Domains (ccTLD) such as .nz for New Zealand or .sg for Singapore (Pabón Cadavid, 2014b). For France in addition to .fr the National Library of France extends its web-harvesting programme to the domains of the French ultramarine territories, including .re for Réunion, and .nc for New Caledonia (Stirling et al., 2012). New Zealand is contributing to its digital heritage collection through web archiving by undertaking a national domain web harvesting based on its legal mandates.²⁰ Harvesting the whole national domain is a criterion which assumes that everything published in the ccTLD is part of the national digital heritage. The library carried out web harvesting of the whole .nz domain in 2008, 2010, 2013, 2015 and 2016.

Selective harvesting. Selection of relevant web information demands curatorship and appraisal criteria. This approach operates through manual selection or through a semi-automatic process (Chebbi, 2008). Both methodologies are complementary. Selective harvesting is used for creating thematic collections with rich resources about an event or topic such as political campaigns, sporting events or a natural disaster; collection of selected websites occurs more frequently than domain harvesting. The frequency relates to the needs of each thematic harvesting project. Thematic harvestings carried out by the Alexander Turnbull Library include the Canterbury Earthquakes in 2010 and 2011, Rugby World Cup in 2011, Olympic Games in 2012 and the Winter Olympic Games in 2014.

Political campaigns have been a preferred topic for thematic web collections. The Library of Congress in the United States has archived websites related to the US presidential, congressional and

gubernatorial elections since 2000 and France has been carrying out web harvesting of political elections since 2002. During political campaigns harvesting is daily or sometimes several times a day during a certain period of time (Cohen and Verlainne, 2013: 214). These thematic web archives are a rich source for research due to the topics and the quality of the harvesting. For instance, the research of Foot and Schneider (2002) analyses the political web sphere of the 2000 US campaign.

Digital curators (web archivists) from the Alexander Turnbull Library conduct thematic harvestings during the general and local elections. The archive includes websites of political parties, lobby groups, general sites and blogs (Lala and Joe, 2007: 160). But there is no evidence yet of the use of NZ web archive collections as a source for scholarship. The disconnection between the web archive and digital humanities researchers shows that one of the main goals of legal deposit collections as a privileged source for scholars is not being fulfilled. In fact, researchers are unaware of the existence of the web archive (Riley and Crookston, 2015), which means that the quality and usability of the archive has not been tested. An appropriate preservation strategy for web material cannot be developed without the constant feedback of current researchers. For instance, the interaction with researchers has shown to the British Library the importance of the look and feel and paratext in the interpretation and textual coherence of web information (Hockx-Yu, 2014: 120).

Limitations of web harvesting. Web archiving is limited by several technological constraints. The web advances faster than the technologies for its archiving. Dynamic content, deep linking, multimedia files and new formats are difficult and sometimes impossible to archive with current technologies. In fact, most of the **web** is not archived and material published on the Internet often vanishes forever a short period after publication (Hurdeman et al, 2015). For instance, archiving crawls fail most of the time to archive JavaScript and flash files (Hockx-Yu, 2011). In addition, technologies for web archiving in national libraries are not focused on collecting material from the deep web.

National libraries have established different appraisal criteria for selecting the material, for example, web content representing unique informational value, or the fragility of content due to risk of it disappearing (Chebbi, 2008: 30). Librarians and other staff in national libraries are in charge of creating policies and criteria for appraisal of web material. Appraisal is limited by staff resources, technical, legal and

cultural considerations. Materials located outside domain harvesting and not selected through selective harvesting are currently absent from the web archive. For instance, valuable material in languages such as Chinese, Tonga or Spanish might not be identified by web curators who lack knowledge of those languages.

New Zealand is a culturally diverse society with a myriad of different communities of heritage. For instance, the Chinese community has played an important role in the development of the country since the 19th century. In addition, communities of refugees escaping from violence in countries such as Myanmar and Colombia and climate change refugees from a country like Kiribati are increasing in New Zealand. These communities will have different criteria for assessing the national significance of their materials. Participation of communities of heritage in the designation and management of their heritage is part of a new understanding of heritage as a human right (Shaheed, 2011). The absence of policies that provide mechanisms for engagement of the different communities could limit the richness and the plurality of voices in the web archive. For instance, the lack of participation of Māori in web harvesting decisions is currently a matter of concern for Māori (Sutherland, 2015: 11).

Conclusion

The study of New Zealand demonstrates that the origin of legal deposit was related to print documentary collections serving privileged groups in society. Legal deposit evolved in two main realms. First, at the beginning of legal deposit in New Zealand collections were accessible mainly for the use of the Parliament. The creation of a National Library consolidated a heritage approach of preserving documents in the service of all citizens. Second, the provisions for legal deposit during the last decade have extended to the collection of new media documents.

The compulsory delivery of books has not always been a heritage measure. The adoption of legal deposit as a measure of cultural heritage law has strengthened in the last five decades. Legal deposit as a legal institution has been consolidated by its inclusion in the National Library legislation. This shows the willingness of New Zealand governments over time to accept arguments regarding the importance of documentary heritage for New Zealand society.

In the 21st century, the law governing legal deposit has been amended, allowing the National Library to carry out its heritage functions in the digital environment. Web archiving is the most significant revision

of legal deposit since its inception in 1537. Collection of online information requires national libraries to take on an active curatorial role. The traditional definition of legal deposit as the publishers' obligation to deposit their publications in the National Library is now complemented with the right of the library to harvest digital publications according to its appraisal criteria.

The evolution of legal deposit reveals main challenges for the National Library associated with three different axes: collecting, access and use. First, appraisal criteria are used to decide what to include, but mainly what to exclude, from the digital archive. The criteria are established mainly by law, collections policies of the Library and as applied by web curators at the National Library. The law and the library policies need to be updated to incorporate the human right to heritage of diverse communities as a foundation for legal deposit including web archiving. This right could be effective by involving different communities of heritage such as Māori, Chinese, Pacifica and refugee communities in digital heritage management. These would move from appraisal criteria that are based on national significance that is focused on the nation-state, to significance to particular communities. Both approaches are complementary; they do not exclude each other and can coexist within the practices of the National Library. In practice this could be achieved by decentralization of web archiving and appointments of web curators (web archivists) from that communities. This also will promote linguistic diversity in the archive.

Second, documentary heritage created through legal deposit is the fundamental source for creating national libraries collections, and even more so now that the archiving of born digital materials is so important. Furthermore, pre-digital legal deposit collections should be digitized to bring effective access to the documentary heritage of the country to all New Zealanders. Digital technologies allow the decentralization of and access to knowledge envisaged by MP Thomas Potts in 1869. With the implementation of appropriate digital rights management systems every public library of the country could become a digital access point to the documentary heritage safeguarded by the National Library.

Third, the collection of digital information through web archiving by the National Library should boost its role as a research library. The library should build capabilities to make the collections fully usable for researchers involved in digital humanities. This requires a constant revision of the library practices, taking into account the expectations and needs of academia and different communities of users. Legal

deposit in this context is no longer only about the collection of publications but about a set of actions, tools and policies that mediate heritage and promote its use and the creation of new knowledge.

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Notes

1. Loi du 19 juillet 1793, art 6 (France).
2. Loi du 7 janvier 1791 (France).
3. Dixon v David Bateman Ltd (1999) DCR 120. For a discussion of the context of this case see Halliwell (2000).
4. Act for Preventing Abuses in Printing Seditious, Treasonable, and Unlicensed Books and Pamphlets, and for Regulating of Printing and Printing Presses 1662 (Eng) 3 & 4 Car II c 33.
5. Statute of Anne 1710 8 Ann c 19.
6. Public Libraries Act 1869.
7. The General Assembly Library Act 1903.
8. Copyright Act 1908, s 28.
9. The General Assembly Library Act 1903, s 2.
10. Copyright Act 1913, s 52.
11. Copyright Act 1913, s 38.
12. Loi 92-546 du 20 juin 1992 Relative au Dépôt Legal (France).
13. National Library Requirement (Books and Periodicals) Notice 2004 (SR 2004/129).
14. The Act defines electronic document as: '... information is stored or displayed by means of an electronic recording device, computer, or other electronic medium, and includes an Internet document' National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003, s 29(1). See also its regulation: National Library Requirement (Electronic Documents) Notice 2006 (SR 2006/118).
15. National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003, s 18.
16. National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003; Library Requirement (Electronic Documents) Notice 2006 (SR 2006/118).
17. National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003s 31.
18. National Library Requirement (Electronic Documents) Notice 2006 (SR 2006/118).

19. National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003, s 29.
20. National Library Requirement (Electronic Documents) Notice 2006 (SR 2006/118).

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Author biography

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Abstracts

قَتَطَفَات

Making sense of the future of libraries

وضع تصور لمستقبل المكتبات

دان دورنر، وجنيفر كامبل-ماير، وإيفا سيتو

مجلة الإفلا، العدد رقم 4-43،

المستخلص:

درس فريق عملنا خمسة مشروعات كبرى أعدتها جمعيات مكتبات ومنظمات متخصصة في الفترة ما بين عامي 2011 و2016 والتي ركزت على مستقبل المكتبات أو علومها، أو الاثنين معاً. واستندنا إلى منهج بياني تفسيري بوصفه أساس دراستنا، وفي إطار هذا المنهج يتكون المعنى بصورة مُشتركة من خلال عملية ذاتية بينية (ويك، 1995). وكانت تهديدات الهوية بمثابة مؤشرات إنذار إلى المنظمات لإعادة النظر في أدوار المكتبات داخل مجتمعاتها، بينما تخلق عملية إعادة النظر هذه أو تُطور سياقاً مشتركاً يؤثر على كل من الهوية المهنية وجهود حشد الدعم. وعلى الرغم من عدم وضوح شكل هذه الأزمة وحجم نطاقها داخل مهنة المكتبات، فهي «حقيقية» في كونها قد سُميت، وفُتحت، وفُتحت بصورة حقيقية. وقد نُوقشت هذه القضية بشكل مُتسق ومُترابط في مجتمع المكتبات الدولي، وبات من الواضح أن هناك حالة من القلق، دولياً، على مستقبل مهنة المكتبات وعلومها.

Building a Reading Culture through the School Library: A Case Study from Singapore

بناء ثقافة القراءة من خلال المكتبة المدرسية: دراسة حالة من سنغافورة

بيتر تشين إي لوه، وماري إليس، وأجنس باكولدار، وتشونج هاو وان

مجلة الإفلا، العدد رقم 4-43،

المستخلص:

وتقت أبحاث كثيرة العلاقة القوية بين القراءة المستقلة والتحصيل الدراسي، وتستطيع المكتبة المدرسية أن تضطلع بدور أساسي في التشجيع على القراءة. واستناداً إلى إحدى دراسات الحالة من مجموعة بيانات أكبر حجماً تضم ست مدارس، يتناول هذا البحث بالتفصيل جهود

التغيير التي أجرتها إحدى المدارس على مكتبتها وتحويلها إلى مركز رئيس للقراءة داخل المدرسة. وقدمت البيانات المجمعة أدلة على أنواع الاستراتيجيات، والبرامج، والتصميم الذي ينجح في تشجيع القراءة، كما اشتملت عملية جمع البيانات الخاصة بمساعدتنا على فهم ثقافة القراءة والمكتبة المدرسية على ما يلي: إعداد استبيان حول القراءة على مستوى المدرسة، وعقد مقابلات مع مدير المدرسة، ومعلميها وطلابها، وتسجيل ملاحظات عن المكتبة، والعدّ المحدد بوقت، وساهمت أيضاً الروايات والصور المأخوذة للمساحة التي تشغلها المكتبة بتقنية اختزال الزمن في عملية جمع البيانات. وتتضمن عوامل بناء ثقافة القراءة ما يلي: (1) الإشراف على اختيار الكتب للقراء، (2) وإظهار الكتب بوضوح، (3) وإعداد برامج تحمس القراء، (4) وتصميم مساحات للقراءة، (5) وتهيئة بيئة ملائمة لها.

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

الحفاظ على المنتجات الثقافية: المكتبات، وأطر العمل، والتكنولوجيا في البلدان الناطقة بالإنجليزية في منطقة البحر الكاريبي

شير-آن سمارت

مجلة الإفلا، العدد رقم 4-43،

المستخلص:

لا تزال المكتبات تضطلع بدور حاسم في عملية الحفاظ على المنتجات الثقافية ونشرها في البلدان الناطقة بالإنجليزية في منطقة البحر الكاريبي، ويمتد نطاق هذه المنتجات ليشمل أشكال فنية تتراوح ما بين التقليدي والمعاصر متاحة في صيغ مختلفة. وقد يسرت التكنولوجيا هذه العملية وسمحت للوسطاء الثقافيين مثل المكتبات، والمتاحف، ودور المحفوظات، بتوسيع نطاق خدماتهم وحجم أسواقهم. وقد أثرت العولمة أيضاً على هذه العملية مما سمح باختراق الحدود الوطنية لتسهيل هذا التحول المثير للجدل. ولعل تناول موضوع المنتجات الثقافية من خلال المكتبات أمراً غير شائع في المؤلفات التي تتناول المكتبات الكاريبية، ولهذا، يستكشف هذا المقال ممارسات المكتبات الكاريبية فيما يخص عمليات التزويد بالمنتجات الثقافية الخاصة بالمنطقة، وحفظها، وتنميتها.

First-year international graduate students' transition to using a United States university library

انتقال طلاب العام الأول من طلاب الدراسات العليا الوافدين إلى استخدام إحدى المكتبات الجامعية الأمريكية

ليز كوبر، وهيلاري هيوز

مجلة الإفلا، العدد رقم 4-43،

المستخلص:

يستعرض هذا المقال أحد الأبحاث الأصلية الذي أُجري في إحدى الجامعات الأمريكية عن انتقال طلاب العام الأول من الطلاب الوافدين الجدد للدراسات العليا إلى بيئة أكاديمية جديدة، وتعلمهم كيفية إجراء أبحاث، واستفادتهم من موارد المكتبة ومساحاتها.

Evolution of legal deposit in New Zealand: From print to digital heritage

تطور الإيداع القانوني في نيوزيلندا: من التراث المطبوع إلى الرقمي

جونى أنطونيو بابون كادافيد

مجلة الإفلا، العدد رقم 4-43،

المستخلص:

يُظهر تطور الإيداع القانوني التغييرات التي طرأت على جمع التراث الوثائقي، والوصول إليه، واستخدامه، والتحديات المصاحبة لذلك. وقد ظهر الإيداع القانوني في نيوزيلندا مع بداية القرن العشرين بهدف الحفاظ على المنشورات المطبوعة لاستخدام الفئة الأكثر حظوة من المجتمع بشكل أساسي، وتطور في القرن الحادي والعشرين ليشمل حماية المصادر الإلكترونية وتوفير إمكانات الوصول إلى التراث الوثائقي لجميع النيوزيلنديين. وقد اكتسبت المكتبة الوطنية النيوزيلندية مهام جديدة لضمان إدارة التراث الرقمي بصورة سليمة. ويُمثل الإيداع الإلكتروني وما يُعرف بتقشير الويب web harvesting آليتين جديدتين لجمع المنشورات النيوزيلندية. ويُقدم هذا المقال مقترحًا بأن الإيداع القانوني من خلال حقوق الإنسان والتعددية الثقافية ينبغي أن يشمل مجتمعات تراثية مختلفة في نظم المحتوى الإلكتروني.

摘要

国际图联期刊43-4

Making sense of the future of libraries

图书馆未来的意义建构

丹·多纳，詹妮弗·坎贝尔-迈耶，伊娃·塞图

国际图联杂志，43-4，321-334

摘要：

我们研究了由图书馆协会及相关组织在2011年至2016年间所进行的五个核心项目，这些项目均侧重于图书馆及(或)图书馆事业的未来。我们采用了意义建构的视角，作为我们研究的基础。通过意义建构的视角，意义由不同的主体共同建构(韦克，1995)。图书馆身份所遭受到的威胁，已经促使各机构开始重新审视图书馆在社区中所扮演的角色。这种重新审视创造出抑或发展出一个共同的情境，能同时影响到专业认同和推广效果。尽管图书馆领域的这次危机的形态和影响范围还不是很明晰，但是对它有意义的命名、解读和确立，已经让它变得“真实”。国际图书馆界对这个问题进行了持续连贯的讨论。显然，在国际范围内，对图书馆事业的未来还是存在担忧。

Building a Reading Culture through the School Library: A Case Study from Singapore

通过学校图书馆来构建阅读文化：一个新加坡的案例研究

罗珍仪，玛丽·埃里斯，艾格尼丝·帕库达，万忠浩

国际图联杂志，43-4，335-347

摘要：

很多研究都证实，独立阅读和学术成就之间存在着很强的关联性，并且学校图书馆在鼓励阅读中可以发挥重要作用。本篇论文从包含六个学校的大型数据集里选取了一个案例分析，详细介绍了其中一所学校如何转变其图书馆，使其成为学校内阅读的中心场所。所收集的数据为鼓励阅读的工作中采用的策略、项目和设计提供了有力的证明。帮助我们了解阅读和学校图书馆文化的数据收集包括：全校范围的阅读普查，对校长、教师 and 学生的访问，图书馆内观察，定时计数，故事叙述和对图书馆空间的延时拍摄。构建阅读文化的要素包括：(1)为读者进行选书管理，(2)让图书内容可视化，(3)组织可以激励读者的活动，(4)为阅读设计空间，(5)构建阅读生态。

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

保护文化产品：说英语的加勒比地区的图书馆、背景和技术

谢丽-安·斯马特

国际图联杂志, 43-4, 348-360

摘要：

在说英语的加勒比地区，图书馆在文化产品的保存和传播中仍然有着重要的作用。文化产品涵盖从传统到现代的各种形式的艺术品。技术革新推动了发展进程，使得文化中介机构，比如图书馆、博物馆和档案馆(LAMS)，能够增强影响力，拓展市场。全球化同样也影响了发展进程，弱化了国家间的界限来推动一场极具争议的变革。图书馆如何对待文化产品，这在有关加勒比地区图书馆的文献中是一个不常见的主题，因此本文就加勒比图书馆在本地区文化产品的采集、保存和推广中的实践进行探究。

First-year international graduate students' transition to using a United States university library

一年级国际研究生向使用美国大学图书馆的过渡

莉兹·库珀，希拉里·休斯

国际图联杂志, 43-4, 361-378

摘要：

本文介绍了在美国一所大学进行的原创性调查研究，该调查主要探究了新入学的一年级国际研究生如何过渡到一个全新的学术环境，如何学习开展研究，以及如何利用图书馆的资源空间。

Evolution of legal deposit in New Zealand: From print to digital heritage

新西兰法定呈缴的演变：从印刷遗产到数字遗产

约翰·安东尼奥·帕邦·卡德维德

国际图联杂志, 43-4, 379-390

摘要：

法定呈缴的演变，能够体现出文献遗产在收藏、获取和使用方面的变化和挑战。二十世纪初，新西兰产生了法定呈缴，其目的主要是为社会的特权阶层保存印刷出版物。到了二十一世纪，法定呈缴不断发展，涵盖了对数字资源的保护，并且所有新西兰人都能平等获取这些文献遗产资源。新西兰国家图书馆已经拓展了新功能，以便更好的管理数字资源遗产。数字呈缴和网络获取是收集新西兰数字出版物的两种新机制。本文中提出，在网络资源管理中，通过人权和多元文化主义实现的法定呈缴应当包含不同社区群体的文献遗产。

Sommaires

Making sense of the future of libraries

Comprendre l'avenir des bibliothèques

Dan Dorner, Jennifer Campbell-Meier, Iva Seto

IFLA Journal, 43-4, 321-334

Résumé:

Nous avons examiné cinq grands projets consacrés à l'avenir des bibliothèques et/ou de la bibliothéconomie menés entre 2011 et 2016 par des associations bibliothécaires et des organismes apparentés. Pour cette étude, nous avons utilisé une approche « sense-making » basée sur la création de sens. Dans ce type

d'approche, la signification est co-générée de façon intersubjective (Weick, 1995). Les menaces pesant sur l'identité ont incité les organisations à réexaminer le rôle des bibliothèques au sein de leurs communautés. Un tel réexamen génère ou développe un contexte partagé qui a un impact aussi bien sur l'identité professionnelle que sur les activités de sensibilisation. Bien que la forme et la portée exactes de la crise qui frappe la profession bibliothécaire ne soient pas claires, le fait qu'elle ait été identifiée, interprétée et décrétée de façon signifiante est une réalité. Le problème a été discuté de façon cohérente et dans un esprit de cohésion par la communauté bibliothécaire. Il est clair que l'avenir de la bibliothéconomie suscite des inquiétudes au niveau international.

Building a Reading Culture through the School Library: A Case Study from Singapore

Mettre en place une culture de la lecture par l'intermédiaire de la bibliothèque scolaire: une étude de cas à Singapour

Peter Chin Ee Loh, Mary Ellis, Agnes Paculdar,
Zhong Hao Wan

IFLA Journal, 43-4, 335-347

Résumé:

De nombreuses études ont montré la corrélation importante entre lecture indépendante et réussite scolaire, la bibliothèque scolaire pouvant jouer un rôle crucial pour stimuler la lecture. Sur la base d'une étude de cas rassemblant un vaste ensemble de données portant sur six écoles, cet article explique en détails comment une école a transformé sa bibliothèque scolaire pour en faire un lieu central de lecture au sein de l'école. Les données rassemblées fournissent des exemples tangibles des stratégies, programmes et projets qui ont du succès pour encourager à lire. Voici quelles sont les données rassemblées pour nous aider à comprendre la lecture ainsi que la culture de la bibliothèque scolaire: une étude sur la lecture menée dans l'ensemble de l'école; des entretiens avec le directeur/la directrice, les enseignants et les élèves; des observations faites à la bibliothèque; des comptages minutés; des récits et enfin des photos de l'espace bibliothécaire prises à intervalles de temps. Et voici les facteurs qui permettent d'élaborer une culture de la lecture: (1) Savoir choisir les livres à mettre au catalogue pour les lecteurs, (2) Rendre les livres visibles (3) Créer des programmes pour intéresser les lecteurs, (4) Concevoir des espaces de lecture et (5) Élaborer une écologie de la lecture.

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

Conservation des biens culturels: bibliothèques, contexte et technologie aux Caraïbes anglophones

Cherry-Ann Smart

IFLA Journal, 43-4, 348-360

Résumé:

Les bibliothèques demeurent cruciales pour la conservation et la diffusion des biens culturels aux Caraïbes anglophones. Les biens culturels recouvrent un domaine qui va de formes artistiques traditionnelles à des formes artistiques contemporaines. Grâce à la technologie, les intermédiaires culturels tels que

bibliothèques, musées et archives ont pu étendre leur portée et élargir leurs marchés. La mondialisation a également eu un impact sur ce processus, l'affaiblissement en conséquence des frontières nationales ayant entraîné une transformation qui fait polémique. Le traitement des biens culturels au sein des bibliothèques est un thème peu fréquemment abordé dans la littérature consacrée aux bibliothèques des Caraïbes. Par conséquent, cet article étudie les pratiques des bibliothèques des Caraïbes en matière d'acquisition, de conservation et de promotion des biens culturels de cette région du monde.

First-year international graduate students' transition to using a United States university library

Comment les étudiants internationaux en première année s'habituent à utiliser une bibliothèque universitaire aux États-Unis

Liz Cooper, Hilary Hughes

IFLA Journal, 43-4, 361-378

Résumé:

Cet article rend compte d'une étude menée dans une université aux États-Unis visant à déterminer comment les étudiants internationaux arrivant en première année s'habituent à un nouveau cadre universitaire, apprennent à effectuer des recherches ainsi qu'à utiliser les ressources et espaces bibliothécaires.

Evolution of legal deposit in New Zealand: From print to digital heritage

Évolution du dépôt légal en Nouvelle-Zélande: des documents imprimés au patrimoine numérique

Jhonny Antonio Pabon Cadavid

IFLA Journal, 43-4, 379-390

Résumé:

L'évolution du dépôt légal montre quels sont l'évolution et les défis en matière de collecte, d'accès et d'utilisation du patrimoine documentaire. En Nouvelle-Zélande, le dépôt légal a été créé au début du 20^e siècle dans le but de conserver les publications imprimées, principalement pour qu'elles puissent être utilisées par une frange privilégiée de la société. Au 21^e siècle, le dépôt légal a évolué pour inclure la protection des ressources électroniques et pour fournir à tous les Néo-Zélandais l'accès au patrimoine documentaire. De nouvelles fonctions ont été attribuées à la Bibliothèque nationale de Nouvelle-Zélande afin

de permettre une gestion adaptée du patrimoine numérique. Dépôt numérique et collecte du web sont deux nouveaux mécanismes pour rassembler les publications néo-zélandaises. L'article suggère qu'au

regard des droits de l'homme et du multiculturalisme, le dépôt légal doit impliquer différentes communautés patrimoniales à des fins de conservation sur le web.

Zusammenfassungen

Making sense of the future of libraries

Eine sinnvolle Zukunft für Bibliotheken

Dan Dorner, Jennifer Campbell-Meier, Iva Seto

IFLA Journal, 43-4, 321-334

Abstrakt:

Wir haben fünf große Projekte geprüft, die von Bibliotheksverbänden und verwandten Organisationen in den Jahren 2011 bis 2016 durchgeführt wurden, und bei denen es um die Zukunft von Bibliotheken und/oder dem Bibliothekswesen ging. Unserer Studie lag eine deutungsbezogene Perspektive zugrunde. Durch eine deutungsbezogene Perspektive ist die Bedeutung intersubjektiv mitgestaltet (Weick, 1995). Bedrohungen der Identität waren für Organisationen der Auslöser zur neuerlichen Prüfung, welche Rolle Bibliotheken in ihren jeweiligen Gemeinschaften spielen. Diese neuerliche Prüfung bezüglich der Rollen von Bibliotheken in ihren Gemeinschaften schafft oder bewirkt einen geteilten Kontext, der sowohl die professionelle Identität als auch fördernde Anstrengungen beeinflusst. Obwohl die genaue Form und der Umfang dieser Krise bei Bibliotheken nicht deutlich sind, steht als Fakt fest, dass sie deutlich bezeichnet, ausgelegt und dargestellt wurde. Die Frage wurde kohärent und kohäsiv in der internationalen Gruppe der Bibliotheken besprochen. Es ist deutlich, dass man sich international Sorgen um die Zukunft des Bibliothekswesens macht.

Building a Reading Culture through the School Library: A Case Study from Singapore

Förderung der Lesekultur in der Schulbibliothek: eine Fallstudie aus Singapur

Peter Chin Ee Loh, Mary Ellis, Agnes Paculdar, Zhong Hao Wan

IFLA Journal, 43-4, 335-347

Abstrakt:

Viele Untersuchungen belegen den starken Zusammenhang zwischen eigenständigem Lesen und akademischen Leistungen. Die Schulbibliothek kann bei der Leseförderung eine entscheidende Rolle übernehmen.

Bei der Betrachtung einer Fallstudie aus einem größeren Rahmen mit sechs Schulen zeigt dieses Dokument auf, wie eine Schule die Umgestaltung ihrer Schulbibliothek gelungen ist, sodass sie zum zentralen Ort des Lesens in der Schule wurde. Die zusammengetragenen Daten erbrachten den Nachweis dafür, dass bestimmte Strategien, Programme und Entwürfe einen Beitrag zur Leseförderung leisten. Die gesammelten Daten, die uns ein besseres Verständnis über das Lesen und die Kultur einer Schulbibliothek vermitteln, umfassten: eine Umfrage zum Lesen in der ganzen Schule, Gespräche mit dem Direktor, mit Lehrern und Schülern, Beobachtungen in der Bibliothek, Zählungen mit Zeiterfassung, Berichte und Aufnahmen der Bibliotheksräume im Zeitraffer. Die Faktoren zum Aufbau einer Kultur des Lesens umfassen: (1) Kuratierung der Bücherauswahl für Leser, (2) sichtbare Präsentation der Bücher für Leser, (3) Einrichtung von Programmen, um Leser zu begeistern, (4) Gestaltung von Lesebereichen und (5) Aufbau einer Ökologie für das Lesen.

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

Erhalt kultureller Produkte: Bibliotheken, Kontext, Technologie im englischsprachigen Gebiet der Karibik

Cherry-Ann Smart

IFLA Journal, 43-4, 348-360

Abstrakt:

Bibliotheken spielen für die Erhaltung und die Verbreitung kultureller Produkte im englischsprachigen Raum der Karibik eine entscheidende Rolle. Kulturelle Produkte umfassen in ganz unterschiedlichen Ausprägungen das Gebiet von traditionellen bis hin zu zeitgenössischen Kunstformen. Die Technologie ermöglicht einen solchen Prozess durch kulturelle zwischengeschaltete Einrichtungen wie Bibliotheken, Museen und Archive (LAMS), mit denen die Reichweite und die Märkte vergrößert werden sollen. Die Globalisierung zeigt ebenfalls Auswirkungen auf diesen Prozess, denn während nationale Grenzen schwinden, ermöglicht sie einen polemisch betrachteten Wandel. Der Umgang mit kulturellen Produkten

wie Bibliotheken ist ein ungewöhnliches Thema in der Literatur der karibischen Bibliotheken. Dieser Artikel untersucht daher die Praktiken der karibischen Bibliothek beim Kauf, der Erhaltung und Förderung der kulturellen Produkte der Region.

First-year international graduate students' transition to using a United States university library

Wandel bei internationalen Graduierten im 1. Jahr bei der Nutzung US-amerikanischer Bibliotheken

Liz Cooper, Hilary Hughes

IFLA Journal, 43-4, 361-378

Abstrakt:

Dieser Artikel enthält eine ursprünglich an einer US-Universität durchgeführte Untersuchung, bei der es darum geht, wie sich ausländische Graduierte im ersten Studienjahr in eine neue akademische Umgebung einleben, die Durchführung von Studien sowie die Verwendung von Bibliotheksquellen und -räumen erlernen.

Evolution of legal deposit in New Zealand: From print to digital heritage

Entwicklung der rechtlichen Hinterlegung in Neuseeland: vom gedruckten zum digitalen Erbe

Jhonny Antonio Pabon Cadavid

IFLA Journal, 43-4, 379-390

Abstrakt:

Die Entwicklung der rechtlichen Hinterlegung zeigt Veränderungen und Herausforderungen bei der Sammlung, dem Zugriff und der Verwendung des dokumentarischen Erbes. Die rechtliche Hinterlegung kam zu Beginn des 20. Jahrhunderts in Neuseeland auf. Dadurch sollten gedruckte Veröffentlichungen für vor allem die Verwendung seitens eines privilegierten Teils der Gesellschaft erhalten bleiben. Im 21. Jahrhundert umfasst die rechtliche Hinterlegung inzwischen zudem den Schutz elektronischer Ressourcen und den Zugriff auf das dokumentarische Erbe für alle in Neuseeland. Die Nationalbibliothek Neuseeland hat neue Funktionen für eine ordnungsgemäße Verwaltung des digitalen Erbes erworben. E-Deposit und Web-Lese (Web-Harvesting) sind zwei neue Mechanismen, die für das Zusammentragen neuseeländischer Publikationen genutzt werden. Im Artikel wird der Standpunkt formuliert, dass die rechtliche Hinterlegung im Rahmen von Menschenrechten und Multikulturalismus unterschiedliche Gemeinschaften des Erbes bei der Kuratierung im Netz umfassen sollten.

Рефераты статей

Making sense of the future of libraries

Осмысление будущего библиотек

Ден Дорнер, Дженнифер Кемпбелл-Мейер, Ива Сето

IFLA Journal, 43-4, 321-334

Аннотация:

Мы изучили пять масштабных проектов, посвященных будущему библиотек и/или библиотечного дела, которые были реализованы в период с 2011 по 2016 годы библиотечными ассоциациями и связанными с ними организациями. Мы основывали свое исследование на восприятии с точки зрения придания смысла. Восприятие с точки зрения придания смысла способствует совместному межсубъектному формированию значимости (Вейк, 1995). Угрозы для идентичности привели к возникновению факторов, диктующих организациям необходимость переоценки роли библиотек в своем сообществе. Такая переоценка роли библиотек в рамках сообщества

создает или формирует общий контекст, который оказывает влияние как на профессиональное самоопределение, так и на информационно-просветительскую деятельность. В то время как не определены четкие границы и масштабы данного кризиса в профессии библиотекаря, он является "реальным" хотя бы потому, что он был осмысленно назван, истолкован и официально заявлен. Данный вопрос последовательно и комплексно обсуждается в международном библиотечном сообществе. Очевидно, что на международном уровне существует обеспокоенность будущим библиотечного дела.

Building a Reading Culture through the School Library: A Case Study from Singapore

Формирование культуры чтения при помощи школьной библиотеки: анализ конкретного примера из Сингапура

Питер Шин И Ло, Мери Эллис, Агнес Пакулдар, Жонг Хао Ван

IFLA Journal, 43-4, 335-347

Аннотация:

Большой объем научных исследований документально подтвердил наличие тесной взаимосвязи между самостоятельным чтением и успехами в учебе, и школьная библиотека может играть определяющую роль в популяризации чтения. На основании одного исследования конкретного примера из практики, полученного из более крупного объема данных, включающих информацию о шести школах, настоящая работа подробно описывает процесс преобразования одной из школ своей библиотеки, в результате которого библиотека стала главным местом для чтения в стенах данной школы. Собранные данные содержат информацию о том, какие стратегии, программы и дизайнерские приемы оказывают положительное влияние на повышение интереса к чтению. Совокупность данных, помогающих нам понять культуру чтения и культуру школьной библиотеки, включает в себя: опрос в рамках всей школы по вопросу чтения, собеседование с руководителем школы, учителями и учениками, наблюдение за библиотекой, подсчет времени с представлением повествований и фотографий покадровой съемки. К приемам, способствующим формированию культуры чтения, относятся: (1) Тщательный отбор книг для фондов библиотеки, которыми пользуются читатели, (2) Размещение книг таким образом, чтобы они были видны читателю (3) Разработка программ, направленных на воодушевление читателей, (4) Дизайнерское оформление мест для чтения, и (5) Создание благоприятной атмосферы для чтения.

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

Сохранение продуктов культуры: Библиотеки, контекст, технологии в англоговорящих странах Карибского бассейна

Черри-Энн Сمارт

IFLA Journal, 43-4, 348-360

Аннотация:

Библиотеки продолжают играть ключевую роль в сохранении и распространении продуктов культуры в англоговорящих странах Карибского бассейна. Продукты культуры включают в себя все многообразие видов искусства, от народного до современного, в его различных форматах. Современные технологии способствовали развитию

данного процесса, позволив культурным посредникам, коими являются библиотеки, музеи и архивы (LAMS), увеличить зону своего влияния и расширить свои рынки. Глобализация также оказала влияние на данный процесс, ослабив государственные границы, что содействовало вызывающей множеству споров трансформации. Использование библиотек как средства работы с продуктами культуры является незаурядным с точки зрения литературы явлением в библиотечной жизни стран Карибского бассейна. В связи с этим в данной работе рассматриваются методы, используемые в библиотеке страны Карибского бассейна для получения, сохранения и популяризации местных продуктов культуры.

First-year international graduate students' transition to using a United States university library

Переход студентов первого года международного магистерского образования к использованию учебной библиотеки университета Соединенных Штатов

Лиз Купер, Хилари Хьюз

IFLA Journal, 43-4, 361-378

Аннотация:

В данной работе изложены результаты оригинального исследования, проведенного в одном из университетов США с целью изучения того, как новоприбывшие студенты первого года международного магистерского образования приспосабливаются к новой учебной обстановке, учатся проводить исследования и используют библиотечные ресурсы и площади.

Evolution of legal deposit in New Zealand: From print to digital heritage

Эволюция требований к обязательному экземпляру в Новой Зеландии: От печатного наследия к цифровому

Джонни Антонио Папон Кадавид

IFLA Journal, 43-4, 379-390

Аннотация:

Развитие феномена представления обязательного экземпляра влечет за собой перемены и новые требующие разрешения вопросы, связанные со сбором, использованием документального наследия

и доступом к нему. Понятие обязательного экземпляра возникло в Новой Зеландии в начале 20-го столетия и имело своей целью сохранение печатных изданий для их использования привилегированной частью общества. В 21-м веке развитие понятия обязательных экземпляров привело к включению в их число материалов, касающихся защиты электронных ресурсов, и к обеспечению доступа всех новозеландцев к документальному наследию страны. Национальная библиотека Новой Зеландии

получила новые функции для обеспечения должного управления цифровым наследием. К новым инструментам сбора электронных публикаций в Новой Зеландии относятся электронный депозит и сбор материалов в сети. В статье предлагается, чтобы благодаря сдаче обязательного экземпляра, посредством реализации прав человека и мультикультурности, различные сообщества, обладающие наследием, были вовлечены в процесс курирования информации в сети.

Resúmenes

Making sense of the future of libraries

Dando sentido al futuro de las bibliotecas

Dan Dorner, Jennifer Campbell-Meier, Iva Seto

IFLA Journal, 43-4, 321-334

Resumen:

Examinamos cinco grandes proyectos llevados a cabo por asociaciones de bibliotecas y organizaciones relacionadas entre 2011 y 2016 que se centraron en el futuro de bibliotecas y/o bibliotecología. Empleamos una perspectiva que da sentido como la fundación para nuestra investigación. A través de una perspectiva que da sentido, el significado es co-creado intersubjetivamente (Weick, 1995). Las amenazas a la identidad han dado motivos para que las organizaciones reexaminen las funciones de las bibliotecas en sus comunidades. Este reexamen de las funciones de las bibliotecas dentro de la comunidad crea o desarrolla un contexto compartido que afecta tanto a la identidad profesional como a los esfuerzos de promoción. Si bien no está claro la forma exacta y el ámbito de esta crisis en la profesión de bibliotecario, es 'real' en el sentido de que ha sido significativamente nombrada, interpretada y promulgada. El tema ha sido discutido de manera coherente y cohesionadamente en la comunidad internacional de bibliotecarios. Está claro que existe preocupación, internacionalmente, por el futuro de la bibliotecología.

Building a Reading Culture through the School Library: A Case Study from Singapore

Construyendo una Cultura de Lectura a través de la Biblioteca Escolar: Un Estudio Monográfico de Singapur

Peter Chin Ee Loh, Mary Ellis, Agnes Paculdar, Zhong Hao Wan

IFLA Journal, 43-4, 335-347

Resumen:

Mucha investigación ha probado que hay una fuerte correlación entre la lectura independiente y el rendimiento académico, y la biblioteca escolar puede desempeñar un papel crucial en el fomento de la lectura. Partiendo de un estudio monográfico de un conjunto de datos más grande de seis escuelas, este documento detalla cómo una escuela transformó su biblioteca escolar, haciendo de la biblioteca de la escuela un lugar central para la lectura dentro de la escuela. Los datos recogidos proporcionaron pruebas de los tipos de estrategias, programas y diseños que son eficaces para fomentar la lectura. La recolección de datos para ayudarnos a comprender la lectura y la cultura de la biblioteca escolar incluyeron: Una encuesta de lectura en toda la escuela, entrevistas con el director, maestros y estudiantes, observaciones de la biblioteca, recuentos cronometrados, narraciones y fotografías en lapso de tiempo del espacio de la biblioteca contribuyeron. Los factores para desarrollar una cultura de lectura incluyen: (1) Gestionando la selección de libros para los lectores, (2) Haciendo visibles los libros (3) Creando programas para estimular a los lectores, (4) Diseñando espacios para leer y (5) Desarrollando una ecología para la lectura.

Preserving Cultural Products: Libraries, Context, Technology in the English-speaking Caribbean

Preservación de Productos Culturales: Bibliotecas, Contexto, Tecnología en el Caribe Anglófono

Cherry-Ann Smart

IFLA Journal, 43-4, 348-360

Resumen:

Las bibliotecas siguen siendo cruciales para la preservación y difusión de productos culturales en el Caribe

anglófono. Los productos culturales abarcan el terreno de los géneros artísticos tradicionales a contemporáneos en diversos formatos. La tecnología ha facilitado el proceso permitiendo a intermediarios culturales como bibliotecas, museos y archivos (LAMS, según sus siglas en inglés) ampliar su alcance y ampliar los mercados. La globalización también ha impactado el proceso, debilitando las fronteras nacionales para facilitar una transformación polémica. El trato de los productos culturales con las bibliotecas es un tema poco frecuente en la literatura sobre las bibliotecas del Caribe. Este artículo por lo tanto explora las prácticas de la biblioteca del Caribe en la adquisición, preservación y promoción del producto cultural de la región.

First-year international graduate students' transition to using a United States university library

La transición de estudiantes de posgrado internacionales de primer año a usar una biblioteca universitaria de los Estados Unidos

Liz Cooper, Hilary Hughes

IFLA Journal, 43-4, 361-378

Resumen:

Este artículo informa acerca de la investigación original llevada a cabo en una universidad de los EE.UU. explorando cómo la transición de los estudiantes de posgrado internacionales de primer año entrantes a un nuevo ambiente académico, aprenden a llevar a

cabo la investigación, y utilizar los recursos y los espacios de la biblioteca.

Evolution of legal deposit in New Zealand: From print to digital heritage

Evolución del depósito legal en Nueva Zelanda: De la impresión al patrimonio digital

Jhonny Antonio Pabon Cadavid

IFLA Journal, 43-4, 379-390

Resumen:

La evolución del depósito legal muestra cambios y desafíos en la recolección, el acceso a y uso del patrimonio documental. El depósito legal surgió en Nueva Zelanda a principios del siglo XX con el objetivo de preservar las publicaciones impresas principalmente para el uso de la parte privilegiada de la sociedad. En el siglo XXI, el depósito legal ha evolucionado para incluir la salvaguardia de los recursos electrónicos y proporcionar acceso al patrimonio documental para todos los neozelandeses. La Biblioteca Nacional de Nueva Zelanda ha adquirido nuevas funciones para una correcta administración del patrimonio digital. El depósito electrónico y la recolección en la web son dos nuevos mecanismos para recopilar publicaciones de Nueva Zelanda. El artículo propone que el depósito legal a través de los derechos humanos y el multiculturalismo debe involucrar diferentes comunidades de patrimonio en la gestión de la web.

