

# focus

## on International Library and Information Work

**Volume 40, Number 3, 2009**

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# Editorial

Achtung! The Bibliothekspolizei may be heading your way! But there's nothing to be afraid of, really. They are on your side. Read about them in this issue of *Focus*.

Then there are some 'safer' articles. Ruth Creamer tells us about the digitisation the National Education Reports of the International Bureau of Education, Bruce Royan looks at the development of CILIP's international policy, and Shiraz Durrani and Elizabeth Smallwood report on a new project that considers the skills needed by public library staff in a globalised world.

There are also some reports on international conferences and meetings for those of us not fortunate enough to be able to get to them. Anna Jablkowska attended the International Conference on Academic Libraries in Delhi, and Ronald Munatsi went to IFLA for the first time. And for those of us unable to get to meetings even in the UK, Joanna Ball reports on ILIG's sessions at Umbrella 2009, and Alice Tyler tells us about an interesting Informal with Rebecca Knuth on Extremism and the Destruction of Libraries.

And on the 'business' side, look out for the Quiz in December and the AGM in February.

*Roger Stringer*

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# Bibliothekspolizei

## Team 144L and Library Advocacy 2.0

Victor Santiago\*

Librarianship as a profession has been experiencing a paradigmatic technological shift, this is generally referred to as Library 2.0, or Library (insert noun) 2.0 as the case may be. One aspect of the technological revolution is this idea of having libraries broadcast themselves into the lives of their patrons through some shared social network or some Web 2.0 apparatus. The question of the content or substance that we wish to mediate varies, RSS of new acquisitions, Twitter new programs and Facebook event notifications for library events are common examples.

While these new-found technological advances continue to dazzle as well as befuddle in their library-related manifestations, a simple question emerges: How does this technology push our agenda of advocacy?

Every library shares in a common agenda of advocating for itself. Defining budgetary boundaries, asserting its relevance (often in the form of trying to explain that not everything is on Google), etc., all rely on commanding the attention of their patrons. In fact, all these new-found social technological advances are useless unless used by users, and the attention of our library users is

the key. Library Advocacy 2.0 is not simply a matter of keeping up with new-fangled technology or reiterating the substantive reasons for existing, but communicating in a manner that is effective. And there is a lot of competition.

My efforts in putting together a road-trip team dubbed Team 144L is a demonstration at implementing Web 2.0 for library advocacy, and I'll share a bit on how it may be useful to a library.

### **A Fake German Library Police Car and an application for Library 2.0**

The story starts with Alex Roy, automotive/travel executive, author, movie-producer, and founder of the Polizei 144 rally team, who called me on the phone a few days after I had sent him an e-mail regarding the tragedy that occurred during the 2007 Gumball Rally. Mr. Roy is (in)famous for driving in rallies in faux police cars of various nations, and as a rally fan I was offering my support of his team's response to the incident (there was a fatality; Alex's team wasn't involved). I was taken by surprise when Alex called. 'You work in a library? I'd *love* to be a librarian' is a quote of his that I remember in times when I question the wisdom of my life choices.

It turns out that Mr Roy is an avid reader and lecturer. He's given talks to the FBI, MIT, Google's author series, as well as Stony Brook University. His race team, Polizei 146 (partnered with the charity Love 146), is famed for their ground-breaking online presence in

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GrandAM racing. His entrepreneur's view of Web 2.0 was refreshing to me and I was starting to see in it new dimensions for libraries. While I was organizing a student SBU auto rally, I mentioned to him my idea for a library-fine-enforcement vehicle as a tribute; he said I could do it so long as the vehicle was dubbed 144L (thus part of the continuum of the Polizei family 144A, 144B, etc.). The rally was a success, and I had an idea for library advocacy, and with Alex's blessing Team 144L was born. BIBLIOTHEKSPOLIZEI hit the road.

### **Library Advocacy 2.0 and New Narratives**

The idea of Team 144L is simple to grasp. A team of library folk take road-trips to libraries, museums and historical sites and blog about their adventures. Road-trips alone aren't too attention-grabbing, and while visiting the site as civilians would get some attention, it's not in and of itself too interesting to a wide audience. However, add the theatrics of a faux German library police car (the added element of getting pulled over always adds excitement), fun/live Web 2.0 updates, live GPS tracking, and you have a reason to tune in, or log in, as it were. The point is that the substance, the advocacy of the 'where we go' is framed and contextualized within an attention-getting theme, which is mediated through the social networks and Web 2.0 gadgetry.

In other words, instead of merely relying on the technology alone to create attention, we use the technology to create fun content, which is attention-getting and speaks for the places we visit. Think of it as free advertising. We blog about our destination with an embedded photo-map; we post live to Flickr, Twitter and Facebook. That content is then commented on, some is indexed by search



engines and becomes part of a larger network of information about the places we visit. So there are some elements of reporting, photography/videography, along with a dicey road-trip, that add information about the places we go to.

But novelty and technology isn't enough (otherwise you just need a new Web 2.0 logo): there has to be substance. To take Team 144L deeper, our livery is based on Alex's 144 A & B faux police interceptors, which is inspired by Brock Yates's use of a faux ambulance in 1979 Cannonball Rally, the rally inspired by Erwin 'Cannonball' Baker's US transcontinental motorcycle runs in the 1930s, and note that Mr Baker was a Vaudevillian. The application of technological advances to advocacy must be tied to a substantive narrative or else it fails to be anything more than a novelty; it has to be 'about' something. The historical tie for Team 144L runs back to America's history and road-trip car culture; it taps into that historical vein and that vein manifests itself through our social network pages and joins with it the substance of the place we are visiting.

### **Real World Library Advocacy**

It's not that pushing new books in an RSS feed is wrong, or that going theatrical is the way to go. It's just that people have to care

about your library, and being in the moral right and being helpful isn't enough. Your substance has to garner deep attention, because attention is an investment on the part of your patrons and they will invest it if they see themselves as part of something important. Most librarians that have taken interest in us love the idea of Team 144L. They enjoy the updates, the novelty, the maps and photos, but there is more to it – there is a tie to something real, something interesting. What people get out of following us is a connection to the adventure: the dangers are the dangers of any road-trip, the places we visit are (revealed as) treasures, and our safe return is celebrated publicly like the comments while the adventure is under way. What makes the advocacy happen is the interest of the fans in the content that we generate. While the theme is a backdrop, it gives us context and interest. Likewise, people will follow your library's updates, but there has to be some substantive backdrop to your updates: they need to feel like they are part of your important adventure or event – it's *their* library that's having an event.

A concrete example is in order, and the New York Public Library blog <<http://www.nypl.org/blog>> offers a prime example. The blog's content is interesting, visually appealing, people can comment or ask questions, and they are both handled like any other popular blog. The posts are filled with supportive links, a clear narrative and, more importantly, a reminder of the greatness of the library. You get a sense of how grand the library is, you get a sense of its importance, even if it is not your library. In some way, I would care if that blog disappeared, or if that library had troubles. Now, you may be thinking that you library is not as big so it can't be as important; but everyone doesn't

have to be involved, just your patrons.

Don't miss out on the National Library of Australia <<http://www.nla.gov.au>> and The British Library <<http://www.bl.uk>>.

Now Team 144L's blog, <<http://www.144l.com>> isn't for a library; we advocate mainly for places we go to – for example our run to Alice's Adventures in Wonderland ...

Our primary reason for going was to see the children's exhibit, 'Alice's Adventures in Wonderland', which was housed at the MiniArt Museum for Children. Inside were displays of pen-and-ink sketches by Max Hergenrother, as well as giant 'decks of cards' to build a house of cards and easels with paper and crayons for children to use as a creative outlet. On the outside, children and adults alike can play croquet or a game of chess.<sup>1</sup>

A Quick Google search for "Nassau County Museum 'Alice's Adventures in Wonderland'" will get you our post on the second page. Searching for photos around Roslyn NY on Flickr will get your our pictures of the exhibit.

But, to make a point, you can advocate for libraries and the like conceptually. The Internet Public Library <<http://www.ipl.org>> offers librarian services to the Internet. The Librarian Internet Index <<http://lii.org>> offers its librarian services in the form of the aggregation of Websites. At Librivox (acoustical liberation of books in the public domain) <<http://librivox.org>> volunteers read books in public domain and they are posted for people to download for free.

While the technology is simple enough – podcasting, wiki, forums – it is another

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<sup>1</sup> <http://www.144l.com/2009/08/wonderland-goldcoast>

example of taking the technology and developing something that is open to everyone, which is many ways the point of a library, and so advocate for the substance of libraries. So, please consider that there are many ways to advocate for the substance you possess, don't be shy the internet is big.

Technological advances allow libraries to recast their narrative with patrons as active contributors; this is the crux of this type of advocacy. And if you are worried that you don't have an interesting backdrop, consider that libraries carry a history of defending the patron's right to read, fighting censorship, protecting reader's privacy, and being an intellectual safe haven. These are all interesting themes. People are willing to invest in your library if they feel they are a part of something of a dramatic (yes, theatrical) historical continuum, and Library 2.0 can be used to manifest your library in that kind of interesting participatory narrative. Technology allows for broadcasting live events, live help, uploading photos to photo-sharing communities to be commented on, video tutorials and tours, etc. The possibilities of reviving what makes libraries special are seemingly limitless.

### **Reality Check**

In closing, I would like to say that this is easier said than done. It requires that you not only invest in starting a variety of accounts on social networks and learning new applications, participating regularly and more, all the while not getting paid extra. You may get some interested people and they may show you that interest when it comes time to vote on your budget. But it is not a guarantee. Not everyone on the Net is nice. Our project isn't a year old, and we have had many setbacks, expenses, and many an unpaid hour in front of a computer. But we love libraries, we love what we do.

I ask that you to look at the history of libraries for inspiration. I ask that you consider that our history didn't start with Gutenberg or Ranganathan, it started back in 1900BC, and we continue that work today. All of our predecessors faced challenges, and all of them would be thrilled to have the chance to reach so many patrons and in so many ways. You have a rich history, you have significance, and now more than ever a chance of making an impact on patrons' lives. Try, experiment, and maybe we'll see you on the road.

**Visit ILIG's Web site**

**and keep up to date with what is happening in your group.**

**There's an easy-to-remember short-cut:**

**[www.cilip.org.uk/ilig](http://www.cilip.org.uk/ilig)**

# IBE Digital Library of National Education Reports

Ruth Creamer\*

The International Bureau of Education (IBE) was founded in 1925 in Geneva to carry out three main functions: (i) to centralise public and private educational documentation; (ii) to contribute to scientific research in the area of child psychology, education, etc.; and (iii) to serve as a co-ordinating centre for institutions and societies concerned with education. Among the founding fathers were important Swiss educationists: Édouard Claparède, Pierre Bovet and Adolphe Ferrière.

In 1929, under new statutes, the IBE became the first intergovernmental organisation in the field of education. In the same year, Jean Piaget, professor of psychology at the University of Geneva, was appointed director of IBE; he remained so for forty years. During the same period, Pedro Rosselló was assistant director.

In 1969, the IBE became an integral part of UNESCO while retaining wide intellectual and functional autonomy. Since 1998, the IBE has concentrated its activities on strengthening capacity-building in the area of curriculum change.

As an intergovernmental organisation, the IBE began its tradition of organising the International Conference on Public Education in 1932, which continues to this day, the 48th session being held in November 2008 (known as the International Conference on Education since 1970). Member States were invited to submit a report on the educational progress made in their countries during the previous

year. These reports were summarised and published in the *International Yearbook on Education* from 1933 to 1969. The reports from 1970 to 1992 were converted into microfiche format in the 1990s. Reports for later years (1994 and 1996) are mostly still in paper format, but those for the previous three conferences (2001, 2004 and 2008) are available on the IBE's Website.

The National Reports collection constitutes a huge reservoir of educational information and trends, including statistics, laws, policies, etc. The IBE Documentation Centre has for years provided access to these reports for visiting researchers, educationists, teachers, historians, students, etc. In order to increase access to this rich resource we have scanned the reports from 1932 to 1969 (i.e. those published in the *Yearbook*) and those from 1970 to 1992 (in microfiche format) in order to make them available as a digital library through the IBE and UNESCO catalogues (UNESDOC). From October 2009 they will be accessible via the IBE's Website and searchable by conference date and country.<sup>1</sup>

The immediate future will see us scanning and adding those reports that are not yet available, especially those for 1994 and 1996. There are other loose ends to tie up also – for example, now that scanning and copying technology is better, we can rescan some reports for a better-quality result.

We will continue to add reports from future conferences to this collection so that future generations can continue to benefit.

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<sup>1</sup> <<http://www.ibe.unesco.org/en/services/documentation/ibedocs/national-reports.html>>.

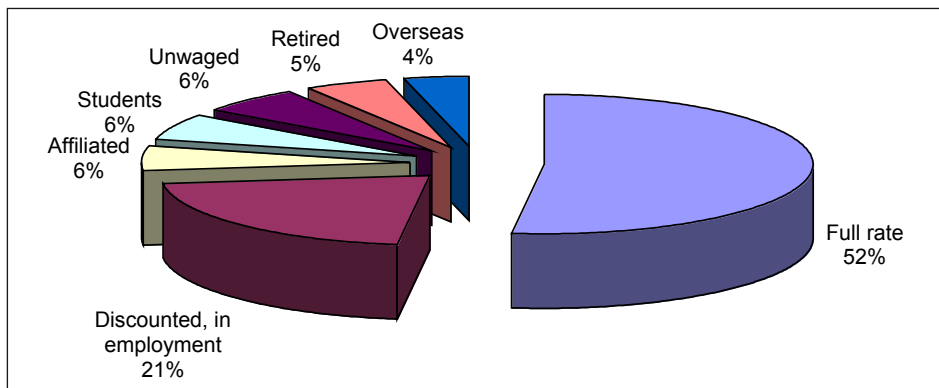
# Towards an International Policy for CILIP

Bruce Royan\*

CILIP, like the Library Association before it, has a long history of international engagement. In recent years the funding and staffing resources available from Ridgmount Street for international work have progressively diminished, but the impetus has been kept up by activists, not just in ILIG, but in other Groups, Branches and Celtic Nations – for example, the Career Development Group and the London Branch. CILIP maintains longstanding and fruitful relationships with international bodies such as EBLIDA<sup>1</sup> and IFLA,<sup>2</sup> and a substantial proportion (around 4%) of its membership live and work abroad (Fig.1).

CILIP, in 2008 there did not exist a single, concise, up-to-date and overarching statement that could be used by staff, officers and the membership at large.

The 2006 CILIP Governance Review<sup>3</sup> had emphasised that policy formulation should be separated from the strategic management of the organisation, and so a Policy Forum had been set up (consisting of representatives of every Branch, Group and Devolved Nation, and chaired by the Vice-President) to develop policy for submitting to the new, slim-line Council for endorsement or consideration. Thus, at its meeting of 29 April 2008, Council



Yet, although much has been written over the years about the international aspects of

resolved to ask Policy Forum to develop an International Policy Statement.

The President, Bruce Madge (himself an Officer of several international organisations),

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<sup>1</sup> European Bureau of Library, Information and Documentation Associations <<http://www.eblida.org>>.

<sup>2</sup> International Federation of Library Associations and Institutions <<http://www.ifla.org>>.

<sup>3</sup> Report of the Governance Review Task Force, 7th December 2006 <<http://www.cilip.org.uk/NR/rdonlyres/D5DB02D8-4CB0-450A-B5C9-C607B098446C/0/GRTreportFinal.pdf>>.

convened a Task and Finish Group (T&FG) consisting of a number of individuals with International interests:

- Gill Harris (Chair, ILIG)
- Andrew MacDonald (former Chair of the International Panel)
- Barbara Spina (expert on African Libraries; former ILIG and International Panel)
- Ian Stringer (Policy Forum; IFLA representative since 1993)
- Bruce Royan (Council; former expatriate Librarian)

ably assisted by Jill Martin, CILIP's Director Knowledge & Information

After some electronic discussion, the Group met physically on 12 June and thrashed out a very rough draft of what would be required, which was mounted on the CILIP website as a Council Paper for Information.

At that stage, it consisted of just five bullet points:

- Access to information is a fundamental worldwide human right
- Library and information services are crucial to achieving this access
- Library and information services are fundamental to closing the gap between the information rich and poor
- Well-trained library and information professionals are essential to the delivery of high-quality services
- CILIP empowers its members to work with colleagues throughout the world, for mutual professional development and the pursuit of global information access

This document was refined in the light of feedback from individual Councillors, staff and members who had picked up on it via e-mail discussion lists. It was also extended to conform with the Good Practice recom-

mended by the first meeting of the Policy Forum (PF) for such documents:

- A short, pithy *Policy Statement* consisting of no more than about six bullet points
- ... backed up by an *Evidence Base* consisting of links to appropriate background documentation
- ... and followed by an *Action Plan*

The document continued to be revised in the light of electronic comments, so that the version for discussion by Policy Forum was sent out only two days before the meeting on 4 September. This turned out to have been a mistake, as PF members decided that they could not ratify it without further consideration, and the document was referred back to the T&FG.

A further draft was prepared in the light of comments received at the PF, and this time the document was circulated on 16 October, leaving plenty of time for PF representatives to consult with their committees and suggest amendments. So there was considerably greater ownership of the version which was circulated on 17 November and it was overwhelmingly agreed upon by the 27 November PF meeting.

At long last, at its meeting of 22 January 2009, Council approved the final version of the CILIP International Policy Statement. The approved version is reproduced overleaf. As regular review is intended, an up-to-date version will always be maintained online.<sup>4</sup>

The new policy statement is proving useful, and one of the recommended actions (setting up an International Board) has already been taken. It took longer than expected to develop, but lessons were learned along the way, especially on the value of early consultation.

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<sup>4</sup> <<http://www.cilip.org.uk/policyadvocacy/statements/internationalpolicy.htm>>.

## CILIP International Policy Statement

“We recognize that access to information and sharing and creation of knowledge contributes significantly to strengthening economic, social and cultural development, thus helping all countries to reach the internationally agreed development goals and objectives, including the Millennium Development Goals” (*extract from Tunis Commitment produced by 2nd Phase of World Summit on Information Society, Nov 2005*).

- Throughout the world, library and information services underpin social, cultural and economic development.
- Access to information and freedom of expression are fundamental worldwide human rights.
- Library and information services are crucial to achieving access to information and in fostering literacy, learning and freedom of expression worldwide.
- Library and information services are fundamental to closing the gap between the information rich and poor throughout the world.
- In a global economy operating a virtual knowledge base, well-trained library and information professionals are essential to the global delivery of high quality services.
- CILIP encourages and supports its members to work with colleagues throughout the world, for mutual professional development and the pursuit of global information access.

### ILIGlist and Facebook

ILIGlist now has over 300 members.

ILIGlist is an e-mail discussion group run by, and primarily for, members of ILIG. The group is also open to librarians and information professionals who are not members of ILIG, or even of CILIP, but are involved in LIS activities across the globe.

To join the list, please send a brief message to <[iliglist-owner@yahoogroups.com](mailto:iliglist-owner@yahoogroups.com)>.

If you have already joined ILIGlist, please spread the word to colleagues who have an interest or involvement in international librarianship.

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ILIG's Facebook group now has 112 members.

If you're on Facebook, why don't you join us?

<<http://www.facebook.com/group.php?gid=13131232426>>.

If you're not on Facebook, maybe it's time you were!  
Make contact with librarians around the world and start networking!

# Skills for a Globalised World

## Relevant Skills for Public Library Staff

Shiraz Durrani and Elizabeth Smallwood\*

*The 'Skills for a Globalised World: Relevant Skills for Public Library Staff' Project (the Skills Project) is developing a relevant learning programme that meets the needs of learners and employers in programmes at universities, with the specific aim of developing relevant learning opportunities for public library staff.*

The Project is funded by the Linking London Lifelong Learning Network (LLN), which aims to support the development and provision of more-flexible and relevant-level courses to meet employer needs within the London area. The project has thus focused consultation on the London public library sector and nationally-important bodies within the public library field in the UK.

Based in the Department of Applied Social Sciences (DASS) at London Metropolitan University, the project has aimed to develop learning opportunities that will give public library staff the opportunity to develop further as reflective practitioners via an experiential learning approach, whilst addressing the need for 'new' skills development in a rapidly changing public library context.

The Project has developed a Skills Chart (Fig. 1) for meeting needs in a rapidly changing world, although it is stressed that it focuses on those areas that the authors feel are not currently widely addressed and is not a complete programme of training (see below). This has been informed by national and international policies and trends in the

information field as well as by experience of the Quality Leaders Project – Youth (QLP-Y)<sup>1</sup> and teaching experience in the Masters Course in Information Services Management being offered in DASS. It has also prepared proposals for a learning programme for public library staff, consisting of relevant modules (Fig. 2). These were then used as the basis for a wide-ranging consultation that has helped to prepare the final recommendations of the Project.

The modules address key skill gaps within the public library sector, thus benefiting the employer, the staff member and the public library service more widely. The outline modules have been developed in such a way that they can be delivered at any university; module content reflects the changing nature of local authority services, government focus on leadership within the public sector, and the need for change and innovation within the public library sector. There is no suggestion that the outline modules that have been developed represent a complete programme of librarian training: rather, they complement existing training and can be part of an updated and more relevant BA or MA course in Library and Information Management, or

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<sup>1</sup> Further details on the QLP-Y project are available at: <<http://www.seapn.org.uk/qlp>>.

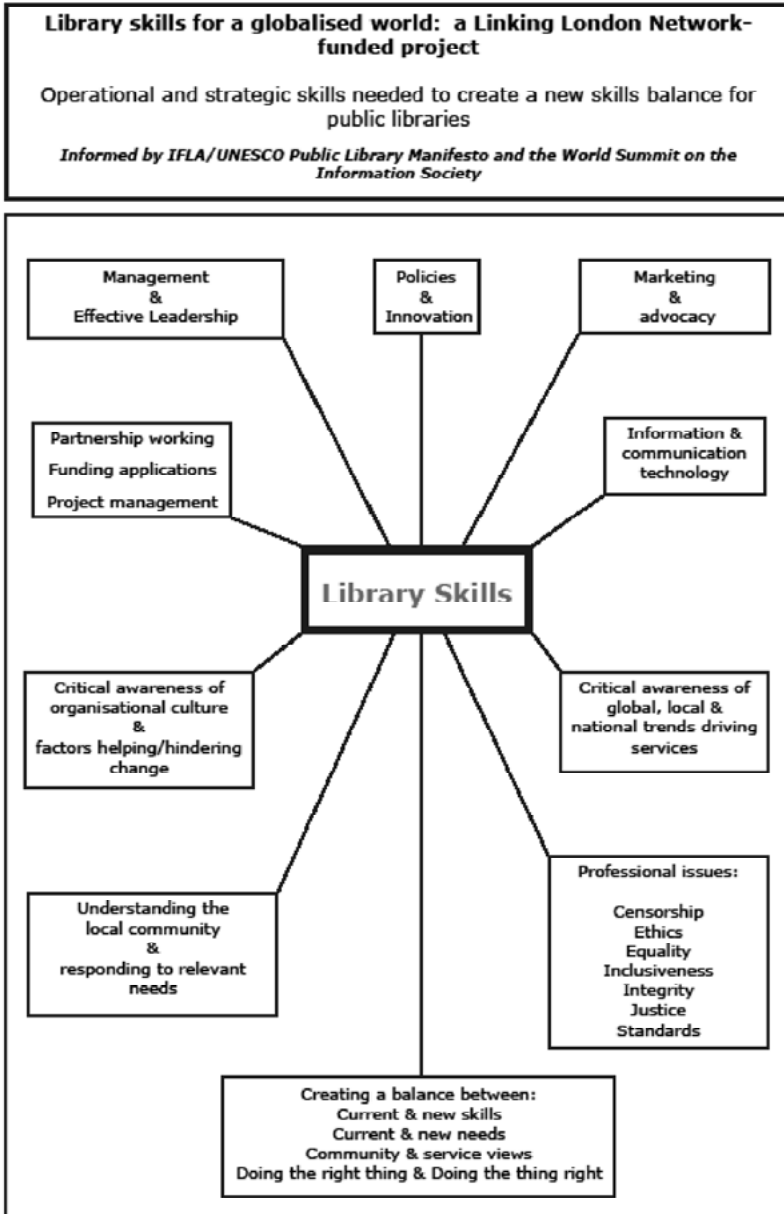


Fig. 1: The Skills Chart

they can be used as stand-alone modules to address skill gaps within current or new workforces, allowing for individual development via experiential learning.

The modules focus on developing critical awareness of trends driving services and of organisational culture and factors helping/hindering the change process as well as 'social aspects' of information and library work. It is assumed that the teaching of technical aspects (cataloguing, information retrieval, information literacy, ICT applications, etc.) already provided on library and information studies courses will continue to be delivered by other modules.

An important aspect of the programme is that it ensures that students achieve recognised qualifications and academic credits on successful completion and this can be part of their Continuing Professional Development (CPD). Another important aspect is that the skills development is very closely linked to students' workplaces.

The authors' experiences with the QLP-Y project have informed the design of the learning opportunities developed as part of this project. The QLP-Y experience suggests that the combination of work-based learning, supported by an academic approach, will lead to a significant level of skills development, which is unlikely with an entirely work-based or entirely university-based approach.

### Skills Project proposals

The Project developed under a number of phases. The first involved a literature review to study relevant policies and recommendations from the government, professional bodies, and reports and policies, both national and international. This phase included looking critically at the recommendations made in the IFLA/UNESCO Public Library Manifesto

and by the World Summit on the Information Society, using these as basis for a list of key skills needed by modern public library staff.<sup>2</sup> Various reports from the Museum, Libraries and Archives Council (MLA) were also consulted.<sup>3</sup> Additional consideration was then given to global trends that impacted on the British society, such as globalisation.<sup>4</sup> At the same time, the changing nature of public services in the UK and the need for innovation in public library services were looked at, as were pedagogic issues.<sup>5</sup>

This stage led to the drafting of the Skills Chart, which summarises key skills identified from relevant literature, supplemented by input from the researchers. The Chart lists both operational and strategic skills, an understanding of both operational and strategic issues being vital for the delivery of modern and effective public library services and for staff within public libraries wishing to

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<sup>2</sup> IFLA/UNESCO: *Public Library Manifesto, 1994*. Available at <<http://archive.ifla.org/VII/s8/unesco/eng.htm>>. World Summit on the Information Society (WSIS), *Geneva Declaration of Principles*. Available at: <[http://www.itu.int/wsis/documents/doc\\_multi.asp?lang=en&id=116110](http://www.itu.int/wsis/documents/doc_multi.asp?lang=en&id=116110)>.

<sup>3</sup> These include the following:

- Museums, Libraries and Archives Council (MLA): *Learning for Change: Workforce Development Strategy*. London: MLA, 2004.
- Museums, Libraries and Archives Council (MLA): *Framework for the Future: MLA Action Plan for Public Libraries: 'Towards 2013'*. London: MLA, 2008.
- Museums, Libraries and Archives Council (MLA): *The Role of Museums, Libraries and Archives and Local Area Agreements*. Birmingham: MLA, 2009.

<sup>4</sup> For example, official documents such as the report House of Commons Treasury Committee (2007): *Globalisation: Prospects and Policy Responses: Government Response to the Committee's Fourteenth Report of Session 2006–07*. London: The Stationery Office.

<sup>5</sup> Among relevant documents are:

Leitch Review of Skills Prosperity for all in the global economy - world class skills. Final Report. December 2006. London: TSO. Available at: <[http://www.hm-treasury.gov.uk/leitch\\_review\\_index.htm](http://www.hm-treasury.gov.uk/leitch_review_index.htm)>.

The Leitch Review Summary (2007): "a roadmap directing the UK towards world class skills by 2020". Skills for Business Network.

## Module outlines

### **Change management and leadership in public library services**

Explores the dynamics of organisational change and leadership in meeting the challenges posed by globalisation in public library services. The module examines the concepts of 'change management' and 'effective leadership' and analyses the factors that hinder or enhance organisational change and service development. Students will have an opportunity to develop critical reflective practice by applying theories to practice.

### **Innovation and Development in Information Services**

This module explores the contribution that innovation and effective leadership can make in ensuring that public library services play an active role in meeting the challenge of social development in the context of rapid globalisation.

### **Information, equality and social exclusion**

Critically examines citizenship in the information society and the role that ICT, information and public library services can play in promoting social inclusion, equality and justice. There is critical consideration of social inclusion/equality policies and their impact on public library services and the information transfer process.

### **Public libraries, policy and information trends**

Focuses on current social and information developments within the public library context. The debates around the processes that shape this development, along with the impact of globalisation on the public sector, are examined. The application of local authority policies and practice in relation to meeting community information needs is considered and the role that public libraries can play in meeting community needs is fully explored.

### **Project management in public libraries**

Focuses on developing students' ability to understand and apply principles of project management methodology to manage, control and organise a project to achieve agreed outcomes within a public library context. Students will have an opportunity to put theory into practice via work-based learning.

Fig. 2: The Outline of the Modules

progress to more senior level. Additionally, a wider understanding of both operational and strategic issues, it was felt, would benefit all staff by setting their work in an appropriate context.

The chart, as well as teaching and learning experience at the Information Management course at DASS and the experience of the QLP-Y project, were then used to develop draft outlines of modules at various academic levels to supplement traditional library courses. The link between study through these modules and academic qualifications was fully maintained, as was the link between academic learning and professional practice. Brief outline summaries of the five modules can be found in Fig. 2.

### Consultation

The draft Chart of key skills, the outline modules, and Skills project information were sent as part of a consultation pack to a large number of individuals and organisations. Also consulted were two Quality Leaders who had participated in the QLP-Y programme and participants at the New Professionals Conference.<sup>5</sup>

Responses received indicated a great divergence in perceptions of which skills are needed, and in how far respondents are engaging with the need for change within the training and development of librarians.

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<sup>5</sup> The theme of the Conference was 'What is it like to be a Library & Information Professional in the 21st Century? Forum and Debate from a New Professionals' Perspective', and it was held on Monday, 6 July 2009 at London Metropolitan University. It was organised by the Career Development Group and the Diversity Group of CILIP, in partnership with the Department of Applied Social Sciences, London Metropolitan University (as part of consultation for the Library Skills for a Globalised World Project). Conference details and papers are available at <<http://www.cilip.org.uk/specialinterestgroups/bysubject/careerdevelopment/whatwedo/newprofessionalsconferencepapers.htm>>.

Barbara Follett, MP welcomed the Project in May 2009 as 'very timely and interesting',<sup>6</sup> while CILIP's Chief Executive was keen to share the consultation material with the DCMS Library Service Modernisation Review, which has as one of its focuses the development of 'a skilled and responsive workforce' with the skills mix necessary to deliver a 21st century library service.<sup>7</sup>

The MLA also highlighted the importance of a policy focus referring to the Public Libraries, Policy and Information Trends module as 'extremely strong' providing library staff with an understanding of the things that influence the environment in which public library services are delivered.

The Head of Libraries at the London Borough of Camden felt that there was a 'clear and urgent' need to 'realign and retarget education in the LIS sector' and welcomed thinking on new ways that this might be achieved.

Similarly, the Group Manager (responsible for Libraries) at the London Borough of Barking and Dagenham recognising the importance of staff development, showed interest in the approach taken by the Skills Project and was keen to develop the proposals further with the University of East London, with whom he has had initial discussions on the development of a programme of staff development.

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<sup>6</sup> Barbara Follett MP, was the Minister for Culture, Creative Industries and Tourism, and Minister for the East of England, until September 2009.

<sup>7</sup> The Department for Culture, Media and Sport (DCMS) 'holds policy responsibility for public libraries in England'. The Library Service Modernisation Review was launched in October 2008. It 'seeks to define the Government's vision for a modern, world-class public library service and set out some of the necessary steps to achieve this vision. It will build on both "Framework for the Future" and "A Passion for Excellence", the 2008 strategy to support local government with the improvement of cultural and sport services.' For further details, see: DCMS, *Library Service Modernisation Review*, available at <[http://www.culture.gov.uk/what\\_we\\_do/libraries/5583.aspx](http://www.culture.gov.uk/what_we_do/libraries/5583.aspx)>.

One consultation response suggested that the skills listed on the chart were not new, although the level at which the respondent worked, and her work experience, may have been a factor in that response; certainly responses from newly qualified professionals indicated that they felt that such skills were indeed 'new'.

While the skills may have been needed for some time at higher levels, it does seem that there is still a tendency within the cultural sector, and within training programmes for librarians, to focus more on 'traditional' operational skills and thus the balance between traditional and new skills is perhaps not as productive as it might be.

Although professional issues are not, of themselves, 'new', they are included here as the authors felt that it was important to consider a new balance of skills in the context of existing and important professional issues.

### Where are we now?

The authors are keen to link the Skills Report with relevant findings of the DCMS Modernisation Review. Delays in the publication of this Review mean that the final Skills Project report will now be published in December 2009.

In the meantime, a Skills Project Website has been set up in partnership with the 'Network for Tackling Social Exclusion in Libraries, Museums, Archives and Galleries' to make key documents of the Project available to a wider public.<sup>8</sup>

<sup>8</sup> The Skills Project site is available at: <[http://www.seapn.org.uk/editorial.asp?page\\_id=69](http://www.seapn.org.uk/editorial.asp?page_id=69)>

## COME TO BERMUDA!

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Tel. 1-441-239-4034.

# Globalising Academic Libraries: Vision 2020 International Conference on Academic Libraries Delhi University, 5–8 October 2009

A report by Anna Jablkowska\*

## Day One

Although the conference appears to have started in the morning of Monday, 5 October with a pre-conference programme at the University of Delhi, we arrived in time for the conference opening ceremony in the afternoon, which consisted of several talks and a torch-lighting ceremony.

It was a large conference, with over 650 people attending, including students as well as professional and retired members of the library profession. A large percentage of the attendees were from India, and certainly much of the conference was geared towards the profession in India.

The welcome address was given by Prof. B. L. Mungekar, who spoke about the future of academic libraries and the changes that needed to be made, the challenges that faced developing countries especially, and the hope that the conference would provide ideas for steps forward.

The next address was given by S. K. Tanden (Pro-Vice-Chancellor, University of Delhi) who spoke about knowledge asymmetry within the developing world, such as India. He also talked about the large number of post-graduate institutions that encompassed the University of Delhi and the challenge that



that provided in ensuring that knowledge was received at all the campuses and by all the half a million students. He mentioned the growth of IT, the sharing of resources and the importance of networking. Librarians need to teach others how to sift through the mountain of information wisely.

His talk was followed by one from Ellen Tise (President of IFLA) on change, transformation and partnership being the future of academic libraries. She focused on six key areas:

- 1 Academic libraries as a place for knowledge production and distribution. The librarian is a moderator and should be guiding students in the research process. The library should also develop and collect digital collections.
- 2 Exploiting the Internet efficiency of digital resources. Libraries should promote this, and ensure that everyone has access to information

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in a format which can be used as required.

3 Transformation and redeveloping of library space.

4 Partnership of both the faculty and the library should complement and strengthen each other.

5 Pedagogical shift and information literacy. Information literacy is the core for the 21st century.

6 New academic librarians must be flexible and adapt to new ideas. There is also a need to be creative and bold, redefining library spaces and breaking traditions by drastically reducing the number of hard copies in favour of digitisation.

This was followed by a talk by Deepak Pental (Vice-Chancellor, University of Delhi) who raised the issue of maintaining the bound volume in India, and the need to digitise more material.

The final speech came from Sam Piroda (Chairman of the National Knowledge Commission, India) who said that India had a long tradition of knowledge and over 2000 years of spreading Indian knowledge abroad, but that recently they have fallen behind. The Commission recommended 27 areas of concern, which have been accepted, with the result that more money is being spent on education. Another recommendation was a separate and permanent body to represent all aspects of the library service, which has also been accepted. This will now look at the modernisation of libraries with IT, and encourage private partnership.

## Day Two

The morning started with a talk from David Kohl (University librarian, Cincinnati University) entitled 'Towards a New Under-

standing of the Library Mission'. Libraries have changed over the years. The digital revolution is not necessarily better, but it is a different way of doing the job. We are now using new technologies to solve old problems. Digitisation has not only become more important, it is also more global. Libraries can no longer find identity as a warehouse for books, they therefore need to change and become more of a guide and facilitator to information available. There are several key issues:

- A long goodbye to print collections, which can be seen clearly with periodicals and government documentation.
- Forming consortia, e.g. for digital materials, is better economics. This, however, is determined by the local environment and politics.
- Digitising local collections, which automatically creates three further issues: funding, technology and copyright.
- Preservation of digital records, and guarding against catastrophic loss, readability loss and loss of access.
- Actively participating in ICOLC (International Coalition of Library Consortia).<sup>1</sup>

There is now an information glut, information is available everywhere, leading to two main issues: preparing digital material so that it can be retrieved effectively, and finding the expertise to identify useful and reliable information. This then raises the role of cataloguing: is it still required? Information costs money and we need to explore issues for sustainable funding for academic research and dialogue.

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<sup>1</sup> <<http://www.library.yale.edu/consortia>>.



After that everyone was divided into four groups. I attended one entitled 'New Dimensions in Library Service', and later one called 'Talent Development'; both were very much geared towards Indian libraries. In the first paper, Kaplana Dasgupta talked about the dual use of public and academic libraries, stating that libraries have suffered a compartmentalisation of users and library services. The merger of two kinds of libraries would mean increased use of resources, a broader range of resources, attracting new users and making better use of staff skills. Factors which can facilitate such a merger are government support, a positive attitude between partners, and community involvement.

The main issues that need to be considered are mission statements, which need to be clear, collection development, library design, administration, staffing and annual evaluation. Such partnerships have been made between secondary schools and public libraries, and the University of Worcester (UK) is planning a merger with the public library, which is due to open 2011.<sup>2</sup> The Indian dream of an inclusive knowledge society and the right of education for all means that libraries have to show their relevance to society and their

communities. It would therefore be worthwhile for academic libraries to work with the nearest public library and merge, with advantages to both sides.

There were several other papers under the same theme. In one, the speaker recommended setting up a local information centre within the academic library and sharing this information with others. In another, S. L. Faisal talked about the advantages of blogs with Web 2.0 technology that can be both informative and a publicity tool. It enhances the visibility of the library, and can be used for chats, comments and discussions, making the library an active member of the community.

The session on 'Talent Development' comprised several papers. In the first, Mr Singh highlighted the different skills required by library professionals, with emphasis on customer needs and customer service. Ms Uma then compared the staffing structure recommended by Ranganathan to what is required today. Mr Goswami emphasised the importance of libraries being within the centre of an academic institution, but all too often seeking refuge in digital technology and under-using the hidden treasures within these resources.

The next paper highlighted the self-development and training for librarians used at the BRCM College of Business Administration.<sup>3</sup> This was followed by a paper by Mr Chand on the importance of training, why, in the current age of digitised information, it is important to keep updated with new initiatives, and the methods through which this can be done (e.g. lectures, participation, assignments, hands-on projects, etc.).

Mr Sunitha then spoke on best practice within training, such as in-service training and student-participation programmes. The

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<sup>2</sup> <<http://www.wlhc.org.uk>>.

<sup>3</sup> <<http://brcmbba.org>>.

last paper was given by Priya Pillai, who suggested training via the use of the Web and blogs.

In the afternoon a talk was given by Mr Jay Jordan, president of OCLC, on the history of OCLC and on the Worldcat,<sup>4</sup> followed by presentations from the various exhibitors or a poster presentation, entitled 'Glimpses of Indian Agricultural and Information Use'. This was followed by a panel discussion and a cultural programme of some Indian dancing.



### Day 3

The day started with a talk from Carol Tenopir entitled 'Measuring the Value and Return on Investment of Academic Libraries', which related particularly to the use of e-journals and other e-resources. The main methods used are usage logs, vendor reports, surveys and interviews. Both logs and vendor reports are factual measures and have the advantage that they can be automatically generated. One may be able to see use within disciplines, but one does not learn who is using them or how they are being used, nor the purpose, satisfaction or outcome of their use.

Surveys have many purposes, depending on the type of questions. A typical survey can ask age and rank of user, subject discipline,

<sup>4</sup> <[http://en.wikipedia.org/wiki/Online\\_Computer\\_Library\\_Center](http://en.wikipedia.org/wiki/Online_Computer_Library_Center)>.

recollection of behaviour (e.g. how much have you read?), opinions and reactions (the use of journals over a period of time), how long was spent finding the item, how long was spent reading. One can also focus on a particular article and get even more information, such as why, where, and value.

It has been found that medical staff read more periodicals, whereas in the humanities more books are read. Surveys can be both qualitative and quantitative, but they have limitations – i.e. one is reliant on accuracy and truthfulness – and response rates tend to be between 10% and 35%, with students less likely to respond than academics. There is no one method, so multiple methods should be used.

Recent studies in the US have used ROI (return on investment) techniques in order to measure the library's economic value to the institution. An international team is working on this topic, in several phases of increasing complexity.

Once again we were divided into four groups. I attended a group entitled 'Visions and Roles'. The first paper was given by Hazel Woodward (Librarian, Cranfield University) entitled 'Digital Collections and Services: The Future of Academic Librarians'. She spoke about the growing number of new techno-

logies, such as Facebook, blogs, wikis, etc., and how to make use of them. As information professionals, we need to examine how to manage, provide access to and disseminate this information.

There are now more and more journals available on the Web, and these are increasingly using a large percentage of the library budget, partly owing to publishers selling their e-journals in packages, which may once have been advantageous for libraries but is now less so as cancellations are difficult.

E-books and the Espresso Book Machine<sup>5</sup> are coming increasingly to the fore; many more books are now available in e-format. However, publishers are reluctant to make e-textbooks available, though that may soon change. Google has gone in partnership with major libraries and is digitising their collections. Some academic libraries are looking at their special collections and digitising them, and other works such as theses are also being digitised. Consortia have been around for a while, and new technologies have opened up new collaborations. Together, consortia belong to ICOLC, which makes them a powerful voice for libraries, and publishers will also take note of it. Student user communities are changing; many more people are now working and studying, and there is also distance learning. Research communities are also changing; more and more information is being sought.

It was noted that many people have difficulty in evaluating the quality of information available, and do not realise how much is available, demonstrating the need for information-literacy programmes. There is also a need to move away from the traditional OPACS and to make more use of Web 2.0 applications and social networking. The next



speakers talked about collaboration between universities and industries and the relationship between publishers and libraries, but again they were very much geared towards India as a developing nation.

The next session was on educational roles within academic libraries, with the principal speaker being John Dolan (Former Head of Library Policy, Museums, Libraries and Archives Council, UK). The case for libraries has to be based on their use, outcome and policies. It is important to share good practice through networking and collaboration with others.

The changing environment (in places such as India, whose importance is set to increase in the 21st century) of urbanisation, climate change and health needs to be taken into consideration, as do continuous digital change and the need for a high-quality education system when planning for the future.

The value of the library is as a safe and community meeting place, providing access to resources, a place to learn new skills, inspiring enjoyment and education. The librarian now needs to acquire and select resources for a constantly changing community, work in partnership with others, plan, innovate and evaluate strategies. Advocacy is a process, a way of thinking and working through networking and friendships, building partnerships, fundraising, researching, evaluating.

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<sup>5</sup> [http://en.wikipedia.org/wiki/Espresso\\_Book\\_Machine](http://en.wikipedia.org/wiki/Espresso_Book_Machine).

Three methods were highlighted:

1 Research and evidence. Show evidence of customer-orientated improvement and the way forward.

2 Organisation and cultural change. New ways of working, comprising strategic skills of leadership advocacy and effective management; negotiating and brokering through partnerships; technical skills and operational skills, including community profiling and market research.

3 From silos to synergy. The need to work with others, co-operating within sectors. Sharing knowledge and pooling resources. In addition to being beneficial, it is also economically justifiable.

Libraries need to change and adopt new skills, such as self-promotion; they also need to learn how to learn.

The next papers were on the need for digital repositories in academic libraries within India, and an interesting one was on a distance-learning programme set up in Thailand, in which research found and recommended that librarians should establish closer links and work with faculty members to recognise the educational roles of librarians.<sup>6</sup> This was followed by a talk on doctorates in library science awarded by Indian universities, which highlighted an increasing number of doctorates and English as the main language used.

The afternoon session started with a talk by Janice Lachance (Chief Executive Officer of the Special Library Association) entitled 'Opportunities for Collaboration for Academic

libraries'. Different forms of collaboration were mentioned:

- Three universities (US) collaborated to ship material between campuses in exchange for training.
- Ohio libraries (public, school and academic libraries) have collaborated in order to share expertise and information resources.
- Consortia involving colleges, such as COPAC and M25.<sup>7</sup>
- New York public and academic libraries have collaborated to provide health information for all in different languages.
- In Florida there is collaboration between a museum, the public library network and a university to digitise and preserve its collections.

This was followed by a talk by Ann Okerson on the digitisation in libraries in the 21st century environment. She emphasised the importance of globalisation in the future, and the emergence of the importance of developing countries. She also thought that English would become the main world language, so librarians may well have the task of preserving communities and records of threatened languages. International organisations such as IFLA were mentioned, as was the Bill and Melinda Gates Foundation's Access to Learning Awards.<sup>8</sup>

Digitisation was becoming increasingly important and there is therefore also the need to digitise our heritage collections. As more information becomes available the challenge will be getting the information you want.

In conclusion, although much of the conference was geared towards Indian libraries, the value came from the quality and interest of the various lectures given.

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<sup>6</sup> <[http://en.wikipedia.org/wiki/Sukhothai\\_Thammathirat\\_Open\\_University](http://en.wikipedia.org/wiki/Sukhothai_Thammathirat_Open_University)>.

<sup>7</sup> <<http://copac.ac.uk>>; <<http://www.m25lib.ac.uk>>.

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<sup>8</sup> <<http://www.gatesfoundation.org/ATLA>>.

# IFLA World Library and Information Congress, 75th IFLA General Conference and Assembly, Milan, Italy, 23–27 August 2009

## An African First-timer's Experience of IFLA

Ronald Munatsi\*

*(CILIP First time IFLA Full Grant Award Winner 2009)*

The IFLA World Library and Information Congress 2009 was a life-changing experience for me and worth every moment. I benefited a lot both professionally and socially. In fact, the IFLA experience changed my world perspective and I grew as a person.

Unlike the sort of conferences that I have been accustomed to in Africa, this conference was on a very large scale, and I was impressed by the clockwork organisation and how everything moved smoothly – from the accreditation to the presentations – despite its august nature. There were so many sessions, meetings and functions that at times it proved a mammoth task to identify which ones to attend.

What was so striking was the diversity that typified the people, presentations and exhibitions, yet all this was bound by a spirit of common purpose, respect and tolerance for one another. I also had the wonderful opportunity of experiencing the rich culture and beautiful architecture of the city of Milan.

I should hasten to note that when I first arrived, as a first-timer from Africa, I was a bit overawed by the atmosphere, but I would like to thank the UK caucus, particularly CILIP



*Photo: Maria Cotera*

members present: after engaging with some colleagues during the UK caucus meeting, and also during the reception held for first-timers, I quickly felt at home. I got a few tips that proved to be very handy and I am sure this also boosted my esteem and helped me really enjoy the Congress.

The first-timers' session proved to be extremely useful, as it put a number of somewhat grey areas into the correct perspective, and I should commend the presenters, whose presentations, although seemingly somewhat casual, were very engaging, informative and above all inspiring! It is my firm belief that next time around, with hard work, the 'hidden IFLA' – as it was expressed by one of the presenters – which was said to be accessible only to 'insiders', won't be hidden from me any more!

I presented a paper in the Agricultural libraries section on sustainable access and

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effective utilisation of agricultural electronic resources in academic and research libraries in Zimbabwe. Naturally, as a parliament librarian, I participated mainly in the parliament libraries and related sessions and these were really motivational.

Notable sessions in which I benefited as a parliament librarian were those on 'Library and Research Services for Parliaments' and on 'Knowledge Management, Library and Research Services for Parliaments'. Underpinning most of the presentations in these sessions was the transition of parliament library and information services from their focus on serving parliamentarians to serving the public so as to enable them to contribute fully in the democratic parliamentary process. Community engagement in parliamentary processes was no less important than serving the information needs of members of parliament.

This transition was being carried out easily through social media, and there were a number of presentations that showcased the use of social networking and other Web 2.0 tools in parliament library and information services. This trend towards social media also permeated most of the other sessions as well, and this inspired me to develop a paper entitled 'Implementation of Library 2.0 Services in African Academic and Research Libraries: The Need for a Fundamental Re-think', which has been accepted for presentation during the International Knowledge Management Conference in Uganda that is scheduled to take place from 21 to 23 October 2009.

Through so much sharing of experiences, ideas, knowledge including exciting projects and opportunities, new services and products, I learnt a great deal of wonderful success

stories of different libraries and institutions! In as much as the Congress provided great insight into what other libraries are doing to improve service delivery, it also exposed the glaring technological disparity between the developed world and most of Africa.

It saddened me, however, to observe that, although this digital divide is to some extent the result of a lack of infrastructure, it is to a large extent due to knowledge deficiency. With the computer infrastructure and Internet connectivity (albeit slow) that we have in many parts of Africa, there are very many opportunities to implement a number of tools and applications – most of them free!

I was also exposed to a wide range of library software, both commercial and open source, including technological devices such as those for OCR and for digitising paper-based records such as documents and newspapers, dusting books, covering, laminating and so on. The digitisation of paper-based records into electronic forms is one aspect that I feel needs serious consideration in our institutions in Africa as it promotes open access to scientific research.

Finally, I would like to thank CILIP for affording me what I would call a golden opportunity – that of attending this year's IFLA conference. Even though it may not be easy owing to funding constraints, in my opinion I think every professional librarian should attend at least one IFLA Congress in the course of their career. As for me, I have just received the IFLA 'divine call' and am sure I will die an IFLA evangelist and crusader who will strive to make fellow librarians, particularly in Africa, realise the positive impact that IFLA can have upon their professional and academic lives.

## Letters to the Editor

Editor:

Alice Tyler challenged the words 'communications technology' in her letter about ICT in *Focus* 40(2).

In reality, although mankind has had the ability to communicate for millennia, it lacked the means until technology made it possible. That's why ICT has become the important phrase that it is.

Cave paintings said little to anyone other than those present to see them. Today we can communicate person to person across the world simply because the technology has moved on. It is cheap and affordable in ways that were previously unavailable.

More importantly, it spans immeasurable distances. You needed a series of close-by hills and good eyesight to communicate via beacons; and you need a huge infrastructure to use the wired telephone system. Satellites have made the ubiquitous mobile truly available anywhere to anyone.

Alice argues for the accurate communication of information to be the priority. Long ago, I coined the phrase 'putting the I in IT' as a mantra for those who were charged with spreading the word about how IT could make information more accessible – and to better balance the I and the T. But, accurate or not, surely it is the communication properties of both that matter most?

The human mind can cope well enough with a degree of error – 'it's about this big' is an approximation that most of us have learned to accommodate. The LIS community has obsessed with accuracy over expediency, so that 'good enough' has taken the world to the wealth of information borne aloft by the

networks, while the LIS fraternity has largely been left behind, searching for 'just right'.

Had there been any typographical errors in Alice's typing, my brain is hard-wired to take her intended meaning from the context of what she wrote. Whether or not she was accurate, I would still have had to trust her – unless I had the means to check every statement. This is the paradox.

Most information users don't have this facility and, even if they did, whose accuracy should we trust – Dawkins or Divinity? Meanwhile, we have lives to live, decisions to take, jobs to do. Reality means that most of the time we have to work on approximations and 'good enough' theorising.

Until this was made possible by networks, inequality in access to information made rulers of some and servants of many. The by-product of increased access, and increased communication, is that we have a global human network that can guide us through to the relevant levels of accuracy needed to survive.

Carry on proof-reading if you must, and carry on searching for the perfect search result, but let the rest of us 'get by' well enough to pursue our own dreams and realities.

*Ann Irving*

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Ann Irving was formerly National In-Service Training Co-ordinator for the Microelectronics Education Programme (MEP) Communication and Information Systems Domain, 1981–1986, and later one of the directors of the Microelectronics Education Support Unit (MESU) 1987–88. Both organisations developed training and materials to educate a generation of teachers and learners about ICT. Alongside, she was employed as lecturer, senior lecturer and professor, helping LIS students to focus on access to information – by any means.

Editor:

I was intrigued by the snippet on 'Book Burning' in Venezuela which appeared in *Focus* 40(2).

For many years Venezuela was run only in the interest of the affluent and powerful, who used the country's vast oil revenues to enrich themselves at the expense of the poor, many of whom lived in shanty towns perched precariously on the edge of the mountains which ring Caracas.

All of this started to change when Hugo Chavez came to power. He initiated a number of social programmes that brought literacy and health care to the masses.

Using the Cuban method of teaching reading and writing, the illiteracy rate was drastically reduced within a very short period of time. And using Cuban doctors – paid for in exchange for oil – polyclinics were opened across the country which had

a drastic effect on mortality rates.

Venezuela has also co-operated with Cuba on Operation Miracle, a mobile eye-surgery team who treat poor people with cataracts across Latin America. One of their recent patients was the Bolivian ex-army officer who executed Che Guevara on CIA instructions in 1965.

Another arena for co-operation is ALBA, an alternative trading block which brings together Venezuela, Cuba, Bolivia and other progressive regimes in Latin America.

Hugo Chavez has won numerous democratic elections and referendums which legitimate his ambitions to turn Venezuela from a tool of American imperialism into an independent, sovereign socialist society which puts people's needs above those of corrupt politicians and big business.

*John Pateman  
Information for Social Change*

### **Notes for contributors to *Focus***

Articles for publication in *Focus* are always welcome.

*Focus* is not peer-reviewed, and articles are primarily intended to keep readers (who are professionals from a variety of different types of library and information services) informed about what is going on in the international library and information world, to introduce new ideas and programmes, report on activities and experiences, etc., rather than be 'academic treatises'.

Articles are normally between 1,500 and 2,000 words, though can be a little longer if necessary. The inclusion of references and URLs/links to further information is valuable, as is a relevant photo or two (640 × 480 at good resolution), if appropriate.

*Focus* is published in March, July and November and copy deadline is normally the end of January, May and September, respectively.

Please e-mail material for consideration to the editor at <[iligfocus@cilip.org.uk](mailto:iligfocus@cilip.org.uk)>.

Articles should not have been previously published, or be under consideration elsewhere.

# ILIG Business

*ILIG's committee met  
on 10 June and 14 October 2009*

## **Anthony Thompson Award**

The committee decided that, in view of the current state of its accounts, ILIG would offer the award every two years. Notices for the 2010 award have already been distributed.

## **Membership**

As at 1 September 2009, ILIG's membership stood at 711, according to CILIP. Of this number, 679 are Individual Members and 32 are Organisational Members.

## **Informals**

The informals programme continues to be highly successful and attracts more and more people. A Quiz is being planned for December, following on from Doug's fantastic quiz last year (see page 110).

## **ILIG online**

CILIP is moving to a new CMS – MOSS, which will mean many changes for ILIG's Website. Alice Tyler has been asked by CILIP to remove everything on the Website that predates March 2007. A 'moving wall' will operate, and each year more will have to be removed. Currently, Alice is still able to supply PDF copies of *Focus* before this date.

## **Macmillan dictionaries**

Money raised from last year's Festive Quiz (£130) was to have been spent on Macmillan dictionaries for a school library in south-west Rwanda. This request came to the committee through Shane Godbolt, who represents Partnership for Health Information (PHI) on the committee.

However, when asked, Macmillan kindly

agreed to donate the dictionaries themselves, which have now been delivered to Mary Hemsall in Lewes, East Sussex, and are on their way to Rwanda.

In return, Macmillan would like ILIG members to bring Macmillan's online dictionary, <<http://www.macmillandictionary.com>>, to colleagues' attention.

## **Committee**

A request for new committee members has been included in CILIP's Branch and Group e-mailing. Doug Knock and Alice Tyler have agreed to stand for re-election. Tony Olden, sadly, has decided to stand down from the committee at the end of this year owing to his inability to attend many meetings. His presence on the committee has been invaluable and he will be missed. Gill Harris and Anne Powell have agreed to be re-nominated as Chair and Secretary for a further year.

## **Fund-raising seminars**

ILIG's fund-raising seminars on e-copyright, run by Graham Cornish, were very successful and, as well as being informative and covering topics of crucial interest to librarians, raised £2,000 towards ILIG funds.

Seminars for October 2010 are being planned. Some discussion was held as to how ILIG could deliver seminars to international members, and it was agreed that this would be a desirable extension to our activities, but it would be necessary to look into this in terms of the equipment needed and how much it would cost.

## **AGM**

ILIG's Annual General Meeting is set for 10 February 2010, with CILIP's new President, Biddy Fisher, as guest speaker (see page 106).

## Umbrella 2009

### Making Connections: The Power of People, Partnerships and Services University of Hatfield, 14-15 July.

#### A Report to the ILIG Committee by Joanna Ball

ILIG held three sessions

#### **Libraries and the Cultural Olympiad 2012: Setting the Pace**

Isobel Siddons, MLA's Programme Director for 2012, outlined the activities involved in the Cultural Olympiad, and how libraries were being involved. Roger Walshe also spoke about the development of the British Library's 'In Your Own Words' project.

The session was well received and there were plenty of questions. It was the second most well-attended session in its time-slot, with a total of 48 delegates.

The session was chaired by Norman Briggs, who also announced the ILIG International Award.

#### **Passport to Success: The Value of Collaborations and Partnerships**

Maria Cotera and Shane Godbolt led a lively and interactive session on how CILIP members could get involved with international work, and the benefits for the individual of collaborating in international projects.

This session was attended by 17 delegates, and this allowed a more informal gathering, with many of the delegates contributing to the discussion at the end.

The session was chaired by Joanna Ball.

#### **Libraries as Spaces: Learning from International Experience**

This session, chaired by Aidan Baker, focused on library design from two different angles: the architect's and the librarian's. Tim Leach

from BDP (Building Design Partnership) and Andrew Cranfield, Chair of IFLA's Library Buildings and Equipment section, talked about their personal highlights in international library design. This was the most popular session in its time-slot, with 48 delegates, and there were plenty of questions at the end.

This session was featured in a review of Umbrella by Tim Buckley-Owen in CILIP's *Gazette*, and a blog about it by Sarah Bartlett appears at <http://blogs.talis.com/panlibus/archives/2009/07/umbrella-2009-libraries-as-spaces.php>.

Key points from the Umbrella Working Group meeting in September:

- CILIP were very pleased with attendance figures – 747 (2007: 732)
- The two-day format worked well.
- Facilities at Hatfield were popular, though accommodation was rated lower in evaluation than previously.
- The conference programme had been rated highly, although some delegates felt that there was too much choice.
- Website would be used for feedback and possibly for papers in future.
- Ian Snowley will take on role of Chair of Working Group for 2011, and a call has gone out for a new Programme Director.
- Location for future conferences was discussed. It is likely to be Hatfield for 2011 and Manchester for 2013.
- Message for Groups: Umbrella 2009 was a great success, and ideas for the future would be welcomed.



The International  
Library and Information  
Group of CILIP

## Annual General Meeting

The ILIG Annual General Meeting, to be followed by 'Meet the CILIP President' will take place on Wednesday, 10 February 2010 at CILIP, 7 Ridgmount Street, London WC1E 7AE.

The AGM starts at 5:30p.m., followed by drinks and networking.

CILIP's President for 2010, Biddy Fisher, will speak at 6:15 p.m.

Her theme is '2015: How Will Librarians Impact on the Millennium Development Goals?' There will then be an opportunity for questions, refreshments and networking until 7.45pm.

The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS, to providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world's countries and all the world's leading development institutions.

For more information about the AGM visit: <<http://www.cilip.org.uk/ilig>> or contact ILIG's Secretary, Anne Powell <[apowell@inasp.info](mailto:apowell@inasp.info)>.

For more information about the Millennium Goals see:

<http://www.un.org/millenniumgoals/>

## Calling all hosts or future hosts!

ILIG and the Career Development Group jointly share responsibility for maintaining the Hosts Directory. I would like to thank all of you for your support in the past: the Directory has been invaluable. I am currently updating our records, and letters have been sent to our registered hosts. Perhaps your circumstances have changed – you may have moved house or changed jobs. If so, we need to amend our records.

If you did not receive a letter by the end of September, please contact me on <[tracey.ainsley@northumbria.ac.uk](mailto:tracey.ainsley@northumbria.ac.uk)>: your letter may have gone to an old address.

For those of you who don't know what the Directory is, it is a list of people who are willing to act as a host to international library and information workers on short visits to the UK.

If you would like to find out more, or to become a host, see

<<http://www.cilip.org.uk/specialinterestgroups/bysubject/international/activities/hostsdirectory>>.

Tracey Ainsley Honorary International Officer, Career Development Group.

# Extremism and the Destruction of Libraries

A Report by Alice Tyler on Rebecca Knuth's presentation  
at the ILIG Informal held on 8 April 2009\*

*This report is a summary of her talk and the discussion it stimulated.*

Prof. Knuth told us that, after graduating from Indiana University with a doctorate, she began writing a series of articles on libraries and literacy, which developed into a pattern of talking about human rights and information flow. One day she asked herself, 'Why do people destroy books and libraries?' She had seen what she called 'shadow' references to this

- ... on account of the Blitz a professor is blown out of his flat and loses his manuscript
- ... this library burned
- ... in Tibet visitors came across rooms full of abandoned manuscripts or destroyed manuscripts

but there did not seem to be a coherent approach to discovering why this destruction had happened. And the emphasis tended to be on antique, book-lover-type accounts of destructions in the past, while what really interested her was the modern destruction of books and libraries. She started taking notes.

She was amazed to find that the pattern of regime-sponsored, systemic destruction of a whole system of books and libraries, which was happening all over the world, followed

almost exactly same pattern as genocide, so she began to study that area. She joined the International Association of Genocide Scholars and started constructing case studies about a pattern she labelled 'libricide'.<sup>1</sup> The case studies concerned the Nazis, the Iraqis in Kuwait, the Serbs in Bosnia, the Chinese Communists in the Cultural Revolution, and the Chinese in Tibet.

But that still left some questions in her mind: the loss of books and libraries in war – how could she fit this into some sort of framework or look at the motivation behind it?

She started studying isolated incidents of book destruction, and again she found she was coming up with the same patterns. It was uncanny, the patterns of replication in terms of ethnic violence, political violence, revolution or war. She deals with this broader view in her book *Burning Books and Leveling Libraries*, where the unifying motivation and theme is extremism and cultural violence.<sup>2</sup>

When the French Revolution was at its peak, there was some talk of burning down all the libraries in France. But there was then a corrective measure: some of the revolu-

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\* Alice Tyler is ILIG's Web Officer, and Associate Editor of *Focus*, <[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>. Professor Rebecca Knuth is an Associate Professor in the Library and Information Science Program, Information and Computer Science Department, University of Hawaii. Web: <<http://www2.hawaii.edu/~knuth/>>; e-mail: <[knuth@hawaii.edu](mailto:knuth@hawaii.edu)>.

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<sup>1</sup> Rebecca Knuth, *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the 20th Century*. Westport, CT: Praeger, 2003. ISBN-10: 027598088X ISBN-13: 978-0275980887 (hardback).

<sup>2</sup> Rebecca Knuth, *Burning Books and Leveling Libraries: Extremist Violence and Cultural Destruction*. Westport, CT; London: Praeger, 2006. ISBN-10 0275990079 ISBN-13: 978-0275990077 (hardback).

tionaries decided that books should not be considered as the belongings of the clergy and the rich but as the patrimony of the whole nation. But what went on in the French Revolution set the scale.

Then there is vandalism – another book that has not really been written.

The Nazis were the iconic regime-sponsored book destroyers. They destroyed the books of the Jews but they also destroyed the books of the eastern Europeans. For instance, they destroyed about 80 per cent of Polish books – a staggering number and sometimes overlooked.

The Nazis were also involved in a certain amount of cultural targeting in Great Britain, the ‘Baedeker raids’ – air raids that attacked places that appeared in the famous tourist guides. And libraries and books were destroyed in the Blitz, the air raids on London and other major cities.

No one has been able to give an exact account of how many books were lost in Britain, although this has been attempted for French losses. Prof. Knuth would like to see such work done for every country to get some idea of what, exactly, World War II cost, in books and libraries, here in Europe.

She looked at ethnically related biblioclasm. It was very interesting to look at the dynamics of mob mentality and ethnic conflict. Books and libraries are attacked as symbols of a group.

Usually groups that attack books and libraries do not buy into the concept of an objective account based on primary material. What matters to the attacking group is what they believe happened. The whole question of truth is a big, big issue in book destruction internationally.

She realised that the destruction can be carried out by both the Left and the Right –

if you get extremists to a certain point, you start getting the same kind of behaviour!

Almost every group, including militarists in war, had an attitude that was a combination of renouncing something and affirming something. It boiled down to values and worldview and identity. When a regime gets power – absolute power – it starts destroying things because it wants to clamp its ideology on a whole country.

When people do not have any power they can destroy books and libraries because they are trying to jockey for power or they are competing for power, or they want a voice. And fundamentalism, where there is a mindset that has to dominate everything, is lethal for libraries. Then there is the question of duelling ideologies in total war.

Studying extremism had been a little demoralising because she realised the destruction is often done by people who are absolutely convinced that they are in the right; or they are absolutely unconscious of any sense of responsibility to culture, especially to books and libraries.

She ended up being very concerned whenever she comes across anything that smacks of intense righteousness and intolerance – because she has seen what a slippery slope it is.

She told us it is very, very compromising and it allows people to justify doing what they want to do with a sense of moral exemption. Obviously, if their cause is right, then anything they might do would be justified. It is a little scary! And it scares her because she does not think most people know this – even librarians.

She told us how the American Humane Society gave out millions of copies of *Black Beauty* to raise people’s awareness of cruelty to horses, and how she sometimes has a

fantasy of giving out millions of copies of her books – at least to every librarian – in order to say, ‘This is happening to libraries.’

She thinks that libraries, in particular, have a great sense of the importance of their collections and of intellectual freedom. But it is fragile. It is amazingly strong in some ways but amazingly fragile in others. The ‘vener of civilisation’ can crack – and it is cracking. The world is *not* a safe place for books and libraries. As long as there is extremism, they are vulnerable.

Prof. Knuth thought that when a library is destroyed through accident or natural disaster it can break people’s hearts. And there can be a level of anger. For example, why did the library not have a good fire system? Why was there no warning of the disaster? If it is a case of deliberate destruction of a library, people’s hearts are broken but they are really mad with anger. And they feel violated.

We also heard about people, including librarians, who had destroyed books themselves because of fear. What must that do to the people involved? It is happening all over the world.

And we heard about people abandoning their books because they had to leave their homes at a few hours’ notice.

Libraries can be destroyed by sins of commission. In World War II the Nazis and the Japanese destroyed books deliberately. The Allies did not start out to destroy books and culture, but ultimately 88 per cent of Germany’s cities, and millions and millions of books, were destroyed. Japanese cities were firebombed, together with perhaps 50 per cent of their books.

The rationale she came up with for understanding this slide into destruction was the extreme mindset of militarism, where everything is justified, even though, at some level,

the people who did it would be appalled if they thought about it. But they did not think about it.

Then there are sins of omission – destruction as the result of something not being done. The American troops in Iraq were not given the mission of protecting the cultural institutions there, despite warnings about the danger of looting.

Then there is lack of thought or imagination. In 1984 the South African Institute Library in Amsterdam was attacked by anti-apartheid demonstrators who thought they were doing a ‘good thing’ by destroying something associated with apartheid. They did not realise that many of the Institute’s historical records could be used by anti-apartheid scholars.

A lot of Serbian material was lost when they, the Serbs, destroyed the National Library of Bosnia Herzegovina. Prof. Knuth believes that any group’s cultural heritage is the heritage of all of us.

She also looked at the question of what happened to the intellectuals in countries where the regime started destroying books. These regimes had to deal with the intellectuals. It is grim. The intellectuals either had to join in with the regime’s mindset or the regime had to get rid of them.

Over and over again it has been extremely dangerous to be an intellectual. But the intellectuals who go along with regimes that destroy books and libraries fashion policies and rationales to justify what is done by the regime.

The whole question of librarians’ commitment to intellectual freedom is an interesting one. What should they do when people want to censor public library, or school library, collections, in the interests of the community? On the other hand, research libraries can

hold material that would not be generally available because such material is part of the human record.

Prof. Knuth felt that material such as the anti-Semitic school textbooks produced by the Nazis may be horrible but they are evidence that helps us to understand the mindset of the people who produced them. And that helps us to recognise when such a thing could occur again. We must learn from history.

Libraries can also be destroyed through the decision-making process, when they are

closed or their collections are got rid of, for whatever reason. There is a mentality that everything is going to be digitised and that therefore libraries do not need to be preserved. Prof. Knuth hates this idea!

She fears that if libraries are marginalised and become poorer and poorer institutions they will become more and more vulnerable to people saying, 'Oh, we aren't going to provide money for them.' She believes that behind most information systems are the kinds of tasks and ways of thinking about information that are found in libraries.

## ILIG Festive Quiz

After the huge success of last year's quiz, we are planning another end-of-year seasonal fun event, and are looking for teams of 4-6 people to join us. Prizes will be awarded to the best teams.

### What?

An 'international' quiz, followed by festive refreshments and networking.

### When?

Wednesday, 9 December 2009.

Refreshments from 5.45 p.m.; quiz starting at 6.15; the event will finish promptly at 7.45 p.m..

### Where?

CILIP, 7 Ridgmount Street, London WC1E 7AE

### Cost?

A voluntary entry fee of £5 per person, going entirely to ILIG's charitable fund, will be gratefully received.

### Booking?

Contact Alice Tyler: <[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)> and include:

1) Team name (library-related) 2) Names of team members

It would also be helpful if you could add a little information about yourself (and your team), including whether you are a member of ILIG or of CILIP, where do you work, and how you heard about this event.

If you don't have a team, don't panic! You can also contact us as an individual looking for a team and we will pair you up with other 'single quizzers'.

*Entry deadline:* 5.00 p.m. Friday, 4 December 2009.

# Book Reviews

P. G. Stone and J. F. Bajjalý (eds.), *The Destruction of Cultural Heritage in Iraq*. Woodbridge: Boydell & Brewer, 2008. 352pp. ISBN 978-1843833840.

Six years after the war in 2003, the apparent destruction of that nation's extraordinary cultural heritage remains controversial. This significant anthology presents some thirty accounts by Iraqi, European and American experts who have been involved with Iraq (and in many cases in the country) during the past five years, and usefully summarises the destruction that has taken place.

Peter Stone is Professor of Heritage Studies in the International Centre for Cultural and Heritage Studies at Newcastle University, and was involved in what now appears futile British government discussions prior to the war about the identification and protection of archaeological sites. Joanne Bajjalý is a Lebanese archaeologist and journalist.

Most of the chapters are inevitably devoted to the archaeological heritage, outlining both the damage done and what is being done at the national and international levels to protect Iraqi heritage sites and institutions, but they provide only brief insights into the fate of libraries during and after the invasion.

These are balanced, to some extent, by a substantial chapter by Jeff Spurr, a Middle East Specialist in the Fine Arts Library at Harvard University. His chapter focuses almost exclusively on the Iraq National Library and Archive (INLA), partly because Spurr has maintained an ongoing e-mail correspondence with its Director, Dr Saad Eskander, and partly perhaps because information about developments elsewhere is widely scattered and limited.

An estimated 25 per cent of the INLA book collections was destroyed, along with

98 per cent of its maps and photographs, and an estimated 60 per cent of the archival collections.

The main archives of the Republican period were allegedly burned because of Saddam's wish that critical documents be destroyed before they fell into the hands of the Coalition, but some Interior Ministry archives dating up to 1978 were saved because their location was unknown to the arsonists as they had been transferred to the INLA basement only two weeks earlier.

The INLA aims to develop a new archive collection, replacing symbolically those that were destroyed and other archives that were arbitrarily removed to the USA. Some archival material and rare books had been transferred for safety to the basement of the Ministry of Tourism, but they suffered water damage there, and proper conservation efforts did not begin until 2005.

A large collection of books stored in a garage in the former palace complex now known as the 'Green Zone', was eventually recovered by the INLA, largely undamaged. Italian, Japanese, Czech, and British support had proved helpful in conserving or replacing material and in training staff, and other support would have been available if time had been available to prepare formal requests.

Staff numbers have quadrupled, but 30 per cent of the budget goes on security, and the Library's budget for the acquisition of foreign publications amounts to only \$7,000 p.a. (with more recent reports suggesting that there are attempts to reduce that).

The INLA's future strategy depends to

some extent on the provision of a new building. John Russell, once Adviser to the Coalition Provisional Authority and then to the Ministry of Culture, provides a chapter based on edited excerpts from his diary, commenting that 'Culture is one of those soft ministries that are not critical to the functioning of the country'; he records how the building designated for a new National Library (which operates under the aegis of the Ministry of Culture) was peremptorily reallocated to the Ministry of Justice.

Other chapters add to our insight into events that have been widely reported, and provide more detailed insights. Matthew Bogdanos, a lawyer and Colonel in the US Marines, who led many of the American efforts to recover antiquities stolen from the Museum, reiterates American claims that it had been fortified by the Iraqi Army, and notes in passing that a box of Rocket Propelled Grenades were found in the Museum Library.

Donny George, then Director of the Museum, confirms that staff had been organised into groups to defend the Museum, and he acknowledges that some had even been issued with Kalashnikov rifles. He also notes that the majority of objects on display in the galleries had been removed into storage, but offers no insight into any protection that was afforded to the Museum Library's collection, which itself probably included some unique items.

John Curtis, in a chapter on the British Museum's involvement in restoring the Museum, does, however, note the need to build up its small collection of books on conservation. The looting of the Iraq National Museum was one of the most widely reported events of the war, and public outrage was such that it finally placed ratification of the

1954 Hague Convention on the Protection of Cultural Property in the Event of Armed Conflict on the action agendas of both American and British governments.

Neither the US nor the UK, however, has yet formally ratified the Convention. Given that culture ministries carry no more weight in those countries than they did in Iraq, the situation needs to be watched carefully until it is brought to an acceptable conclusion.

Typical of the wider damage is the fate of the Suq al-Sarai reported by Usam Ghaidan, an Iraqi architect who was UNESCO's 'Focal Point' for recording the damage to Iraq's cultural heritage. Looters had removed even doors and windows, and telephone and electricity cables, from the buildings of the Suq, the oldest book market in the Arab world.

University libraries also suffered from looting, none more so than Baghdad University. Despite the vast sums being poured into reconstruction in Iraq, the universities have received only token amounts, and the main American programmes to assist them were cancelled in September 2005. Other, selective efforts continue to assist them.

Margarete Van Ess from the German Archaeological Institute records how, in the wake of the destruction of the German Library in Baghdad University, private and government efforts brought a substantial donation of books not only to the Faculty of German but also to the Department of Archaeology.

Bernard Lafont, a French scholar, notes efforts in his country to support the libraries of archaeology research centres and university departments, and Roberto Parpatti mentions Italian efforts to support book and manuscript conservation (for which the Czech National Library is also providing staff training).

Philippe Delanghe, from UNESCO's Culture

Division, outlines the evolution of UNESCO's post-conflict strategy for safeguarding cultural heritage. The chapter reports the consultations undertaken about what should be done in future to preserve Iraq's unique heritage, but also exposes UNESCO's modest efforts in raising funds from member states for specific activities. UNESCO has signally failed to raise significant support from the member states for the reconstruction of libraries recommended in a report that it commissioned.

The Sub-Committee for Libraries and Archives of the International Co-ordinating

Committee for the Safeguarding of the Cultural Heritage of Iraq has only met once, in 2005, and apparently not since then. As Spurr comments, 'international actors ... have failed to act in a more provident, sustained, sensitive, and committed way to achieve the redevelopment of Iraqi libraries'.

This book provides a solid reminder of why the library community needs to raise its voice in support of more affirmative action.

Ian Johnson <[i.m.johnson@rgu.ac.uk](mailto:i.m.johnson@rgu.ac.uk)>  
Department of Information Management  
The Robert Gordon University

L Rothfield (ed.), *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*. Lanham, MD: AltaMira Press, 2008. ISBN 0-7591-1099-9/978-0-7591-1099-1

'Shock and Awe' was the impact intended by American tactics in the invasion of Iraq in 2003. The term probably reflects its impact on the world at large, as press reports appeared, albeit not entirely accurately, about the damage to the National Library and Archives and the looting of the National Museum and other libraries and collections of ancient manuscripts.

The subsequent looting of archaeological sites and the arbitrary transfer to the USA of several major archival collections has received much less public attention. The impact of all these deliberate or negligent actions has, however, attracted much attention amongst the community of archaeologists, scholars of Mesopotamian history, and lawyers interested in the international and national legislation concerned with the protection of cultural heritage.

This book claims to contain 'the first full published account of the disasters that have befallen Iraq's cultural heritage', a claim which must be dismissed as common

publisher's hyperbole. It is neither the first account to be published, nor is it anywhere near comprehensive.

Only the first section of the book, about a fifth of its content, is focused on the damage and looting, containing accounts of the pre-war discussions with the US government about the threat to the antiquities in the event of war, and the planning by the Iraqi Museum which placed many of its portable items in secure storage. These are followed by chapters about the continuing looting of archaeological sites and the market for illicitly exported objects.

A chapter on the work of the International Committee of the Blue Shield, with which IFLA associated itself after the Iraq war, is silent on the significance of libraries. Clearly no one there is even familiar with the remark made by a former Director of the British Museum (when the UK's *de facto* national library was still centred in the Round Reading Room there) that 'you cannot separate the object from the book.'

A chapter about UNESCO's 'efforts' to establish an international fund for the protection of cultural property in the time of war is contributed by a former Assistant Director-General for Culture, who contributed to the confusion about the damage to the Iraq National Library by making some totally inaccurate remarks following a visit there in 2003.

The detailed study of the condition of some major libraries in Iraq that was compiled during a UNESCO mission that he led, and the failure to raise any funds for the reconstruction or reconstitution of Iraq's libraries, receives no mention. No greater concern for libraries can probably be expected from him in his current post as Director-General of UNESCO's International Centre for the Preservation and Restoration of Cultural Property.

Indeed, the definition of cultural heritage in the minds of most of the contributors does not encompass libraries and archives, even though at least one has engaged in a spirited e-mail debate about the fate of the large collection (about three million pages) of Ba'ath party archives that the US authorities permitted the Iraq Memory Foundation, headed by a Kurdish scholar, to transport to Stanford University in California (a scandalous affair not mentioned in this book).

The bulk of the book is concerned with the more general issues of protection of cultural heritage in the event of future wars, and draws on issues that have arisen not only in Iraq but also in Afghanistan, Bosnia, Vietnam and the other conflicts during the second half of the Twentieth Century.

To review these issues, the editor, co-founder of the Cultural Policy Center at the University of Chicago, has brought together a distinguished collection of scholars from universities and museums (mainly from the USA), officers from the US Army, lawyers, and officials of UNESCO. It deals with the potential role of national and international legislators, military and civilian war planners, reconstruction planners, government departments and NGOs, and intergovernmental agencies.

Given the scale of damage to and losses suffered by libraries, archives, and collections of ancient manuscripts in Iraq (and Bosnia), these are important discussions with which the information professions should be engaged. Regrettably, on the evidence of this stimulating book, they do not appear to be recognised as potential participants.

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## **Anthony Thompson Award, 2010**

The Anthony Thompson award enables a qualified librarian from outside the UK to visit and study some aspects of UK library and information work.

Applicants should have at least five years experience and not have made a previous professional visit to the UK.

Anthony Thompson was the first full-time IFLA Secretary-General, from 1962 to 1970. Following his death a trust fund was set up for the study of international and comparative librarianship.

The selection panel encourages applications for the 2010 award from the African sub-continent. One of the themes that we are interested in is library services for children, but other themes will be considered.

A panel comprising members of ILIG Committee and CILIP HQ will consider applications. Their decision will be final and they will not enter into correspondence on it.

Preference will be given to applicants working in least developed countries, as defined by the UN <<http://www.un.org/special-rep/ohrrls/lcd/list.htm>>.

Normally visits last for around three weeks in June or July, to coincide with an appropriate conference or related event, and the fund supports airfare, UK travel and a small daily maintenance allowance.

Applicants are required to write a report of not more than 4,000 words within six months of their visit, and a version for publication in *Focus*, the ILIG journal.

The deadline for the receipt of proposals for the 2010 scholarship is 31 December 2009.

The successful applicant will be notified by the end of February 2010.

Applicants should submit a formal proposal in English of up to 500 words (equivalent to 1–2 pages of A4 paper) using the headings of 'Visit Objectives' and 'Planned Approach and Content'.

They must attach a full Curriculum Vitae, with the names of two referees in senior posts.

The proposal should be sent

by e-mail: to the ILIG Secretary, Anne Powell, <[apowell@inasp.info](mailto:apowell@inasp.info)>

or by post: to Anne Powell, ILIG Secretary,

c/o International Network for the Availability of Scientific Publications (INASP),  
60 St Aldates, Oxford, OX1 1ST, United Kingdom.

# DATES FOR YOUR DIARY

## ILIG INFORMALS AND MEETINGS

### **ILIG Informals are free.**

They provide an excellent opportunity to find out about international LIS issues in a relaxed setting, and to meet like-minded professionals.

- ❖ refreshments are provided
- ❖ networking is encouraged
- ❖ everyone is welcome

They are held at  
CILIP, 7 Ridgmount Street, London (unless otherwise stated)  
on Wednesdays from 6.00p.m. to 7.45p.m.

### **Wednesday, 9 December 2009**

Festive Quiz

Refreshments from 5.45p.m.; quiz starts at 6.15  
the event will finish promptly at 7.45p.m.

### **Prospective dates for 2010**

10 March, 9 June, 8 September, 13 October, 8 December

**Look for more information in this issue and updates on**

<<http://www.cilip.org.uk/ilig>>

or contact Alice Tyler <[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>

Tel.: +44 (0)116 275 1379

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