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Editorial

Welcome to the second year of *Focus* as an ejournal. The editorial team and ILIG Committee welcome your comments on the new format of the journal, both positive and critical, they are always welcome. Also if you didn't receive the annual hard copy "bumper" issue in December and would like one, please write to the editorial address below.

This issue of *Focus* contains two articles on important issues that concentrate on some core fundamentals of the modern library and information profession from two leaders in their respective fields. Peter Lor's article on how libraries contribute to a harmonious and peaceful society is both timely and thought provoking and John Pateman gives an informed perspective on the attributes and skills required to lead services in the 21st century with Vision, Courage and Resilience.

Frances Tout, winner of the English Speaking Union/CILIP Travelling Librarian Award 2015, has provided a fascinating report on her visit to some significant public libraries in the Unites States of America and you can read how to apply for the Award in 2015 on page 37 if this inspires you, which it really should! Fotis Mystakopoulos attended the Eurolis seminar on the use of social media in libraries last November and provides a succinct account of the day, which was led by Phil Bradley at the beautiful Institut Francais library in London.

Then for bibliophiles amongst you, there is the second part of Alice Tyler's account of the history of *Focus* since its beginnings in 1967 to mark the forthcoming 50th anniversary in 2017 and there is also a book review on *A History of Modern Librarianship* from Ian Johnson, a long-serving contributor of reviews for *Focus* from his city of work and leisure in Aberdeen, Scotland. I'd like to thank Ian for his contributions over the years since this may be his last (we hope not) but he has decided to de-escalate this work after providing many excellent reviews. If you would like to take the task of providing book reviews for *Focus* - do let me know.

Finally, January brought the news of the passing of two library professionals who contributed an enormous amount to international library and information work along their different paths of work. We include, with sadness but great respect, the obituaries of Russell Bowden and Eric Winter.

John Lake, Editor

Librarians and Peace[1]
by Peter Johan Lor*

Libraries need peace. They originated in settled, peaceful societies; when peace is broken, libraries are threatened. In recent years we have unfortunately seen this demonstrated all too often. Librarians have long been associated with peace movements and organisations devoted to making peace. The question arises: can librarians contribute to preserving and making peace?

A desire to harness the world's scientific knowledge in the furtherance of world peace was a major motive for various late 19th century internationalist initiatives, such as the invention of universal languages (several dozen, of which Esperanto is probably the best known survivor) and the creation of universal bibliographies. The most significant of these was the *Répertoire bibliographique universel* established by two Belgian lawyers, Paul Otlet and Henri La Fontaine, in 1895. Both Otlet and La Fontaine were deeply

Peter Johan Lor (1946) holds a D.Phil. degree (1991) as well as an honorary doctorate (2008) from the University of Pretoria. He held positions in special and academic libraries and as a professor of library science at the University of South Africa before becoming the Director of the State Library in 1992. He was South Africa's first National Librarian (2000-2003) and served as Secretary General of IFLA during 2005-2008. He was a visiting professor in the School of Information Studies at the University of Wisconsin-Milwaukee during 2009-2011, where he continues to teach an online course in International and Comparative Librarianship. Now an extraordinary professor in the Department of Information Science, University of Pretoria, his current research focuses on international and comparative librarianship and on the ethical, political and economic aspects of international information relations.

committed to promoting world peace; in fact La Fontaine, a Belgian senator, was awarded the Nobel Peace Prize in 1913. The *Répertoire* was but one of several other internationalist components accommodated in their Palais Mondial, later named the Mundaneum, in Brussels. The development of documentation and international librarianship was closely associated with the striving for world peace (Rayward, 2003[i] 2012[ii]).

Later, after two disastrous world wars, The United Nations Educational, Scientific and Cultural Organisation (UNESCO), founded with the primary motive of promoting peace, embraced libraries as a means to this end. The belief that libraries can contribute significantly to peace underlies the intensive involvement in libraries by UNESCO in its first decade. In UNESCO's first major statement on libraries, the UNESCO *public library manifesto* (UNESCO, 1949)[iii] the role of libraries in constructing "the defences of peace" is emphasised:

[UNESCO's] aim is to promote peace and social and spiritual welfare by working through the minds of men. The creative power of UNESCO is the force of knowledge and international understanding.

This manifesto, by describing the potentialities of the public library, proclaims UNESCO's belief in the public library as a living force for popular education and for the growth of international understanding, and thereby for the promotion of peace.

Have we lived up to this ideal? I believe that we have contributed, but that we could do much more. To understand what our role might be, we need to understand what peace is. Different dimensions of the concept of peace are expressed by three words in the Roman and Judaeo-Christian traditions. The Latin *pax* refers to a juridical concept, in which conflict is avoided, resolved or suppressed by a legitimate authority. In this concept peace is ensured by maintaining in good condition

the boundaries that enable people and nations to pursue and protect their separate respective interests. The Greek εἰρήνη (eirēnē) refers to peace based on equitable ethical norms. It implies a sense of community and, if we project it to a world-wide scale, a spirit of tolerance and international solidarity. Going back yet further, the Hebrew שׁ֫לֹום (shalom) refers to peace as a sense of well-being and spiritual wholeness (Chatfield, 1986)[iv]. Projected to a world-wide scale this might translate into an awareness of our common humanity, and of humanity's place in the natural world.

We also need to distinguish between "negative" and "positive" peace. Negative peace is the absence of war and direct physical violence. Positive peace refers to a situation where conditions conducive to lasting peace, such as social justice and harmony, are cultivated (Kriesberg, 2000)[v]. A further useful distinction is that between a static concept of peace as a state (a condition) and a dynamic concept of peace as a process, or processes. Here we think of the processes of cultivating peace (preventing the emergence of destructive conflicts), making peace (de-escalating and resolving conflicts), and keeping and restoring peace (after conflict has ended).

If we want to work for positive and sustainable peace, we need to see peace as work in progress. Peace is not limited to the absence of war, but concerns itself with such matters as justice, human dignity and well-being, environmental justice, and sustainability. These transcend the boundaries of the nation state. In a time of globalisation peace-building cannot be confined to national boundaries. There can be no lasting international peace if peace is absent from individual states or from regions and localities within states. Local to global conditions form a continuum; perturbations at the local level can and do ripple across national boundaries, with global repercussions.

All this leads to the realisation that peace-building is not simply about preventing and ending conflict, but about creating conditions that are conducive to peace. This has important implications for the role of librarians. I suggest that we can distinguish seven roles for librarians: informing, promoting, educating, creating resources, empowering, healing and advocating. Each requires an article to itself. Here I outline them roughly in an order of increasing engagement or commitment on the part of the librarian.

Informing is an accepted role of librarians. We provide information-bearing materials of various kinds, including networked digital resources which we make available through free public access to the internet. Through our collections we can inform our clientele about others and about peace. It has been widely assumed that the more we know about *other people* – other groups, communities, peoples, nations – the better we will understand them, and that such understanding will generate tolerance and thereby peaceful relations. This involves a lot of assumptions, which are not necessarily valid. For one thing, a great deal of misinformation is conveyed in books and other media. Even well-intended publications about other communities and nations, by portraying them as cute, quaint, and exotic, tend to emphasise their "otherness". I don't know how many readers of *Focus* remember the "twins" series by Lucy Fitch Perkins, published in the first three decades of the 20th century, and still present in children's libraries when I was a child in the 1950s. Each book featured a set of twins from the country in question: the Dutch twins, the Eskimo twins, the Japanese twins, and so forth. These were intended to convey geographical information and at the same time foster a spirit of international goodwill.[2] I remember the peculiar feelings which *The Dutch Twins* evoked in me, a little immigrant fresh from Holland, when I read it. I did not recognise myself at all in the quaintly dressed

children depicted there. Arthur Mee's *Children's encyclopaedia* evoked a similar confusion, which at the time I could not put into words.

Selection of library materials calls for cultural sensitivity and efforts are called for to find materials which emphasise our shared humanity rather than our differences. The topic of multicultural librarianship is too vast to broach here, but it is highly relevant at this time when large numbers of dispossessed and traumatised people are on the move. We need to reach out to the migrants, especially children, by providing materials in their own languages. *The Ideas Box*,[3] (*see Issue 46 No. 2, p. 74 of Focus on International Library and Information Work July 2015. Ed.*) developed by *Bibliothèques Sans Frontières* (Libraries without Borders) and distributed in partnership with the United Nations High Commissioner for Refugees (UNHCR) sets a fine example of services to refugees. We also need to provide our communities with up-to-date and credible information about the migrants and why they are arriving.

In addition to informing about others, librarians can *inform about peace,* for example about the origins, causes, and consequences of war and conflict, peace processes, and preconditions for peace. Books and media about war and conflict, both fiction and non-fiction, are popular among some readers. Materials which emphasise the adventurous aspect of violent conflict, glorify war and present the perspective of only one side in the conflict will not contribute to understanding and tolerance. War and conflict have given rise to some very fine literature. The best of such literature will not gloss over the inhumanity and horror of war, or deny the humanity of participants on both sides. It is important not to paper over conflicting beliefs and attitudes, injustices and conflict. To build peace, we need to understand the roots of conflict. Finding suitable, relevant materials poses a challenge to selectors.

Promoting is also an accepted role of librarians. Simply acquiring materials and making them accessible is not enough. This also applies to materials relevant to peace. Book exhibitions and book talks are traditional library activities to encourage reading by community members about particular topics.

Educating: The next level of engagement is education. Educational interventions about the peace processes of building, making and restoring peace can be scheduled annually to celebrate the International Day of Peace (21 September). The library's website should be a medium for promoting peace-building resources and activities. International days can be organised to promote understanding of immigrant and refugee groups, but as mentioned earlier, care should be taken that the emphasis is not on their "otherness", but rather on our shared humanity.

Creating resources: Librarians mainly acquire materials that have been produced by other organisations, but in certain situations we also need to create materials where none exist, particularly in certain languages and for particular groups. At the local level, for example in South African townships racked by dissension and unrest, librarians can play a peace-building role by creating channels – as simple as a low-tech bulletin board – for the dissemination of information about local conditions and events: problems in the community, the existence of community groups and initiatives, and decisions by municipal authorities.

Empowering: The seeds of much conflict are to be found in ignorance, deprivation, inequality, and competition for scarce resources. It may well be that the most potent role of the library in promoting peace, is indirect: building stronger,

more resilient, more inclusive and more equitable communities. There are many ways in which libraries can support educational institutions and projects, community health agencies, literacy and numeracy programmes, developmental projects of community-based organisations and non-governmental organisations. It is important to develop the community's own capacity to create and disseminate content so that its voices can be heard, for example by promoting authorship and community publishing. Also important is promoting information and media literacy, through which community members are better empowered to participate in the political process. Participation is more likely than non-participation to lead to the peaceful resolution of problems.

Healing:[4] Healing may be an unusual word to use in the context of library services, although bibliotherapy is by no means unknown in our profession. Many victims of war and violence have experienced horrific suffering, deprivation and loss. Many children spend years in refugee camps. Others, after a long and dangerous journey, find themselves in a strange country where everything is different, including their home, school, the weather, and the languages they hear spoken around them. There is great scope for libraries in affected areas to go beyond the conventional provision of books and media, for example by hosting or offering programmes of storytelling and group activities, with opportunities for self-expression through drawing, music, dance, and acting. Of course, this is not limited to services to people coming from somewhere else, as is illustrated by the work of the Lubuto Library Partnership with street children in Zambia.[5]

Advocating for peace: With notable exceptions – notably in relation to the freedom of access to information and "the right to read" – librarians tend to steer clear of community activism. This is due to a long tradition of "neutrality". But neutrality limits our role to "mending walls", accepting and reinforcing barriers and inequality. Indeed, advocating for peace – breaking down walls of incomprehension and privilege – in conflict-ridden communities carries risks, but it can also position the library more centrally and sustainably in the community. Generally increasing the visibility of the library carries some risk, but it also increases the relevance of the library to the community (Lor, 2014)[vi].

The seven categories of roles that I have outlined can be placed on a continuum. At the one end the librarian is detached from the conflict, adopts a (supposedly) neutral position, and is concerned with general information provision. At the other end of the spectrum the librarian is committed, and takes on an activist role with particular attention to the context of the community that is served. This raises questions about our profession, for example about the education of library workers. Are we equipping library science students with some understanding of social conditions in the communities they will serve, of public administration, community politics, and the dynamics of conflict and peace? This is not merely a matter of knowledge. Are we producing librarians who *want* to work for peace? A responsibility lies on the LIS schools and on the library associations to empower the profession to contribute to peace-building.

I started by referring to internationalism and world peace. My conclusion takes me in the opposite direction, to the local level, the "coal face" where the librarian daily faces her/his community. Instead of pinning United Nations or UNESCO peace day posters to the library notice board or showing a video to inform the public about the need for peace and peace-making in general (which is undoubtedly a good thing to do), we see a librarian helping a specific individual or group with

practical issues of survival, coping, and development. These activities may not seem to be about peace at all, but because peace cannot be confined to national boundaries, librarians can contribute to international peace by working at the local level. In the words of Bob McKee (2002)[vii] speaking in 2002 on the 40th anniversary of the Dag Hammarskjöld Library:

Across the world in all our nations and between our nations there is division, there is disadvantage, there is despair. Libraries and librarians will not, of themselves, achieve greater equality, reduce poverty, protect the environment, promote human rights, engender mutual respect between people of different views and backgrounds. But we can make our contribution – and it can be, I believe, a significant contribution.

In many unobtrusive, unglamorous but practical ways, committed and creative librarians can contribute to world peace.

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[3] I am indebted to my wife, Monika Lor, for suggesting this addition to my list of roles.

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Community Engagement Ideas from USA Public Libraries: Travelling Librarian 2015
by Frances Tout*

In April of last year I applied for the Travelling Librarian Award which is jointly funded by CILIP and The English Speaking Union (ESU). The award is a professional development opportunity for a United Kingdom (UK) library and information professional to build professional relationships with their counterparts in the United States of America (USA) or a Commonwealth country, by conducting a study tour.

This was an excellent opportunity to research new ways to engage with communities and work towards keeping libraries relevant.

As research for my application, I put together a list of libraries and community engagement initiatives I wished to encompass as part of a study tour. I focused on the USA as community engagement in public libraries has become very high profile there. I was keen to visit some large innovative public libraries but I also wanted to visit smaller libraries to see how they engaged with their communities and to enable me to make more direct comparisons to our town and village libraries.

I was fortunate enough to have my application shortlisted and I started planning. I directed emails to senior members of staff who were responsible for community engagement or heads of service. I heard back from most libraries and was delighted to have enthusiastic responses as well as good wishes. It was worthwhile investing this time and it enabled me to plan an itinerary and consider logistics and expenses prior to interview.

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After my interview at the ESU's Mayfair offices in London, I was delighted and amazed to hear that I had been chosen as the recipient of the 2015 award.

I spent a lot of time arranging my itinerary, finalising details with libraries, as well as booking travel and accommodation. To minimise the amount of time spent travelling I concentrated the majority of visits along the East Coast of the USA, heading from Boston to Hartford CT, The Hudson Valley, New York City, Philadelphia and Washington D.C. and then moving inland to Chattanooga.

My trip started in mid-September 2015 and lasted three and a half weeks.

Programming

If I could only bring back only one key theme from my tour it would be programming (hosting events and activities). In the USA, much like the United Kingdom (UK), there is a downward trend in footfall and circulation. However, in the USA there has been a cultural shift in public libraries; programming and experiential learning, for all ages, is a key growth area and is a way libraries can further the core activity of knowledge creation. "Programming Librarians" are now commonplace and in many of the libraries I visited there is now a greater emphasis on programming than anything else.

After School Activities at the Bronx Library Center

Common programmes included:

- Computer classes – up to 80 per month in New York Public Libraries' (NYPL) Bronx Library Center ranging from the basics to internet safety, using apps and digital story-telling.
- Conversation circles – these offer an opportunity for patrons with English as an additional language to practice English speaking in small informal groups. At Boston Public Library this was their fastest growing programme.
- After school programmes – ranging from homework help at most libraries to targeted workshops for at risk youth at NYPL. Philadelphia's LEAP after school programme operates at all 54 of their branch libraries. Sessions offer homework help but also extensive STEM (Science, Technology, Engineering and Maths) programming to extend the learning that happens in school.
- Skills sharing for business - Boston, Philadelphia and Washington D.C. libraries are developing Business Innovation Centres. There was a common theme that small businesses could use the facilities for free - in return entrepreneurs are asked to facilitate workshops, sharing their knowledge and skills.
- Community skills sharing – workshops and courses provided by community members. In the village of Red Hook these recently included languages, bee-keeping, brewing and maple tree tapping.

Boston Library Teen Central

Boston Public Library

Whilst on the tour I attended a one-day workshop run by the Mid-Hudson Library System on *The Future of Programming*. The workshop focused on the role of libraries in helping build communities by continually looking for new ways and ideas to meet changing community needs.

Key thoughts from the day included:
- Treat programmes as you would your collections – categorise to ensure diversity; offer a range of formats; weed programmes regularly.
- See communities as collaborators – skills-sharing, peer-to-peer learning and inter-generational activities.
- Get out of the library to deliver in community spaces and serve the whole community, not just library users.
- Do not charge patrons for programmes - have a programming budget. If it is needed, obtain programme funding from grants, businesses, partners, philanthropists, and programming donation boxes.

Community Partnerships
Hartford and Red Hook Public Libraries are two of 10 libraries across the USA chosen as part of the American Library Association's (ALA) *Libraries Transforming Communities* (LTC) Programme (http://www.ala.org/transforminglibraries/libraries-transforming-communities). The Initiative seeks to strengthen librarians' roles as core community

leaders and change agents and help them engage with communities in new ways. These libraries are thriving on partnership working:

Hartford Public Library has a number of partners working from their space, including the Passport Office, a local non-profit café, a careers centre and the University of Connecticut. These partnerships offer the library some income generation whilst also providing excellent additional facilities and resources. At their branch libraries Hartford has embraced co-location of services with community centres, senior centres and schools.

The much smaller Red Hook Public Library in the Hudson Valley, serves a community of 4,000. The library is nationally recognised for its community engagement work. Impressively, library staff manage to deliver 15-20 programmes per week, much of this is achieved through partnerships, including working with the nearby University and High School. The library facilitates monthly meetings with village organisations and businesses, sharing what they are doing and offering further partnership opportunities. Red Hook's limited space means programming is often held in community venues, allowing for extensive outreach work and increasing the visibility of the library's work.

Innovation
The Free Library of Philadelphia's President, Siobhan

Chattanooga Public Library Circulation and Percolation Desk

Dream Lab incubator spaces for businesses at Washington

Reardon and her team are leading the way on innovation. Their projects include:

- Words at Play - a community outreach programme for young families focusing on increasing vocabulary through play.
- Senior Services - a relaxed, comfortable area with armchairs, newspapers, books and dedicated programming, giving senior citizens a homelier library space.
- TechMobile – a custom-built mobile computer lab with laptops and Wi-Fi, delivering outreach computer workshops to community groups.
- Culinary Literacy Centre - the first in the States. The centre houses a commercial kitchen, prep tables and seating. It connects literacy and cooking through reading, maths, measurements, conversions and sequencing. The centre looks at literacy in its widest forms including health and consumer literacies.

In Washington D.C., staff at the Martin Luther King Jr. Memorial Library have invested in new innovative spaces in their labs. These include:
- The Dream Lab with incubator meeting spaces for non-profit and start-up businesses.
- The Studio Lab, offering a working recording studio, rehearsal space for bands, a green screen, photography studio, interview and podcasting booths.

- The Fab Lab is a maker-space with 3D printers, a 3D scanner, laser cutters, traditional tools and two Makers in Residence offering inspiration and programming.

New for 2016 will be the 'Memory Lab', a project funded by the Library of Congress to raise awareness of personal archiving and digitising. The Memory Lab will be a free DIY space where the public can transfer obsolete formats such as VHS and audio cassettes to digital files.

In Chattanooga, Director Corinne Hill has introduced a patron request system. The library purchases stock which patrons ask for - the patron who puts in the request becomes the first person to borrow the book or DVD. Since 2012 there have been 11,000 items added by patron requests. Chattanooga Public Library finds it now purchases a broader range of materials which are popular with patrons.

HOMAGO and Teens
I was particularly interested to see how many libraries are engaging with teens. Boston and Hartford Public Libraries have introduced HOMAGO spaces (Hang Out, Mess Around, Geek Out). These teen spaces have a relaxed urban feel, technology labs, gaming rooms and recording areas. Peer-to-peer mentoring is a key theme;

Hartford HOMAGO space

Frances Tout with the Red Hook team at Red Hook Farmers Market.

both of these libraries employ young people for a few hours a week to support their peers with technology and digital skills.

There is also a teen voice in many libraries. The Bronx Library Center has a teen council and Chattanooga has a teen focus group. In Boston, teens were widely consulted on the design and content of their new Teen Central space and teens also contribute ideas on programming.

Chattanooga's teen area has an interesting range of STEM-based walk-up programme stations, the stations are not individually staffed as the focus is on self-directed learning. Chattanooga also provides extensive teen programming with multiple daily activities.

Staffing and Volunteers
Staffing at the libraries I visited was minimal; there were very few staff on library floors, often only one per floor, two at peak times even in the largest libraries. I was told that patrons were fairly self-sufficient at using library spaces.

Libraries often employ 'pages' - entry level shelvers (usually young people) - for a few hours a day. Additional shelving may be supplemented by volunteers rather than library assistants.

New York Public Library

Generally, a greater amount of librarians' and assistants' time is spent on developing and delivering programmes, rather than working on the library floor. Staffing is stretched with shifts across the day and into the evenings, allowing for later opening hours, with evening and weekend adult programming at times more suited to customer needs.

The use of volunteers varies from state to state, depending on state laws and unions. The most common role is shelving. In some states volunteers are sent from courts for community service hours. Many libraries have High School volunteers; students are required to undertake 20 hours of community work to graduate. Historic libraries often have volunteer guides. Other volunteer roles include skills-sharing workshops and courses.

At Chattanooga, the teen area's work is supported by a small army of 180 teen volunteers.

Free Library of Philadelphia TechMobile

Chattanooga's teen volunteer programme has no fixed roles or set times, it is entirely flexible for teens to turn up and help out with programme development, craft/art projects and engaging with patrons. Over 800 teen volunteer hours were donated last August alone.

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Frances Tout's Travelling Librarian 2015 full report: http://www.cilip.org.uk/sites/default/files/documents/travelling_librarian_2015_report_frances_tout.pdf
Read the blog maintained during the study tour: https://travellinglibrarian2015.wordpress.com/
ALA's Libraries Transforming Communities Programme: http://www.ala.org/transforminglibraries/libraries-transforming-communities

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A Day Out at the French Institute:
social media in libraries around Europe

by Fotis Mystakopoulos*

Social media is unquestionably now part of everyday life. The number of people around the globe connected to social media (most notably Facebook, Twitter, Instagram and YouTube) is simply staggering. Very recently, Facebook reached a billion active users during a single day. That means 1/7th of the Earth's population (even discounting those on international space stations, such as our very own Tim Peake!) were all connected on the same day using one platform. If *that* does not illustrate the need for a seminar on social media tools and how to use them then nothing will!

More to the point, libraries always catch on very quickly and the adoption of social media has been an interesting journey for libraries globally. But questions always remain; how do we use social media? What social media platform(s) should we use? When is it best to publish information? Do we keep it fun or do we get more serious? … Or, as the seminar's title asked: "*How do we keep connected?*". All of these questions were answered by presenters from a variety of countries, including Portugal, the United Kingdom, Italy, Spain and Germany.

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Figure 1. Beautifully designed bags for delegates

Public libraries aim to be communities and the use of social media tools necessitates a new perspective on how to reach out. What has always been at the core of librarianship's values is the sharing of information. When new media sources become available, this poses a few problems.
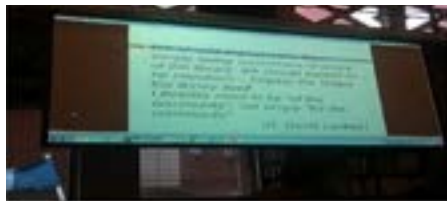

Figure 2. Image uploaded to Twitter using #eurolis2015

Personally, I come from a university background and am currently working for Southampton Solent University Library. We are trying to create a presence on social media and are struggling every day to get our students' attention. One particular strength of this seminar, which CILIP's ILIG helps deliver, was that it gathered professionals from public libraries in many countries (as well as an author) to talk about the experience they had gained over the last few years.

And so it begins…

The seminar started with a talk from Phil Bradley (@Philbradley) on which types of social media tools libraries use. These are more numerous than you might imagine. He kindly shared many examples from libraries across the UK and demonstrated some of the tools during the seminar.

Figure 3. Phil Bradley in action.

Some of Phil Bradley's opinions were captured successfully on Twitter (see #eurolis2015, @EUROLIS). As an example, Phil mentioned how *social media is about user generated content* and highlighted the well-known fact that libraries are recognised as *facilitators*, enabling things to happen. Last but not least, Phil re-inforced the idea that libraries are at the centre of the community. Data, information and knowledge are stored in libraries around the world and libraries offer unprecedented equality of opportunity in terms of access to these resources. They do not discriminate and are most helpful in times of need.

Following Phil Bradley was Rui Zink. Rui is a Portuguese author. His presentation was both humorous and informative. It was clear that libraries need to be more honest with their content. He talked about the number of followers an account might have and how that can sometimes give a false impression as to the success of that account. It is more important to have 100 relevant users than 1,000 irrelevant ones. That is very true, especially when it comes to a university library such as ours here in Solent. We see social media as an alternative communication avenue that does not necessarily need to be used in large numbers at the expense of quality.

Of course during the day there were coffee (& croissant) breaks and lunch breaks…and more coffee/tea breaks(!) (which of these it was seemed to depend upon where delegates were

from!). Credit should go to the organisers of this seminar and especially to the French Institute for creating a very friendly environment and a well-organised schedule. There was time to network and chat with colleagues from other institutions across a spectrum of sectors within the library and information profession. There was also time to stare at some art!

Figure 4. Artwork on the wall of the French Institute.

Insights into how libraries are using social media did not stop with Rui. The baton was passed to Romain Gaillard who talked about the Canopée Public Library - due to open in 2016 - where a key part of their communications strategy will be done through social media. However, in order to achieve results in target areas (for instance those related to reputation) they are implementing a communications policy in order to manage what is being published and how to deal with negative comments from users. They hope this will help them to reverse any adverse public opinion.

Continuing the virtual journey across Europe we moved onto contributions from Italy. Cristina Bambini and Tatiana Wakefield (both Italian) spoke about the role of libraries in the community from a social perspective and of course what this role entails since the introduction of social media. Together they have co-written a book called *La Biblioteca Diventa Social* (translation: *The Library Becomes Social*). They argue very accurately that social media presents a two-way communication

method which is very different to traditional media. With social media you are not simply posting an update or sharing information but engaging with individuals. Therefore, libraries should be on social media to actively seek to build relationships. That, even on its own, is a long-term process.

Moving from one Mediterranean country to another, Nieves González Fernández-Villavicencio from Spain talked more generally about social media in Spanish libraries and covered key metrics. One of the interesting facts presented was that 23 million Spanish people are online which can be seen as a considerably high figure. One question asked afterwards was whether this high number had anything to do with the high unemployment rates that have been occurring in Spain during the last few years. Of course any answer to this might only be hypothetical but it was this type of question that made us think about the socio-economic environment within which libraries operate.
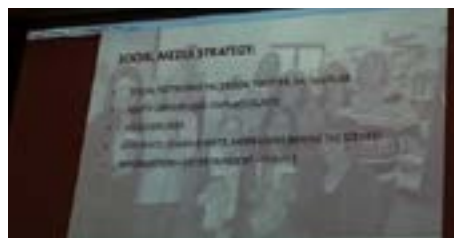

Figure 5. Social media strategy by Sina Schröder.

During his presentation, Rui Zink spoke about how libraries need to discover their own voice and not simply aim for a desired number of followers. Libraries should focus on having quality followers rather than emphasising quantity. This is again very true, especially where I work, as our students and staff members are the number one priority. This principle was also backed up by Nieves Gonzalez who separated the metrics into two categories: vanity metrics (numbers of followers, likes etc.) and actionable metrics (such as mentions, shares and comments).

Figure 6. Vanity metrics versus actionable metrics in a nutshell.

The last presentation of the day was conducted by Sina Schröder. She provided insights from Germany and specifically talked about the case of Hamburg Public Libraries. She spoke about strategy in general and how this should be implemented, highlighting how staff are not obliged to post something unless they feel they have discovered something of genuine interest. This can relieve pressure on librarians and make social media a fun activity! More importantly though, she stressed the need to actually engage with users as much as possible; this helps to create personal relationships and trust.

Conclusions

It is a wonder how much can be shared during just one day when presentations are carefully chosen and presenters are well informed! Each presentation had something different to offer and this demonstrates how versatile social media can be, as well as how many different approaches it can generate. There were some similarities between the presentations, however. Phil made it clear from the start that there is more to social media than Facebook and Twitter. Libraries need to see what works best for them and not just create accounts for the sake of it. There was agreement that social media is really about creating relationships between users and the library. There needs to be trust and that is built over time and with a lot of effort.

Libraries represent certain values and these values need to be promoted through interaction -

Figure 7. Concluding panel answering questions

but it cannot be assumed that this, by itself, will be enough. When Rui Zink started talking in terms of the quality of followers, he was very perceptive in suggesting that if somebody's humour is not their strong suit then they should not try to be funny! We all know humour is important but more crucial to all of this is to be ourselves and that is what should make a difference.

Having said all of the above, strategy and policy need to be seen as important rules. French and German representatives frequently mentioned this and I think it is evident (for reasons that generally make sense mostly to managers) that a policy has a lot to offer. Within policies and strategic documents you can set out frameworks for staff to work with. Once an organisation has a policy on how to use social media, staff should feel more confident in applying what has been agreed and should not be confused about how to use the accounts. Staff are representing an organisation and everybody should be working in the same direction. Strategies and policies help to ensure this.

It was a day to remember!

Vision, Courage and Resilience – the VCR of Library Leadership

by John Pateman*

In this article I'm going to cover three main areas: what public librarianship means today; why leadership is important; and what it means to be a leader. The first point, which I would like to make about leadership, is that it can exist at any level within the organisation. I have worked with some amazing leaders who operated at the 'lowest levels' (and I don't like this terminology) of the library, including front line and maintenance staff. One of the skills of a good leader is to recognise where leadership resides in the organisation and harness it to good effect. I have been a Senior Manager for 20 years (1995-2015). I was Chief Librarian of three library systems in the United Kingdom (UK): Hackney, a diverse inner London borough; Merton, a multicultural London suburb; and Lincolnshire, a large rural county. What this experience taught me was that wherever I worked, whatever the size and structure of the organisation, whether the community was large or small, urban or rural, and whatever the politics of the municipality, the leadership challenge was exactly the same.

What public librarianship means today

So, what does public librarianship mean today? In order to answer this question I need to both look back to the past and forward to the future. I will also reference some research that I have been involved in and some books that I have written. I was part of the research team that produced *Open to All? The Public Library and Social Exclusion* (2000)[1].

John Pateman is experienced as a leader in British libraries (1978-2012) and in his current role as Chief Executive Officer & Chief Librarian at Thunder Bay Public Libraries (2012-15). He has worked in public libraries for 37 years in a number of different positions ranging from Library Assistant through to Librarian, Middle Manager and Senior Manager.

The most important part of this title was the "?" because we were challenging and testing the widely held assumption that public libraries are 'open to all'. We open our doors to the community and it is up to them whether they use our services or not.

Right?… Wrong! Our research found that it is not quite as simple as that. We found that there are some significant barriers to library use, including institutional barriers (policies, procedures and processes), personal and social barriers (low income and poverty), perceptions and awareness barriers (image and identity) and environmental barriers (location and access). We also found that libraries were often used most by the people who need them the least; and they were used least by those who need them the most. We concluded that:
'Public libraries are, at present, only superficially open to all. They provide mainly "access" to materials and resources and they have service priorities and resourcing strategies, which work in favour of existing library users, rather than excluded or disadvantaged communities or groups. An ICT [technology] led "modernisation" of the library service is doing little to change this pattern; our research concludes that this will simply replicate existing inequities of use in an "information age". The core conclusion of the study is therefore that public libraries have the potential to play a key role in tackling social exclusion, but in order to make a real difference they will need to undergo rapid transformation and change.'

This report was written in 2000 and many of its findings and recommendations have been validated since then but in ways that we could not imagine at that time. Those libraries in the UK which transformed themselves along the lines of *Open to All* have developed and grown and demonstrated their value and benefit to local communities; examples include the Idea Stores in Tower Hamlets (which brought together public libraries and adult learning) and Discovery Centres in Hampshire (which combined public libraries, museums and art galleries). Those libraries, which did not change, have been swept away by the recession, austerity and an ideological agenda, which does not value public services.

Open to All informed the Working Together (2004-2008) in Canada which in turn inspired the community-led library movement which has transformed a number of services, most notably Edmonton Public Library. They have developed a *Community-Led Service Philosophy Toolkit*[2] and they have put these ideas into action, including the direct employment of social workers who engage with some of their most excluded communities. So my answer to the question '*what does public librarianship mean today?*' - would be the community-led public library. But what does this mean in practice? The community-led library differs from the traditional model in that it places the library's community involvement somewhere around the middle of the engagement continuum:

Passive	Re-active	Participative	Empowerment	Leadership
Community is informed	Community has input	Community can influence	Community can share	Community can lead
Traditional	Traditional	Community-Led	Needs Based	Needs Based

The traditional library tends to be passive and reactive when it comes to community engagement. Communities are informed of library plans and may be given some input into priority setting and use of resources. The community-led library takes this engagement a step further and enables the community to become participants who can influence these priorities and resources. This is the model that we have adopted at Thunder Bay Public Library (TBPL). The community was involved in the development of our Strategic Plan (2014-18) which in turn is driving and shaping our staff and service structures, systems (policies, processes and procedures) and culture (*'the way we do things around here'*). A Community Action Panel (CAP) emerged from the Strategic Plan development process and is working with TBPL on the planning, design, delivery and evaluation of library services. For more information see *Developing Community-Led Public Libraries* by John Pateman & Ken Williment.[3]

Another important question to consider is '*what will public librarianship mean tomorrow?*' The answer to this question is suggested in the community engagement continuum where the next stages are empowerment and leadership. This is what I call the *Needs-Based Public Library*. In this model the community initiates and leads with the library providing support. The expertise, knowledge, skills and experience of library staff is combined with that of the community, who are experts in their own needs. The library and the community work together, to co-produce the planning, design, delivery and evaluation of library services. This is a scary model because it means sharing power and resources with the community. This can be viewed as a threat to those who currently own that power and allocate those resources. Resistance can be expected from front line staff, professional librarians, middle managers, the board and existing users. They may argue that '*we have always done things this way*' or '*if it is not broken, we do not need to fix it*'. This is where leadership comes in. We need to scrutinise, analyse and understand the usage of public libraries – not just how much they are used, but who uses

them. It is also critical to explore who does not use public libraries - and why.

We already know that 46% of Canadians are library users to a greater or lesser extent. Of these library users, 21% are active users - those with a library card who use the library on a regular basis; 25% are passive users – those who visit the library on a one-off or occasional basis; 54% are non-users – those who do not use the library at all. We know plenty about our active users ('power patrons' and 'monthly users') and passive users ('occasional users' and 'rare users'). The typical socio-economic profile of a library user is white, female, over 50 and middle class (educated). This 'dominant reader' reflects the background, attitude, behaviour and values of many library staff.

We know little or nothing about our non-users, and yet they make up the largest percentage of our local communities. Very little research has been done into who non-users are and, critically, why they are non-users. Anecdotal evidence suggests that many non-users have no history of library use, often for generations. They were not taken to the library as children. They do not take their children to the library. They perceive the library as 'not for them'. These non-users are more likely to be living in deprived areas, male, under 30, and have lower levels of qualifications, happiness and satisfaction within their lives. In general, non-users have greater needs than active and passive users. My definition of a needs-based library is '*from each according to his ability (in terms of staff and community skills, knowledge and experience) and to each according to his needs*' (in terms of how priorities are set and resources are allocated). It is where Marx meets Maslow. For more information see *Developing a Needs Based Library Service* by John Pateman[4] and *Public Libraries and Social Justice* by John Pateman & John Vincent[5]

Why leadership is important

I think that from what I have already said it is becoming clear why leadership is important. Those who are in positions of leadership – and those who exercise leadership in non-leadership positions – have a responsibility to lead the library in the interests of a range of stakeholders, some of which have overlapping or conflicting interests. This is what Julia Middleton calls *Beyond Authority - leadership in a changing world*.[6] Think of these stakeholders as concentric circles. The circle of authority is the library (front line staff, middle managers, and the board); this is where you have most direct control. The first outer circle are stakeholders such as funders, partners and suppliers; here you have some influence but less direct control. The second outer circle is the community - active users, passive users, and non-users. There are many reasons – some organisational, some societal – for leaders to operate in this space.

The role of a good leader is to keep these stakeholders in constant balance and equilibrium. This requires the ability to influence, persuade, negotiate and compromise. It means making unpopular but necessary decisions. It means being able to use leadership beyond authority to influence and shape decisions in the community, beyond the walls and remit of the library. It means being an advocate for the community, particularly for those with the greatest needs and with the weakest (or no) voice. Leadership is important to the development, and possibly even the survival, of the public library. It is important for two particularly good reasons: positioning the library within broader agendas; positioning the library within the community.

Neither of these two essential tasks will happen without effective leadership. Up until the 1980s the public library, in common with many other public services, was regarded as a public good. There was

cross party consensus that the library was a '*good thing to have*' and no hard questions were asked to justify its existence or scrutinise its performance. Under these conditions the public library did not need to question itself or to change much from its founding model. This one model fits all, take it or leave it approach, seemed to work well with circulation, membership and visits holding up or increasing. There was no need to rock the boat in these circumstances. But everything changed from the 1980s when the post-war consensus about the benefits of a welfare state and public services began to break down under a neo-liberal ideological challenge. Suddenly the public sector was under intense scrutiny and attack. The 'free to choose' mantra suggested that citizens should be taxed less and be able to decide what they wanted to spend their disposable income on. Universal public services did not fit this model because they were paid for by people who did not choose to use them. With the advent of the internet the threat became more intense – why do we need libraries when people can get their information and books online? In the words of Rob Ford public services came to be seen by some policy makers and funders as '*gravy*'.

There were three main responses to this threat: pretend it didn't happen and hope it goes away (ostrich); defend the traditional library model and go 'back to basics' by focusing on a book-based service (reactive); transform libraries into agencies of social change (pro-active). The first two responses fail to recognise that public libraries are now in a red ocean of competition. Public libraries have always had competitors such as the local bookshop or video store. But they cannot compete with such modern day players as Google, Amazon and Apple, which are huge multi-national corporations with massive resources at their disposal. The third response recognises that the public library has to create new blue oceans which, in the words of W.

Chan Kim and Renee Mauborgne (authors of *Blue Ocean Strategy*[7]) create '*uncontested market space and make the competition irrelevant*'. A strong basis for this new blue ocean is the unique selling point (USP) of public libraries – the provision of democratic public space, which is at a premium in our increasingly commodified, commercialised and consumer-driven societies. The creative use of the public library as democratic public space – whether that be learning space, inspiring space, performing space or meeting space – will enable the transformational leader to reposition the library within broader agendas and the community.

Repositioning is critical if libraries are to develop and survive. Relying on traditional performance measures – membership, visits, circulation – is no longer enough (even if they are going up) to ensure survival. The numbers may look impressive (for example TBPL has 3.2 million uses p.a.) but the key question is '*so what does this prove?*' It is much more powerful to be able to demonstrate the library contribution to big agendas such as equality, happiness and well-being. We need to attach the library like a limpet to these agendas and demonstrate the library contribution, with evidence. Through my leadership at TBPL the library has been repositioned as an agency of lifelong learning, innovation and change, economic development, personal growth and community well-being, diversity and social inclusion. These are the five strategic directions that are now driving everything at TBPL and will determine our structures, systems and culture. As a result of this repositioning TBPL has a seat at the table wherever these strategic priorities are being discussed in the city. For example, TBPL was invited to form part of Thunder Bay Counts, a partnership which brings a wide range of organisations together around a shared agenda for change. Because of the new strategic directions developed at TBPL under my leadership, Thunder Bay Counts recognised that

TBPL can add value to the shared goals of making Thunder Bay a more inclusive community, reducing poverty and inequality, and creating an economically healthy city.

The public library is no longer just valued in and of itself; it is valued in terms of the difference it can make to local communities. In order to demonstrate its value to the community the library must understand the needs of the community and then develop strategies, structures, systems and culture to meet those needs. This is what *Open to All* meant when it said that public libraries need *'to become much more proactive, interventionist and educative institutions, with a concern for social justice at their core.'* Library staff need to not just be a part of the library, but also a part of the community; they need to talk to other people in the community (both inside and outside of the library) and find out how they can, as people and as an organisation, help the community thrive. The library that is sustained by the community will be the library that sustains the community; the two are inextricably linked.

What it means to be a leader
So what does it mean to be a leader? There are many definitions of leadership and many textbooks which you can turn to for advice and guidance, some of which I will reference here. My personal definition of leadership is not taken from a book but has been developed in the light of experience over the past 37 years, and particularly the last 20 years in my time as a Chief Librarian. If I was asked to sum up leadership in just three words they would be Vision, Courage and Resilience – the VCR of library leadership. For those of you who remember what VCR used to stand for (Video Cassette Recorder) I am happy to report that there are still plenty to be found in the thrift stores of Thunder Bay. Unfortunately I gave all my video cassettes away when I moved to Canada. Perhaps I should add foresight to my list of leadership qualities.

It has often been said that the difference between leaders and managers is that leaders do the right thing, and managers do the thing right. I certainly subscribe to this view because I think that a good leader has a strong vision of what needs to be achieved (doing the right thing) and an unwavering conviction and commitment to making it happen. For the leader it is all about the end result – the impact, the outcomes – and not about the means – the inputs and outputs. Doing the thing right is not important to the leader as long as the vision is achieved or worked towards. The leader focuses on the big picture and can see the whole of the wood (or should that be forest in Canada) rather than individual trees. The leader looks up and forward, not down and back. The leader picks a strong team to support her – a team with a range of complementary strengths who will challenge her and make sure that the details are attended to. The leader is too focused on writing the next chapter of the library story to dot the i's, cross the t's and spell and grammar check the text.

It has also been said that leaders are born and managers are made, but I would rather frame this in terms of "Strengths-Based Leadership": *'A leader needs to know his strengths as a carpenter knows his tools, or as a physician knows the instruments at her disposal. What great leaders have in common is that each truly knows his or her strengths – and can call on the right strength at the right time. This explains why there is no definitive list of characteristics that describe all leaders'* (Tom Rath & Barry Conchie *Strengths Based Leadership: great leaders, teams, and why people follow*[8].) We are using strength-based leadership to inform the development of a new staffing structure at TBPL. The key strengths (experience, skills and talents) of each member of staff will be identified and matched against the requirements for each position in the new structure. We are also using what Jim Collins, author of *Good to Great*[9], calls *'Level 5 Leadership'*. This suggests that

within any organisation there are five levels of leadership. Level 1 is the highly capable individual; Level 2 is the contributing team member; Level 3 is the competent manager; Level 4 is the effective leader; and Level 5 is the executive. The defining characteristic of a Level 5 leader is to be *'ambitious first and foremost for the cause, the movement, the mission, the work – not themselves – and they have the will to do whatever it takes (whatever it takes) to make good on that ambition.'*

This takes me on to consider the difference between leadership and power and the coercion – control-consent continuum. There are two types of leadership skill: executive and legislative. In executive leadership, the individual leader has enough concentrated power to simply make the right decisions. In legislative leadership, on the other hand, no individual leader has enough structural power to make the most important decisions by herself. Legislative leadership relies more upon persuasion, political currency, and shared interests to create the conditions for the right decision to happen. It is precisely this legislative dynamic that makes Level 5 leadership particularly important to the public sector. As CEO and Chief Librarian of TBPL it is not enough that I have a Vision to create a community-led and ultimately needs-based public library. I do not have (and in my view should not have) enough structural power to make this happen. Instead I have to use my legislative leadership skills to influence, persuade and inspire a whole range of stakeholders and vested interests to buy into, own and share my vision. The most effective leaders will have a blend of both executive and legislative skills. The best leaders of the future will not be purely executive or legislative; they will have a knack for knowing when to play their executive chips, and when not to.

Power alone is not enough and the practice of leadership is not the same as the exercise of

power. If I put a loaded gun to your head (and I am not comfortable with this analogy) I can get you to do things you might not otherwise do, but I've not practiced leadership; I've exercised power. True leadership only exists if people follow when they have the freedom not to. If people follow you because they have no choice, then you are not leading. This is at worst coercion and at best control; a leader needs followers to achieve his vision and this is best achieved through consent and consensus building. Change that is achieved through power, coercion and control will not be owned, shared or sustainable and as soon as the leader moves on the organisation will quickly revert to the status quo which existed before the leader arrived. Change that is achieved through leadership, consent and consensus is more likely to be longer lasting, particularly if it is embedded in strategies, structures, systems and – most important of all – organisational culture.

Having a strong, clear, compelling and consistent vision is an essential leadership requirement. Putting that vision into practice needs both courage and resilience. As Jim Collins has said *'The whole point of Level 5 is to make sure the right decisions happen – no matter how difficult or painful – for the long term greatness of the institution and the achievement of its mission.'* To be a good leader it is not possible to be both effective and popular. It is more important to be respected and trusted than liked. In order to be respected and trusted you need to be open and transparent at all times with no surprises or hidden agendas. According to Rath & Conchie followers need compassion (caring, happiness), trust (honesty, respect), stability (security, support) and hope (direction, guidance). I have made many decisions as a leader which were not popular but which were right for the organisation and the community. Here are some examples of those decisions.

As Chief Librarian of Hackney I set up a Black Workers Group with the power to make

decisions in all areas of library operations. This was to recognise that 80% of the workforce and community were black but 100% of the library power structure was white, including myself of course. As Chief Librarian of Merton I closed two under-used libraries and re-directed the funding to establish a Social Inclusion Unit which worked with the most marginalised and disadvantaged communities. This unit won the Chartered Institute of Library and Information Professionals *Libraries Change Lives* Award for services to asylum seekers and refugees. As Chief Librarian in Lincolnshire I used positive action to recruit staff from a range of migrant worker communities into a Multicultural Development Service. This service won two national awards – one for enabling *Cultural Change Through Diversity* and the other for services to migrant worker communities. As Chief Librarian at TBPL I established the Community Action Panel (CAP) to give the community an ongoing and direct say in the planning, design, delivery and evaluation of library services. We will use positive action to ensure that the CAP is representative of all communities in Thunder Bay including First Nations, non-users and the socially excluded. CAP will give them power and a voice.

None of these decisions were easy. None of them were popular. They all required a large amount of legislative leadership and a degree of executive leadership. But they were all the right decisions and helped to achieve my vision of creating community-led and needs-based library services. Courage was an essential component in seeing these decisions through to fruition. These decisions came under intense scrutiny from staff, managers, board members, active users and the media, but I stuck to my guns (more guns!) and weathered the storm. When I was in the UK recently I visited one of my favourite museums in London, the Imperial War Museum, to see its new First World War Galleries (more guns!). There was a display on bravery

– obviously in the military context – but I was interested how leadership was identified as being one of the 7 key qualities associated with bravery. I liked the definition of leadership within this context: *'Leaders are strong, charismatic; they inspire hope; when they take control, others feel confident; they're a tower of strength; people follow them.'* These encapsulate many of the qualities I was talking about earlier – the vision (inspiration and hope), the mixture of executive leadership (strength and control) and legislative leadership (charismatic and confident), and the need for leaders to have followers. The other six qualities of bravery can also be applied (with some minor variations) to leadership: boldness; aggression (I prefer assertiveness); skill; sacrifice (I prefer compromise); initiative; endurance (I prefer resilience).

Julia Middleton suggests a similar list: courage; humility and self-belief; independence; passion and resonance. These qualities will give the leader the resilience to stay focused, committed and motivated to take the right decisions and make them happen. It is easy to be deterred and blown off course. But a strong vision and the courage and resilience to achieve it will overcome all doubts and obstacles. This does not mean *not* listening to the views of others and, where appropriate, changing tactics and timescales; but it does mean that your values and strategic objectives do not change and are not derailed or diluted. Jim Collins uses the analogy of a flywheel which is difficult to shift at first but, with vision, courage and resilience, this flywheel can be inched forward until it builds up a momentum of its own. Many years ago I was told by a senior academic at the London School of Economics that change in the public sector is impossible because of entrenched strategies, structures, systems and cultures. I have made it my mission to prove him wrong. I think that I have succeeded and I'm sure that you can as well. Change is possible and necessary; by changing public libraries we can

change our communities and society at large. This is both the historical and contemporary purpose of the public library – to be an agent of positive social change.

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Interested in joining the ILIG committee?

contact the ILIG Chairman, Ian Stringer, for a chat about what is involved and the benefits to your career of being on a CILIP special interest group committee

email: ianmstringer@googlemail.com

Focus on *Focus*: the journal of ICLG[1] [later IGLA[2] and ILIG[3]], 1967 to 2015: Part 2 1980 to 1999

by Alice Tyler*

Part 1 of my *Focus on Focus* is published in *Focus on International Library and Information Work Volume 45, Number 3 for 2015 (Focus 45(3) 2015)* pp 95-98 published **electronically** and also in the paper Annual Issue (Volume 46) 2015 pp 34-37. That article sets the scene - from the very first issue of *Focus on International and Comparative Librarianship* dated 10 April 1967.

This second part of my *Focus on Focus* - a personal dive into the paper copies of *Focus* to which I have given houseroom for several years - covers two very active decades for ICLG. Decades which, in the wider world, saw civil wars, revolutions, rebellions and terrorist attacks in Africa, Asia, Europe, the Middle East and in Central and South America. Events that saw existing countries torn apart and new countries coming into being - only to be torn apart again in some cases. Here in the United Kingdom (UK) there were miners' strikes, riots relating to changes to local government taxation, and terrorist attacks. And the UK parliament passed legislation which led to fundamental changes in the relationship between the UK and its fellow Commonwealth members.

In the first half of the 1980s, at the same time as ICLG was thinking about changes to the Group, its parent body – the Library Association (LA) - was itself considering changes to its governance. Then, as CILIP is now, the LA was **both** a professional body with a Royal Charter and a Registered Charity. With a brilliant and elegant simplicity, any conflict between the wording of the LA Royal Charter and the charity governing document of Registered Charity 313014 was avoided by making the wording of the two documents identical. Since then (1964), the wording of the documents has been amended

*Alice Tyler is the Associate Editor of "Focus on International Library and Information Work" in 2016

five times: in 1986, 2002, 2007, 2008 and 2014.[4]

I am puzzled though, by the fact that, so far, I have not found any comments - in *Focus* - on the *impact* of the 1986 changes to LA governance on ICLG. Puzzled because if the changes to the wording were sufficiently significant to require approval by the Privy Council I would have expected them to be big changes - changes which would have had a direct impact on ICLG and the other Special Interest Groups (SIGs). It seems that the Charity Commission for England and Wales did not have any issues with the 1986 changes.

Focus, ICLG's journal did change a great deal in the 1980s and 1990s. It grew from a total of three dozen pages in Volume 11 for 1980 to a record total of 220 pages in Volume 27 for 1996! Volume 25 for 1994 was the first to introduce colour - on the cover. This, I read, was to give *Focus* a better chance of competing, visually, on periodical display shelves. A good point!

In 1989 there was a change of editor, a change of printer and - for readability purposes - a change to the typeface of *Focus*. Gordon Harris had been *Focus* Editor for 16 years or so when he retired with the publication of Focus 19(3) for 1988.[5] His successor was Michael Wise, who was Librarian at the College of Librarianship in Aberystwyth, a university town in the UK nation of Wales. The printing of *Focus* also transferred - from E.H. Baker & Co. Ltd in Richmond, a suburb of London, who had printed *Focus* since at least *Focus* 6(1) - to the Print Department, The Registry, The University College of Wales, Aberystwyth. The Registry also did the typesetting.

During his term as *Focus* Editor, Gordon Harris changed jobs - and address - several times. Consequentially the address to which "copy" for

Focus issues was to be sent changed several times, but the address was always **within** the UK. During Michael Wise's editorship the address for *Focus* copy **alternated** between the UK and the west African nation of Nigeria! Does anyone know of any other LA Special Interest Group journal - at that time - which was edited **outside** the UK?

Michael Wise died, suddenly, in November 1998. His death delayed publication of Focus 29(3) and the three issues of *Focus* 30 for 1999 - but no issue failed to appear. A moving tribute to Michael Wise, by Anthony Hugh Thompson, forms the Editorial, on pages 139-142, of *Focus* 29(3). Stella Keenan became the Focus Editor from *Focus* 30(1) for 1999, and Anthony Hugh Thompson is named as the "Desktop publisher for IGLA". No printer is given.

To me the most significant **technical** change to *Focus* was when Volume 30, Number 3, 1999 became available on the World Wide Web in Portable Document Format (pdf). In February 2016 it is still there and still available to all - from the Open UK Web Archive.[6] The "Notes for contributors" on page 159 of *Focus* 30(3) make fascinating reading.

Talking of the World Wide Web, I have come across an article in *Ariadne* 10, 19 July 1997 - "The Library Association Web Site". The article is by Alan Cooper and Finbar Joy and talks about the past, present and future of the Library Association Web Site.[7] This makes interesting reading because I first came across a web address for IGLA on the front page of *Focus* 27(3) dated December 1996 but it was not, apparently, an LA one. The first mention of a web address relating to IGLA on an LA website is the one on the front page of *Focus* 28(2) dated 10 September 1997.

Reading the ICLG/IGLA Annual Reports, published in *Focus* between 1980 and 1999, has

been an eye-opener! For example, one of the three reasons ICLG went through the formalities of changing its name to the International Group of the Library Association (IGLA) was because, quoting from *Focus* 22(1) 1991 p 17, *"It also prepares the Group for the eventual amalgamation of the LIS profession into one body"*.

But, did the change of the Group's name give rise to confusion within - and outside - the LA? There was a very great deal of "international activity" going on, involving the LA as a whole, its English Branches, its SIGs (**not** just ICLG/IGLA), the British Council, various UK government departments and other semi-official bodies plus universities and library schools. Exactly how formal these arrangements were is difficult to discover from the evidence available *(Focus 18(3) 1987 p28.)*. If they were informal it would explain some of the hiccups - and gripes and grumbles - hinted at in what, for the most part, seem to have been arrangements which worked well in practice.

For example a "Bureau for International Library Staff Exchange" - LIBEX - was set up for an experimental period at the College of Librarianship Wales. For the first three years exchanges were confined to exchanges between Britain and the United States of America, Canada, France and the then Federal Republic of Germany. Clearly the experiment worked because LIBEX still exists in 2016 - with CILIP acting as the clearing house.[8]

Talking of international relations, the 1982 Annual Conference of the International Federation of Library Associations and Institutions (IFLA) was held in the UK city of Glasgow and the 1987 conference in the UK city of Brighton. The Brighton IFLA conference was followed by an ICLG weekend conference at the *"pleasantly rural Falmer site of Brighton Polytechnic"* with the title *"Technology for Information in Development"*.

I wonder, could these events - which included attendees from around the world - be the reason ICLG suggests, on page 29 of Focus 18(3) 1987, the setting up an "*ICLG Hospitality Scheme*"? In the 1987 ICLG Annual Report (Focus 19(1) 1988 p 4) the idea was termed a "*Directory of Hosts*". In the 1990 ICLG Annual Report (*Focus* 22 (1) p 18) I read that the *Directory of Hosts* is being merged with the similar directory compiled by another SIG - the Association of Assistant Librarians (AAL). In 2016 it is known as the "*Hosts Directory*". [9]

In 1993, in the light of the possibility of a change in the status within the LA's structure of sections, groups and branches, IGLA suggested that IGLA should become an International **Branch** as well as a Group of the LA. I have no idea how feasible such a suggestion would have been under LAs governance in the 1990s. I know it is not possible under CILIP governance.

On the other hand CILIP has **always had the power** to set up branches, sections, groups or Member Networks **anywhere in the world** as is clear in the 2002, 2007, 2008 and 2014 wording of article 2(l) of the CILIP Royal Charter/governing document of Registered Charity 313014.[10] CILIP has promised to set up a Member Network for CILIP members whose postal/mailing addresses registered in the CILIP membership database are outside the UK. But not yet, it seems, in February 2016.

The 2014 wording of the CILIP Royal Charter/ governing document of Registered Charity 313014, together with the three other documents which hang together as the single entity - CILIP governance - can be found by using the links from the Constitutional documents page of the CILIP website.[11] If you are a CILIP member you have undertaken to be bound by them!

Footnotes

[1] ICLG stands for the International and Comparative Librarianship Group of the Library Association

[2] IGLA stands for the International Library Group of the Library Assocation

[3] ILIG is the International Library and Information Group of the Chartered Institute of Library and Information Professionals

[4] I have not yet managed to track down a copy of the wording of either the LA's 19th century Royal Charter, or the 1986 amendments to the wording of the Royal Carter/charity governing document

[5] He was not, as far as I can see, named as the Editor until *Focus* 6(1) 1975.

[6] Go to the *Focus* back copies page of the *Focus* folder in the ILIG section of the CILIP website archived in June 2013 in the UK Web Archive at:
http://www.webarchive.org.uk/wayback/archive/20130627105302/http://www.cilip.org.uk/get-involved/special-interest-groups/international/publications/focus/back-copies/Pages/default.aspx

[7] http://www.ariadne.ac.uk/issue10/la

[8] See the International job exchange LIBEX page at http://www.cilip.org.uk/membership/benefits/advice-support/international-job-exchange-libex

[9] Hosts Directory page at http://www.cilip.org.uk/international-library-and-information-group/events-and-activities/hosts-directory

[10] It had struck me as odd that the 2007 and 2008 wordings of this document were still dated 2002. I learnt, from the Privy Council Office, that amendments approved by an Order of Council are attached to the charter rather than requiring the whole charter to be rewritten. In contrast, certain amendments - such as changing a chartered body's name - require the approval of the Queen in Council. In these cases the charter does have to be rewritten and this means it has to be re-dated. This is what happened when the LA became CILIP in 2002 - but did not happen as a result of the amendments made in 2007, 2008 and 2014.

[11] http://www.cilip.org.uk/how-cilip-works/constitutional-documents

Book Review

This book has been a long time in the making. The concept was initiated in 1992 by Pamela Spence Richards, then a Professor at Rutgers University and a notable scholar in the field of international library development, and Wayne Wiegand, now an Emeritus Professor at Florida State University, a well known scholar in the field of library history. The original intention was to cover the seven major regions of world library history, and contributors were recruited to examine these. However, Pam was diagnosed with cancer in 1994, and suffered a protracted battle with the disease before dying in 1999. The idea languished until 2007, when Wiegand and Marija Dalbello (a former colleague of Pam's at Rutgers) resurrected it with the intention that all royalties from the book would be donated to a scholarship in Pam's honour at Rutgers. Most of the original contributors were no longer able to fulfil the original brief, although two British contributors, Peter Hoare and Tony Olden, were still willing to do so. In the absence of contributions about other regions, the focus of the book was re-directed to an examination of developments in Europe, North America, Africa, and Australasia.

The book's subtitle *Constructing the Heritage of Western Cultures* implies that the authors are attempting not just another history of librarianship but an evaluation of whether there is evidence for what Antonio Gramsci, the Italian Marxist theoretician, called '*cultural hegemony*' - in this case, the conscious export of western models of librarianship to ensure the replication of their cultural values as a means of building a society that preserves the social and political *status quo*. The influence of western models of librarianship has become a matter of increasing debate in the developing countries during the last fifty years. The American model of library education was the first to be challenged, after its introduction in Latin America. Later, the European colonial legacies evident in both library services and professional education became subject to criticism in Africa. More recently, the British influence in Australia has come under renewed scrutiny.

Peter Hoare's 67-page essay on Europe has three major sections, dealing with the national libraries, academic and research libraries, and public libraries. The treatment given to individual countries within each section varies considerably. Generally, he summarises their history, but rises above it to bring out the distinctive traditions and major patterns of development, and their influence on 'modern' librarianship. Other than some brief remarks to help clarify the distinction between 'librarianship' and 'documentation', he has little to say about special libraries and information centres - admittedly a difficult area to cover because of its diversity, but one that increasingly has helped to shape the national context and is accordingly reflected in the focus of library and information science (LIS) education programmes. He acknowledges the influence of Anglo-American librarianship throughout Europe, but also raises the question as to whether due recognition has been given to the broad range of European influences evident in their former colonial countries - and in North America.

Wiegand's essay is of similar length to Hoare's, but covers only the United States of America (USA) and Canada, without any suggestion that comparable diversity could be found there that might have warranted similarly extensive coverage.

He provides a richer historical review, but any insight into trends is lost in the detail. There is no sense of the external influences that have shaped North American librarianship, or of the influence attributed to it by so many of the recipients of American international assistance. Moreover, the influence of the American Library Association in shaping the United Nations Educational, Scientific and Educational Organisation's (UNESCO) policy in its early years receives no mention. In some ways, the chapter's major and unintended contribution is its implicit reflection of the introspection and self-satisfaction that has made many Americans insensitive to the circumstances and strategic needs of other countries – even recent immigrants who seem to have so readily adopted the country's values.

Tony Olden covers developments in the whole of Africa in 44 pages. He focuses mainly on the Anglophone states, but does draw attention to some key developments in Francophone Africa, and in the Arabic-speaking nations in the north of the continent. He outlines some significant features of African libraries' history that are less well known, emphasising their triple heritage: the written cultures of some of the continent's early indigenous inhabitants; the spread of Islam; and the extended (but often ignored) period of contact with Europeans which preceded the colonial administrations that actually held sway for little more than the first half of the twentieth century. Library development has taken many forms over the last half-century. He concludes by describing several imaginative initiatives now helping to overcome some of the deficiencies in current library provision and services that are the consequences of national government policy choices. Library development does not exist in a vacuum, and he also draws attention to the continuing weakness of local publishing industries that, properly encouraged, could further the development of literacy and libraries.

Olden, interestingly, contrasts the enthusiasm and optimism of the 1960s, when the British government poured money into library development in its former colonies in southern Africa, with the increasingly dire straits of the 1980s and 1990s, when British assistance for library development was reduced. This being as a result of shifts in international aid policy prompted by the Department for International Development's (DFID) narrow interpretation of how the United Nations' Medium Development Goals might be achieved - but was not replaced by local funding when many of the newly independent states' economies began to suffer the effects of mis-management and corruption. It was during this latter period that the shortcomings of the new states' libraries became evident, and the criticism of the legacy of western models of librarianship began in Africa. However, whether or not it was this change in libraries' circumstances that prompted these perceptions of their origins draws little or no comment. Was that criticism the result of mature and balanced reflection on how development had taken place, or an ill-considered and intemperate venting of frustration at the contemporary situation? To whom should be attributed the responsibility for sustaining development?

Ross Harvey contributed a 26-page review of developments in Australia, and to a lesser extent his native New Zealand, commenting that nowhere has been more exposed to British and American library practices and philosophies. However, these were not implemented uncritically. Harvey explains that character development in those countries encouraged the formation of an independent mind and an acceptance of the merits of forming and expressing an independent opinion, possibly stimulated by the countries' relative geographic isolation prior to the availability of fast and relatively inexpensive air travel. Most significantly, he makes clear that they chose which aspects of librarianship to take, and thus from time to time produced innovative and unique solutions appropriate to the local context.

The final chapter, by Marija Dalbello, explores a theme that would not have been so evident when the idea for the book was considered - the globalising impact of digitisation. Her rehearsal of the convergence of computer-based information systems and the development of information services inter-connected online is, like Wiegand's chapter, thorough but introspective; all the more disappointingly so because she is an emigre from Europe. Its focus is almost exclusively on developments in the USA, which must be acknowledged as significant, but she shows little awareness of their application and impact elsewhere, or of the challenges that arise from poor network connectivity in many countries - the high costs of networks in use there and the technical and financial implications that institutions in those countries face in establishing and maintaining computer-based systems. Even the efforts of the American-based Gates and Soros Foundations to counter some of these problems receive no mention.

Whether this book provides a complete understanding of the western heritage is doubtful. Although that aim appears to have been part of the original concept for the book, it remains unfulfilled. To stand back from the facts and detect the trends and influences pressed a further demand on the contributors, and Wiegand and Dalbello failed to even begin to rise to that challenge. The absence of essays exploring influences on development in other regions, particularly the Arab world and Ibero-America which have other influences on their library traditions, and of the Indian sub-continent and South East Asia with their mix of initially British and later American influences, also makes the book fundamentally unbalanced.

The omission of the Soviet Union and its former communist satellite states (other than some brief remarks in Hoare's chapter that do not present them as an entity) is perhaps a lesser concern, even though they were an area in which Pam took a particular interest, because they appear to have made few if any significant international contributions to library development. The exception might have been the Soviet concept of national planning for library and information services that was taken up by UNESCO in its National Information System's (NATIS) programme, only for it to be merged with its World Science Information System (UNISIST) in the General Information Programme and eventually abandoned. Its fate seems to have been settled by a combination of UNESCO's internal politics and ever-shifting priorities, as well as the financial consequences of the withdrawal of the USA, Britain and Singapore from membership in the mid-1980s. However, a few years later, it had also become noticeable that the infrastructure of information systems that had resulted from central planning had collapsed along with the political structures of the Soviet Union. Access to databases and other support services that had been centralised - within the Russian Republic - became difficult, if not impossible for the other former Soviet Republics and left them at a distinct disadvantage. If concerns about this situation were another factor that contributed to the dismissal of NATIS, they were mistaken; the basic principles of strategic planning and co-ordination of effort that underpinned NATIS were sound.

What does shine through these pages is the contribution to internationally significant developments that were made not by nations but by individuals, without whose initiatives and energy little progress would have been made. To these leaders of our profession, all the authors offer full recognition. Another theme, evident in the chapters by Hoare, Olden, and Harvey, but perhaps

insufficiently emphasised, is the importance for successful development of the creation of locally relevant policies and practices.

Whether the book conforms to Pamela Spence Richards's original inputs to its concept is unclear. The huge historical scope that each of the contributing authors was expected to cover and compress gave them an almost impossible task. Moreover, I'm reliably informed (by one of the contributors) that some chapters had to be re-written in American 'text-book style'; i.e. not heavily referenced. This makes the text more easily readable, and provides a useful starting point for students (at whom the format and pricing are clearly targeted). However, the style brings with it a worrying consequence. Although each chapter is supported by extensive bibliographies that might enable interested students to begin to explore further and deeper, the consequences of this editorial *dictat* on the writing style perhaps makes these essays appear to the less astute reader as more authoritative histories than they ever could be, and probably were not intended to be.

Professor Ian Johnson
Aberdeen, Scotland, United Kingdom

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 are relevant photos (640 × 480 at 300dpi), if appropriate.

Focus is published in March, July and November.
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.
Articles should normally not have been previously published,
or be under consideration elsewhere.

OBITUARIES

January 2016 marked the passing of two notable United Kingdom librarians who contributed significantly to the international work of the Chartered Institute of Library and Information Professionals (CILIP) and its predecessor the Library Association (LA). CILIP's International Library and Information Group (ILIG) would like to thank contributors who worked with them both for providing the information as a tribute to their international library work.

Russell Bowden

With great sadness and a real sense of loss that we share the news of the passing of Professor Russell Bowden, an eminent library scholar, on the morning of Wednesday 27 January 2016 in Kottawa, Sri Lanka.

Russell, a Charted Librarian born in Manchester, United Kingdom worked for the British Council in Iraq, India, Nigeria, Sri Lanka and London. From 1974-1976 he served as the Professor, Head of Department and Course Director of the MA programme at Loughborough University of Technology and with the Faculty of Education developed a curriculum for Masters Degrees in Archives, Librarianship, Information Science and Education. Russell worked for the Library Association, United Kingdom (now CILIP) as the Deputy Chief Executive for nearly 18 years (1974-1994).

Many readers will be aware that Russell was very involved in International Federation of Library Association and Institutions (IFLA) activities for nearly 24 years. He was the first Vice President of IFLA. In addition, he served in a number of IFLA Sections and Groups including Asia & Oceania and the Committee for Freedom of Access to Information and Freedom of Expression (FAIFE) in many capacities. Until very recently Russell was very active in the Regional Standing Committee on Asia and Oceania as a member, corresponding member and advisor.

After his retirement he moved to Sri Lanka to spend the rest of his life here. From 1996 to date he lived in Sri Lanka rendering an enormous service to the library profession and professionals in the country. Russell served on a number of Library and Information Science (LIS) related governing boards and committees including the Sri Lanka Library Association, the National Institute of Library and Information Sciences (NILIS) of the University of Colombo, Sri Lanka and the National Library of Sri Lanka.

Russell was a Fellow of the Sri Lanka Library Association, an Honorary Fellow of CILIP, Honorary Fellow of IFLA and Honorary Librarian of the Royal Asiatic Society of Sri Lanka. He was awarded a PhD from the University of Kelaniya in 2013 for the research titled The history of the development of the Pali Theravada Tipitaka [the Theravada Buddhist canon] investigating also the possibilities of related genesis of Lankan libraries.

Russell's death is a great loss to all of us who knew him, especially those in the Sri Lankan LIS community. He will be greatly missed.

Premila Gamage, Colombo, Sri Lanka

My memories of Russell Bowden

I worked under Russell Bowden during the three years leading up to his retirement. We had known each other a little since the early 1980's when I had sought the help of the Library Association to amend the Social Democrat Party's (SDP) Education policy to include school libraries.

Russell interviewed me in early 1991. I always remember being asked what I understood by the term "mapping" in the context of professional activities! It seemed that we were all stumped by that one. The job turned out to be managing the development of occupational standards and then National Vocational Qualifications (NVQs). These were the most fascinating four years in what was overall a very interesting and unusually varied career. Russell directed the project as Project Manager and I undertook the day-to-day management as Assistant

Project Manager. We worked as a trio with David Whitaker as Chairman of the committee – called Lead Body in the context of NVQs. As Russell frequently used to say to me "Why have a dog and bark myself?" He was supreme at delegating – a necessity for one who travelled so much on behalf of IFLA - and I relished the freedom of pushing ahead in my own way. Both Russell and David were excellent mentors for me.

I was always interested in seeing libraries around the world when travelling. However, I feel sure that giving papers at IFLA, taking part in the International Group on its committee for many years, and as Chairman for some of those, was motivated by Russell's infectious enthusiasm.

Once Russell moved to Sri Lanka some little while after his retirement we kept loosely in touch and met up during two holidays I took there. I think of Russell as a bon viveur, a fan of theatre and opera with a wonderful eye for interior design. The library world is much less colourful without him.

Hazel Dakers, (Past Chair of ILIG), United Kingdom

Eric Winter BA, FCLIP, Hon. FCLIP

Eric Winter, who made a significant contribution to the international library profession in the various offices he held in the former Library Association (LA) and CILIP over a period of over 44 years, died on the 22 December 2015, aged 84 years.

Eric had a significant career in public libraries in the United Kingdom in Paddington, Lewisham and in the Borough of Gillingham where he was Deputy Borough Librarian. His career developed further with the London and South East Region Interlending Service Headquarters in London and as Librarian at Stockwell College of Further Education where he adopted an innovative approach (for the

time) to service delivery by organising book and non-book materials to be shelved together under their subject content.

It was in the numerous offices he held voluntarily in the Library Association/CILIP that his contribution to the international context of librarianship flourished. He first served as Hon./ Secretary of a Division of the Association of Assistant Librarians (AAL), as National Conference Secretary and was on the AAL Council for 3 years.

However, it was as the Hon. Secretary and then Executive Secretary, of the former London

and Home Counties East Branch (and then South East Branch) of the LA that Eric distinguished himself for his international activity. He liaised with library associations overseas to invite Library and Information Science (LIS) professionals from as far afield as the Cook Islands and China to attend study tours in the UK; organised the Branch's bursary awards to UK LIS professionals to do study tours abroad; and led the Branch's vigorous Anglo-French/German/Italian programmes which included study tours and seminars. This co-operative work led to the formation of Eurolis, https://eurolis. wordpress.com/ a co-operative group of librarians working in European cultural centres in the UK which still exists today with an active programme of children's book collections (Eurotoolbox https://eurolis.wordpress.com/exhibition-launch-eurotoolbox-2015/) and seminars.

Eric was a key person in the Branch's Portway Reprints and Large Print publishing operations in association with Chivers which created a flow of income used for the benefit of LIS professionals and library services nationally and internationally through the Library Services Trust. The Library Building series of this publishing programme became a professional bible for many librarians planning new or refurbished buildings.

In later years Eric served as Hon. Secretary of the LA/CILIP Benevolent Fund from 1985 until the time of his death. In this capacity he was most diligent in administering the Fund to help colleagues who had fallen on bad times financially. He actively sought out assistance from organisations to help those applicants to the Fund, getting in touch with advisory bodies and government departments on their behalf, which resulted in many letters of gratitude from recipients. His action was always timely and well considered, and was praised by similar organisations for its excellent service to members. This and the many international endeavours which Eric performed, led to him being

awarded an Hon. Fellowship of the LA in 1995 which he valued greatly.

He will be missed by his family, close friends and many colleagues in the UK and internationally.

From information provided by Mark Lunt, former member of the LA London and Home Counties Branch and CILIP South East Branch Committees.

From the Editor

As a long serving member of both the AAL and London and Home Counties Branch of the LA/ CILIP, I first met Eric in the mid-1980's. His welcome to new Committee members and consideration towards others was legendary and it was this aspect of his character which I would like to pay tribute to here. Eric was always a supporter of the "little man" or the underdog, sometimes upsetting the "hierarchy" to the point that made him a thorn in the side for some people. But he made visitors and newcomers to the work of the Branch feel welcome and included, creating a sense of colleagueship, which was vital to the co-operative work that was performed and that he embraced. This supportive and considerate approach was no doubt why he was seen as an ideal person to administer the Benevolent Fund of the profession which has been referred to already.

Eric enjoyed the social aspect of professional networks greatly and while on a study tour of the Rhone Alpes Region of France looking at new library buildings in 1987, I came to know him as great enthusiast of literary discussion and as a person who appreciated fine food and wine. He was modest of his own achievements but always interested in and appreciative of those of others. This spirit of generosity was one that no doubt fostered his networks and friendships and fuelled his annual visits to France, which he loved. His passing will leave a vacuum in the lives of those that knew and worked with him closely.

Committee Profile – Kathleen Ladizesky

I was a late starter in the field of librarianship having gained my degree from Strathclyde University in librarianship and Russian at the age of 40 in 1980. The Russian element came about after I had traveled back from Malaysia in 1976 via the Trans Siberian train from Khabarovsk to Moscow. The strength of that country was impressive and when the chance came for me to study librarianship, Russian was my second subject.

Rather naively I thought that such a qualification would lead me straight into a good position only to learn that I was offered the lowly status of Assistant Scientific Officer (ASO) when I applied to the British Library Lending Division, as it was then called, at Boston Spa. Nevertheless this was a very interesting lead into the world of periodicals and the way items could be photocopied and information transmitted all over the world. Visitors were always impressed by the enormity of the place with its miles of shelving.

By 1985 came a move to Hong Kong (HK) and a different type of librarianship was necessary. As I do not speak Chinese I was lucky in being offered the post of Librarian at South Island School - one of the English schools. This was a more responsible position dealing with many aspects of the work - acquisition, shelving, managing a volunteer helper, and also teaching the students how they could use the library and what it offered them. Quite nerve racking to be placed in direct contact with the users (often very lively teenagers) after the quiet task of collecting serials from the shelves to be photocopied and posted out.

The work of the Hong Kong Library Association (HKLA) was of interest to me and after a time I became the Secretary. Colin Storey, a fluent Mandarin speaker, was the President and we had some memorable visits to mainland China especially to the International Scientific and Technical Institute Centre in Beijing - sometimes meeting Douglas Foskett there when he was giving lectures.

Douglas Foskett with Kathleen Ladizesky in Beijing

After HK I returned to the United Kingdom (UK) and worked at the British Library, this time in the field of Slavonic Acquisitions which was mainly carried out by exchange of publications between libraries in the Union of Soviet Socialist Republics (USSR - now the Commonwealth of Independent States also know as the Russian Commonwealth) and the UK. My position initially was still at the level of ASO although after a time I was promoted to Scientific Officer.

While in HK I had become interested in CILIP's Journal Focus and submitted some items on China which were published there. Michael Wise was editor then and on my return to the UK he introduced me to the International Group of the Library Association (IGLA - now ILIG) and I joined the committee. When the Treasurer, Philip Thomas, retired I succeeded him and have held this position for several years, apart from the three years when Norman Briggs took over. I would recommend this work to any of you who want an interesting insight into how ILIG (and CILIP) work.

It can be said that I have come across various aspects of international librarianship - from dealings with libraries in Russia when I worked at the BL, then learning how libraries in HK and China operate and now through the machinations of ILIG with all its international facets.

Kathleen Ladizesky, ILIG Treasurer

TRAVELLING LIBRARIAN AWARD 2016
Notes For Applicants

About

Run in partnership with the Chartered Institute of Library and Information Professionals (CILIP) and the English Speaking Union (ESU), the Travelling Librarian Award builds relationships between library and information professionals in the UK and their counterparts in the US and across the Commonwealth through a professional development study tour.

The award of £3000 covers flights and some accommodation. Normally the visits last 2-3 weeks and take place during the autumn. The successful candidate is free to put together their own programme of visits (although help and advice is available). Where possible, the recipient is encouraged to take up hospitality with ESU branches in the US and international ESUs across the Commonwealth.

The Purpose of the Award

The purpose of the Award is to encourage librarians, information professionals and knowledge managers to explore further areas of their professional interest through a study tour (of up to 2 months) of relevant libraries, information centres and associated agencies in the United States of America or one or more Commonwealth countries.

The Award is intended to help promote the exchange of ideas through effective communication in the English language, to facilitate learning between cultures and nations, and to encourage the pursuit of best practice within a particular field of professional expertise.

Proposals might concern innovative approaches to establishing or developing library, information and knowledge services or specific aspects of such services; shared challenges that need addressing; library provision and impact on specific user groups; the curating and preservation of collections; library policies or strategies at institutional, regional or national level; future trends and directions of library services; or more general comparative studies of library provision and operation.

Past award holders have included: Frances Tout, a community librarian with North Somerset Council, who explored community engagement projects in USA public libraries; (*see page nine of this issue*) Elizabeth Williams, a subject librarian at Goldsmiths' University, who visited South Africa to explore its higher education outreach initiatives; and Kirsten McCormack, the General Services Librarian at the Mitchell Library in Glasgow, who completed a tour of Australia to learn about the process of building and maintaining collections around an international sporting event.

Eligibility

Candidates must be:
- UK library and information professionals and;
- a personal member of CILIP at time of application.

Selection Criteria

The selection of the successful candidate will be based on the following criteria;
- The benefits of the project to the broader profession (and other relevant stakeholders) as well as to the award recipient.
- The relevance of the application to the purpose of the Award.
- The clarity of the proposal, presented in sufficient depth to allow the selection panel to make an informed decision as to its feasibility.
- The expected outcomes of the proposed study (e.g. its impact on professional development or place of work).
- The extent to which the proposal will further the organisational aims and purpose of CILIP and ESU and the Award.

ILIG News

- How extensively the study tour and its outcomes will be communicated and disseminated to interested parties before, during and after the visit in order to maximise its impact on the profession and library communities.

How To Apply

Apply by email or post with a CV, cover letter, and reference letter from your current/most recent employer. Completed application should be sent to education@esu.org or Education, ESU, Dartmouth House, 37 Charles Street, London W1J 5ED. References may be emailed/posted separately if needed. The deadline is Monday 25th April 2016.

ILIG AGM

The ILIG AGM at Ridgmount Street in London on Wednesday 9 March 2016 where Nick provided a key speech on why internationalism matters to him in the library and information profession.

See the podcast of the event at - https://www.youtube.com/watch?v=ilp2lHjn3A4

Ian Stringer

Ian Stringer and Nick Poole

Nick Poole

Avis Holder - Anthony Thompson Award Winner for 2016

ILIG are delighted to announce the winner of this year's Award for funding a librarian who has qualified in the last 5 years to visit the United Kingdom (UK) on a study tour to develop their career, awareness and networks.

Avis Holder is the Project Manager (Digitization) in the Library Archiving Unit for the Office of the Parliament for Trinidad and Tobago after qualifying with a First Class Honours degree in Library and Information Studies at the University of the West Indies Mona Campus in 2014. Avis is currently charged with the project of digitising the Hansard Collection of the parliamentary library from 1900 to 1992 and she hopes that the study visit "*will increase my competencies and skills in the field of digitization and experience acquired would allow me to apply the best practices and trends learnt to my current project.*"

Her visit to the UK is planned for July 2016 when she will be have the opportunity to attend the CILIP Conference in Brighton and benefit from hearing the expert speakers and meeting librarians from throughout the UK.

The Anthony Thompson Award http://www.cilip.org.uk/international-library-information-group/awards is usually made every three years and enables a qualified library and information professional from outside the UK to visit and study some aspects of

Avis Holder

UK library and information work for two to three weeks.

Anthony Thompson was the first full-time Secretary-General of the International Federation of Library Associations and Institutions (IFLA) from 1962 to 1970. Following his death, in 1979, a trust fund was set up for the study of international and comparative librarianship. This is the origin of the Anthony Thompson Award.

The Award is a CILIP award, managed for CILIP by ILIG. It was first awarded in 1983.

ILIG on Facebook

If you're on Facebook, why don't you join us?
www.facebook.com/groups/13131232426
Make contact with librarians around the world and start networking!

ILIG One Day Seminar

Copyright: challenges and solutions for information professionals

This course will cover the latest developments in copyright both in the United Kingdom and the European Union as well as how the information can and can't be used.

Date: 31 May 2016, 09.30 - 16.00 Place: CILIP, 7 Ridgmount Street, WC1E 7 AE

Seminar timing:

09.00: Registration

09.30: Welcome and Introduction

09.45: Kate Vasili will talk about the current copyright law, changes, cases and developments in the UK and the EU.

10.15: Barbara Stratton will explain the relationship between national, European and international copyright law and the importance of the EU and the World Intellectual Property Organisation (WIPO) to national copyright law for libraries and archives.

10.45: Morning speakers' Question & Answer panel

11.00: Tea/coffee break

11.15: Chris Morrison and Dr Jane Secker will be running an interactive workshop exploring the implications of copyright on the use of social media and the challenges this provides to information professionals and educators. The session will cover the basic principles of copyright in an online, international context as well as considering some likely scenarios and the terms of use of popular services.

13.00: Lunch

14.00: Professor Charles Oppenheim will talk about the law relating to text and data mining, whether contracts can over-ride copyright exceptions, and copyright aspects of open access.

14.30: Tony Simmonds will explain the international copyright and licensing relating to UK based users accessing content published outside the UK, and providing copies of library content to overseas distance learning students and students studying at institutions overseas.

15.00: Afternoon speakers' Q&A panel

15.15: Tea/coffee break

15.30: Round up and general question time

16.00: Close

To book a place please complete the form online

Cost includes lunch and refreshment:

ILIG members £60 + £12 VAT total £72

CILIP members: £80 + £16 VAT total £96

Non CILIP member: £100 + £20 VAT total £120

Unwaged CILIP members £50 + £10 VAT total £60

Closing date for all applications is 23 May 2016, but booking early is advisable as spaces are limited

News from Around the World

Publishing and the Book in Africa: a literature review for 2015

The above literature review, recently uploaded on Academia at https://www.academia.edu/20432811/Publishing_and_the_Book_in_Africa_-_A_Literature_Review_for_2015 may be of interest to readers of Focus. It includes some thought-provoking new insights and perspectives.

IFLA Secretary General's Visit to Sri Lanka

In December 2015, the Sri Lankan library community had an excellent opportunity to meet IFLA Secretary General, Ms Jennefer Nicholson. Several important activities took place during her visit to Sri Lanka.

She visited the Sri Lanka National Library on Tuesday 29 December and addressed the Sri Lankan library community at the National Library Auditorium. The topic of her talk was "Transforming Library Services in the Digital Information Environment" which she connected exceptionally well to the work of IFLA and especially to IFLA's *Key Initiatives and Trend Report*, Ethics Statement and related issues. After her very timely and thought provoking talk, a number of questions were raised

Observing the process at Palmleaf Research and Manuscript Library (PRML) at University of Kelaniya Sri Lanka - SG, Prof Ranasinghe, Prof Weerasinghe and Ven Lagumdeniye Piyarathana (Head of the Department of LIS, University of Kelaniya)

Signing of MoU - BSLA/SLLA Project

by the audience which led to a fruitful discussion and exchange of views.

During the afternoon, Ms Nicholson met with the Sri Lanka Library Association's (SLLA) *Building Strong Library Associations* (BSLA) Programme committee members to discuss about the *Professional Conduct and Ethics* (PCE) project, including how it relates to the SLLA's strategic plan and most importantly the sustainability of the project. Afterwards, a Memorandum of Understanding was signed between IFLA and the SLLA.

SG discussing with officials at PRML

The Secretary General also inspected the IFLA PAC Centre which had been established at the National Library in August 2015.

On Wednesday 30 December, the Secretary General visited the Palm-Leaf Manuscript Study and Research Library (PLMSRL) of the University of Kelaniya and the Department of Library and Information Science (LIS) of the University. Prof

Jennefer Nicholson delivering her lecture at National Library of Sri Lanka Auditorium (DG left).

Piyadasa Ranasinghe who initiated the PLMSRL project, made a brief presentation to give Ms Nicholson a glimpse of the Buddhist monastic/ temple and personal libraries of Sri Lanka. At this meeting, the importance of developing guidelines and standards for safeguarding and preserving these resources and how IFLA could support these initiatives was discussed.

While thanking Ms Nicholson for taking time to visit the University of Kelaniya, Senior Prof W.A. Weerasooriya mentioned that this was a historic occasion for both the Department of LIS and the University of Kelaniya as this was the first time an IFLA Official had visited.

Building your International Network
The International Library Network (ILN) peer mentoring programme is a facilitated programme aimed at helping librarians develop international networks. Participating in the ILN brings wider professional awareness, an international perspective to your work, new ideas, and increased professional confidence. The organisers know this because many of their participants tell them – and they've had over 3500 librarians from 120+ countries take part so far.

The ILN is open to anyone working (or studying) in the library and information industry around the world. The programme is free and the only requirements to participate are an internet connection, fluent English skills, an hour each week and a desire to build professional connections and learn from colleagues. Unfortunately the recent call for 2016 applications has recently closed but look out for future invitations and learn more about ILN at their website http://interlibnet.org/

ILIG has a twitter account:

@CILIP_ILIG

Follow us to get the latest updates on ILIG news and events, tweets from conferences, news from CILIP and of international interest, and to communicate with us and let us know what you would like ILIG to do for you.

ILIG Informal

Wednesday, 11th May 2016
6:00pm to 7:45pm

CILIP International Library & Information Group (ILIG) extends an open invitation to join us at our next informal!

Location: CILIP Head Office, 7 Ridgmount Street, London WC1E 7AE

Attendance is FREE but we kindly request that you book in advance for catering purposes (light nibbles/wine).

Speaker:
Paul Byfield
(Legal knowledge manager for the EBRD)

Striving towards transparency: cultivating openness in court proceedings for the benefit of emerging economies.

The European Bank for Reconstruction and Development (EBRD) invests in emerging economies in Eastern Europe, CIS (Commonwealth of Independent states - also known as the Russian Commonwealth) and the MENA (Middle East and North African) region. Improving transparency and access to information are important tools in this process and Paul Byfield, the EBRD's Legal Knowledge Manager, would like to share the results of a recent survey conducted in this area.

The event also relates to the following areas of CILIP's Professional Knowledge and Skills Base (PKSB):
2.5 Knowledge transfer/organisational learning
7.5 Collection evaluation and information quality
9.7 Working with decision makers
11.2 Communicating with stakeholders

ILIG Informals are not lectures; they are informal, but informative, early evening meetings with a short talk on a theme of international interest plus plenty of time for questions and networking. They are open to all and absolutely free. Light refreshments are served which is why we ask you to let ILIG know you are coming by booking online by 9th May 2016

DATES FOR YOUR DIARY
ILIG INFORMALS AND MEETINGS

ILIG Informals
Wednesday, 11th May 2016, 18:00 - 19:45
Speaker: Paul Byfield (Legal knowledge manager for the EBRD)
Striving towards transparency: cultivating openness in court proceedings for the benefit of emerging economies.
CILIP, 7 Ridgmount Street, London, WC1E 7AE
This event is free of charge, but for catering purposes, please book online

ILIG Seminar
Wednesday 31 May 2016, 09.30 - 16.30
Copyright: Challenges and solutions for information professionals
Speakers: Chris Morrison, Prof. Charles Oppenheim, Dr Jane Secker, Tony Simmonds,
Barbara Stratton and Kate Vasili
CILIP, 7 Ridgmount Street, WC1E 7 AE
To book a place please complete the form online

ILIG Seminar
3 June 2016
The Ideas Store – 20 years on
Speaker: Sergio Dogliani
Location: Bradford University
More details to follow on the ILIG web page

Keep up to date with ILIG via its web pages at www.cilip.org.uk/ilig