

Library Life

Looking Forward : President's Column

5 August 2005

Tena koutou katoa. In 2010 LIANZA will celebrate its centenary. In the 95 years since the Association was founded it has grown and changed shape in response to contemporary events and environmental factors.

But fundamentally the vision of LIANZA is unchanged: The first object of the original Association's rules was "to unite all persons engaged or interested in Library work in New Zealand". In 2005 the Rules of LIANZA state as its aim to be "the pre-eminent professional body in Aotearoa New Zealand for those engaged in librarianship and information management".



Your association is working smarter and faster to be a relevant professional body that invests in and advocates for its membership through a sustainable business model. The speed of change is a symptom of life in the 21st century, and LIANZA must be proactive to seize opportunities that contribute to building our profile as a professional body and reduce the risk of being dependent upon membership subscriptions for financial viability.

Earlier this year the National Council adopted a business plan setting out key goals and directions for the Association through to 2007:

1. Lifting the visibility and positioning of LIANZA as an industry organisation through more effective advocacy and developing stronger relationships with stakeholders, allied organisations, government agencies and Ministers.
2. Developing new products and services to retain and increase membership.
3. Develop more effective communication with the membership
4. Double the individual membership of LIANZA over 3 years to 2,000
5. Exploit LIANZA's charitable status to fund developments identified in the business plan

Your association has already made some critical progress towards achieving these goals. The decision to lower personal membership fees 12 months ago has resulted in a 16% increase of individual members.

The New Information Professional rate has proved particularly successful with 131 new recruits joining the Association. Our membership database has been enabled to email members directly, and *Library Life* is now online for members with an option to print as a PDF file. A price differential of one-third has been introduced to benefit members attending the annual conference and other professional development courses organised by LIANZA, shifting the focus on value from what it *costs* to belong to what it costs to *not* be a member.

This new approach is already reaping financial benefits for your Association. At the first meeting of the new incoming Council in July, LIANZA Treasurer Steve Graves reported that income for 2004/05 was 38% ahead of budget mainly due to unbudgeted income from profitable professional development seminars and successful funding applications. This income growth is being reinvested in the profession through initiatives such as the remuneration survey and the task force on professional registration. Grants funding has

contributed to reducing office equipment and overheads expenditure that formerly was funded by membership subscriptions.

The strong financial position is enabling LIANZA to look forward and focus on the strategic priorities that will benefit its membership. At the recent Council Meeting, portfolios were decided for the coming year, with two councillors assigned to each portfolio to ensure continuity through the biennial election cycle for each region:

- Profile of the Profession (LIANZA Executive: John Garraway, Keith Webster, and Steven Lulich) supporting Goal 1.
- Awards and Honours (Councillors Vye Perrone and Sue Cooper) supporting Goals 1-2, and 4.
- Conference and Library Week (Councillors Pauline La Rooy and Glen Walker) supporting Goals 1-2.
- Membership Services (Councillors Glen Walker and Jane Brooker) supporting Goals 2-4.
- Governance and Administration (Vice President Keith Webster and Councillor Ian Stewart) supporting all goals.

This council meeting was also a memorable occasion because it was an opportunity for the LIANZA Council to meet with all the national executive of Te Roopu Whakahau. The Partnership between LIANZA and Te Roopu Whakahau is now in its 11th year and it was a time to reflect on the journey both associations had travelled together, and to start thinking about what direction we should take in the future. The Bicultural Partnership portfolio will be shared by the LIANZA President and Tumuaki of Te Roopu Whakahau and will be the platform for enabling this dialogue to occur.

The future is impossible to predict but we can all have a vision of what we would like it to be. When LIANZA celebrates its centenary in 2010, my vision is *it will be* the pre-eminent professional body in Aotearoa New Zealand for those engaged in library and information management, and is actively committed to the recognition and implementation of the Treaty of Waitangi. The challenge is to live and breathe this goal and not just mouth the

In the shorter term I'm looking forward to Library Week and our annual conference *Te Wero* in Christchurch. See you there!

Ka kite

John Garraway

Library Life

Editorial

5 August 2005

Welcome to the latest edition of Library Life, as your new Managing Editor it is a continuing source of joy for me that so much happens in New Zealand libraries and information services.

Every month this journal is full of great ideas, important issues, reports and inspirations - it's not something that Library Life can take the credit for, it is our colleagues around the country who continue to improve on the status quo, who inspire each other and build up their respective services.



As with any career, working in libraries has its pros and cons but every so often it's good to take a moment and reflect on what we really like about our jobs. Today, I would like to lob a great big vote of recognition to all of our colleagues out there who continue to inspire us and who keep work enjoyable even when times are tough. When you lose a friend or colleague it brings home how much of an influence the people around you can be, whether it's their manner with customers, helpful attitude with workmates, or the great things kept on their desk for you to play with - in my experience the people working in libraries are extraordinary!

I was reading an article the other day which described Librarianship as the last refuge of the Renaissance person - where else do you have such scope of interest, the capacity to research or touch upon a dozen subjects in a day? Many of the most interesting people I know have been library colleagues, not stereotypical images who gnome-ishly get to sit and read all day, but vibrant people who have the ability to seize upon a customers perspective, help them to find some information and then come away the richer for it themselves.

It's all too easy to take your colleagues for granted, to assume that someone tells them what a great job they do or how much fun they are to work with. Except during a performance review when did you last spontaneously tell a colleague that you like working with them and respect their skills?

Take a risk and tell someone today that you appreciate them because one day you won't be working with them anymore but somewhere they will have left a little mark on you; just as you do for others when you turn up to work every day.

Glen Walker

Library Life

Rotorua Public Library Rocks!

5 August 2005

DANCE BATTLES bought a new edge to the Rotorua Public Library this July holidays.

For the first time ever, the library decided to change the focus from reading programmes, to library involvement and participation. Children and teens entered the battles as both individuals and teams to take up the challenge to be this years' dance freestyle winner. The battles attracted both frequent users and new users to the library.

Heats were fierce and showed the great talent and enthusiasm the youth of Rotorua have for dancing. The heats were held daily from the 11th to the 20th July in the library with the Grand Finale being a showstopper on Thursday 21st July.



With independent experienced dance judges and a crowd of more than 100 for the finals, the successful dancers from each heat bought an even higher calibre of dancing with synchronised moves, technical difficulty and loads of 'WOW' factor for the crowd. Hip Hop and Breakdancing were the popular dance of choice amongst the youth with music to match.



Levi Kerr Whata took out the individual category, while Baby Beats took out the Team category and Overall Winners.

The winners won great prizes including FREE DANCE LESSONS donated by local dance companies and the Overall Winner won the coveted title and trophy for 2005. Guest dancers competing in the National Breakdancing Competition finished off the final with a great demonstration of their talents.

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Library Life

Waitakere City Council wins Creative Places Awards 2005

5 August 2005

Waitakere City Council has yet again won prestigious national awards for its civic design and arts and culture.

This time the city has won two awards in the Creative Places Awards 2005 presented by Creative New Zealand. The new Glen Eden Library took top honours in the Built Environment: City and Regional Councils category and the annual Trash to Fashion Awards took out the Cultural Festivals and Arts Events category.

Waitakere Mayor Bob Harvey says that the awards continue a tradition for Waitakere and are further demonstration that it is a national leader in creating a city that combines environmental leadership with arts and culture and "liveability".

The Glen Eden Library, which opened in 2004, was described by the judges as "a perfect example of the seamless blend of art and architecture that results from a generous collaboration between artists and design professionals."

Lead artist John Parker, of Oratia, worked with architects Warren and Mahoney to conceive the building as a sculptural form. The judges said: "This is a brilliant, holistic project that reflects local stories. Involving artists right from the start is highly commendable, and has resulted in an innovative and integrated approach to artworks in the built environment."

Mayor Harvey says that over the years Glen Eden's library moved from a succession of temporary premises. "Now it has a permanent home that is, truly, one of the best in the country."

Trash to Fashion meanwhile is now in its 10th year. This high-profile, high energy show aims to encourage the nation's creative young people not to rubbish their environment. Entries must be crafted from recycled materials. Trash to Fashion has grown from a local event to one that now attracts entries from around New Zealand and overseas.

The judge pointed out it was impressive how it had grown over the years and that the participation of schools and children give it a very long-lasting cultural and social impact. The awards were made today at the Local Government New Zealand Conference in Christchurch.



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New Library for Auckland University of Technology - Akoranga

5 August 2005

On Monday, 11 July 2005 the Auckland University of Technology re-opened in the extended and newly re-furnished building on the Akoranga Campus on Auckland's North Shore.

The new building will provide students and staff with integrated access to integrated resources and services which will meet their learning, teaching and research needs. This brings it in line with the information commons concept already incorporated into the Library on the Wellesley Campus in the City Centre which opened in 2000.

The new Library is a high-tech, environmentally friendly building with plenty of natural light and ventilation. The interior colour scheme was inspired by the natural beauty of the surrounding vegetation and scenery, which includes wonderful views across the Hauraki Gulf to Rangitoto Island.

The facilities include an open access computer laboratory with an IT help desk, a printing and copying service and learning support services. Dedicated facilities include an Information Literacy teaching laboratory, a Postgraduate Research Centre, Parents' Room for students with children and an Adaptive Technology Room for students with special needs. The study space including group study rooms and casual seating caters for a variety of needs.

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Library Life

Botany Library Scoops Top IT Award with RFID Project

5 August 2005

Manukau City has scooped the "Excellence in the use of IT in Government" Computerworld award for its deployment of Radio Frequency Identification (RFID) in the new Botany library.

Botany was the first public library in New Zealand to implement an RFID-based intelligent library system when it opened last October.

The technology supplied by Checkpoint Meto uses programmable intelligent chips which provide sophisticated item identification and usage information.

Deployment of the RFID system has given Botany an estimated 20 percent process efficiency, resulting in longer opening hours and enhanced customer service.

Manukau library manager, Chris Szekely says he is delighted with the award and recognition it brings to both libraries and local government.

"We're very proud a library has been held up as best practice in IT," says Szekely. "Libraries aren't always associated with innovation in this arena so to be recognised with the top award in New Zealand is a real coup.

"It's also a victory for local government and shows we can be just as innovative at the local level as the larger central government bodies typically recognised in these awards."

Szekely says the award process was extensive with methodology, integration, user acceptance, go live and post live phases all being documented and analysed by the judges. He also paid tribute to Adele Nairn, who as Manukau Libraries' Technologies Manager oversaw the RFID implementation project.

Suppliers of the RFID system, Checkpoint Meto, are equally delighted with the win.

"When we installed the system into Botany we knew the considerable advantages its functionality would provide both staff and library patrons," says Checkpoint Meto New Zealand sales manager, Guy LePine-Williams.

"However to see the efficiencies gained, and have it so well received, after less than a year of operation is clearly very exciting from our company's point of view.

"It's been a combination of a great product and a lot of hard work which has brought the result," says LePine-Williams.

The installation included imbedding microchips into each of the libraries 35,000 books, establishment of easy to use self checkouts for patrons, and automatic book check-ins.

Checkpoint Metro are international leaders in library solutions, supplying a range of library management tools including RFID-based and EM (Electro Magnetic) systems to libraries around the world.

For more information, please contact:

Guy LePine-Williams, NZ Sales Manager, Shrink Solutions phone +64 9 477 2202, mob +64 274 421 490 or email Guy.Lepine-Williams@checkpt.com

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Library Life

Conference Update

5 August 2005

Although it seems unbelievable, LIANZA Conference 2005 is next month!

If you haven't registered yet please visit the website as soon as possible and make sure that you don't miss this exciting event.

Earlybird registrations have now closed and we're delighted to report that we already have over 400 delegates registered - and we'd love to have even more.

We are confident that the programme we have prepared has something to offer everyone and that the social events will provide a talking point for months afterwards (we guarantee some very unique experiences!)

There will also be opportunities to visit some of the newer and more innovative libraries in Christchurch and we feel sure that everyone will take away inspiring ideas from this Conference and its associated activities.

Christchurch in springtime is a beautiful place to visit so come along and enjoy the whole experience.

Register now <http://www.lianza.org.nz/events/conference2005/registration.html> or check out the programme at <http://www.lianza.org.nz/events/conference2005/programme/index.html>

*Margaret Clune
Communications Portfolio Convenor
LIANZA Conference 2005 Committee*

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Update on Māori Subject Headings Project - Phase 3

5 August 2005

Great progress has been made since the last report in Library Life earlier this year.

Firstly the research report, Te Ara Tika Guiding Words: Ngā Ingoa Kaupapa Māori: Māori Subject Headings : Pūrongo Tuatoru - Phase three, commissioned by the Māori Subject Headings Steering group and conducted by Sally Simpson is now available on line.

It can be accessed directly through the Te Rōpū Whakahaui homepage:

http://www.trw.org.nz/publications/Te_Ara_Tika_Guiding_Words.pdf

or via the website:

<http://www.trw.org.nz/>

Click on Publications

Secondly the MSH Project team of Whina Te Whiu, Rangiiria Hedley, Ann Reweti, Robyn East and Judy Keats have done some ground breaking work since first coming together on the 20th of April. One of the tasks they undertook was to develop a framework, based on a Māori world view, within which to structure the terms and headings. This has been achieved. The design framework is an outstanding outcome. We would like to share more with you but want this to be a key feature of our presentation at The LIANZA conference.

It is exciting times as the subject headings list is now coming into fruition since the idea was first discussed in Te Ara Tika, Māori and libraries a research report undertaken by Tui MacDonald in 1992.

Finally as mentioned previously we would encourage all of you who have had an interest in the Māori Subject Headings project over the years to come to our presentation at the 2005 LIANZA conference to help us celebrate and inform you of these exciting developments. Our presentation- "Improving access for Māori clients - practical tools to help you" will take place on Tuesday 13 September at 1pm.

Na, Kitty Murray

On behalf of the Māori Subject Headings Committee

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Library Life

Ground Zero for Learning

5 August 2005

The controversial closure of Cambridge High School's library to make way for a cyber café and the library's recent reopening have placed the spotlight on the role of libraries in schools today.

The demand for library services is outstripping schools' ability to provide them and change is long overdue.

When education minister Trevor Mallard officially opened the new Cambridge High School library last month, he said: "Today marks a fresh start for one of the most important facilities at your school." While few librarians would dispute those sentiments, the minister's words did prompt Wellington High School trained teacher librarian Adaire Hannah to lament: "If only libraries were funded as if they really were the important facilities the Minister says they are today."

You have to go a long way to find anyone more passionate for the cause of libraries than Adaire Hannah. Her concern for their place in schools is such that she has written a paper for Annual Conference on behalf of the School Library Association of New Zealand Aotearoa (SLANZA).

Hannah says libraries are under enormous pressure to meet student and staff expectations, and the conference paper recommends changes in the way they are funded and staffed — changes that are designed to enhance the role of libraries and raise the status of the library team.

Hannah believes that change is long overdue. Even as far back as 1965 a report highlighted the increasing size and complexity of schools and the need for extra funding and qualified staff.

"People have been saying the same things about libraries for decades and they are just as relevant today as they were then."

The way school libraries are funded usually tops the list of the school library team's concerns. Currently, money for libraries to buy books and other resources comes from the school's operations grant, and libraries must compete with a range of school projects and resources for their share of a grant that everyone knows barely meets schools' basic needs.

The SLANZA paper recommends that the government fund libraries centrally as it does teacher salaries. "Library resourcing is up to individual schools but it should be seen as nationally important," Hannah says.

She also believes the current model favours wealthy schools with the ability to raise money from foreign fee-paying students or fundraising. "They can afford to spend more on their

libraries but what about low decile schools that are really struggling? We are penalising those schools and students with the current funding mechanism."

Hannah estimates libraries' print budgets range from a paltry \$2000 per year to upwards of \$30,000.

"Schools with budgets of \$2000-\$6000 simply cannot resource the curriculum. They cannot have good fiction sections to encourage reading and literacy. You are pissing in the wind trying to run a library on that."

As with funding, staffing of libraries across New Zealand is highly inequitable. Hannah counts herself lucky: she works with a qualified librarian and two library assistants and her school, principal and board place a high value on the role of the library.

However, some schools have neither a qualified librarian nor trained teacher librarian and rely on a teacher with library responsibility (TLR) who is released for between two and 5 hours of their working week to manage the library.

"It (TLR) is, on the whole, an ineffectual position and only causes headaches. TLRs are not able to give enough time to the library yet they are often seen as being in charge."

But Hannah adds that schools with qualified librarians and library assistants are not always better off.

Librarians are on the support staff agreement, and some are paid much less than what they could earn on the open market, despite often being as, or more, highly qualified than teachers.

Library assistants can find themselves in an even worse position. "They are often among the first to feel the pinch when schools are feeling under financial pressure and forced to cut support staff jobs or reduce hours, says Hannah. "They end up doing huge hours of work unpaid just to get the job done."

For that reason, the paper advocates that every library employ a qualified librarian in addition to a trained teacher librarian.

The two roles may sound similar, but whereas the qualified librarian manages the library resource, cataloguing, buying resources, working with students to find relevant resources, to access resources through the internet and help with research projects, the trained teacher librarian assists teachers in the classroom to plan their research units, teaches them and their students about information literacy and undertakes joint marking of research assignments.

Hannah says both roles are crucial if schools are to pay more than lip service to improving students' information literacy.

"Wherever you turn you see information literacy as a goal but it just doesn't happen by osmosis. It is nice putting it on paper, but without the resources going in to make that a possibility, it is just a goal."

The SLANZA paper also highlights an ideal staffing ratio for school libraries: one trained teacher librarian per 500 students.

Hannah draws that figure from a visit to a Melbourne girls' college where ESOL students comprised 90 per cent of the 800 roll. The school had three full-time trained teacher librarians.

"What the research overseas and New Zealand is saying is that academic achievement improves if you have a well-resourced and well-staffed library.

"That school said academic achievement could not be raised without that commitment to the library."

NCEA has also contributed to higher demand for library resources, and to increasing frustration.

Hannah says NCEA achievement standards with a research component lack standardisation between subjects in terms of goals, objectives and outcomes. That creates headaches both for teachers and teacher librarians.

Consequently many teachers see research as too time consuming, complicated and difficult to manage in a busy curriculum.

"NZQA needs to work with SLANZA to create consistent research achievement standard guidelines."

Despite their importance to raising literacy and overall academic achievement, the future of school libraries is not assured.

Although ERO sets an expectation that each school will provide a library adequate for the needs of its students, schools are under no legal obligation to have one. It was precisely this loophole that enabled former Cambridge High School principal Alison Annan to ditch the school's library for the never-built cyber café.

But Hannah scoffs at any suggestion that schools can get by without libraries. She says ideas like cyber cafés may sound bold and innovative, but there is no way you can teach a bunch of students information literacy unless you have the resources and infrastructure of a library, and the expertise of a library team behind you.

"All schools need a structure for making up-to-date knowledge including digital information easily available for all students," she says.

Hannah knows the SLANZA paper is asking a lot, but she says you have to start somewhere and the evidence is clear that New Zealand school libraries are in danger of falling behind.

"If all schools have a qualified librarian, a trained teacher librarian and library assistants, and a decent budget for print resources, we will have a solid foundation for improving students' information literacy and academic achievement."

(Reprinted with kind permission from PPTA News)

*The paper is still in draft form and will be presented to the Wellington region for discussion.

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Nerida Hart Accepts the Inaugural SLA Australia and New Zealand Information Professional of the Year Award

5 August 2005

The inaugural SLA-ANZ Information Professional of the Year Award was presented to Nerida Hart, Director of Knowledge and Information Services, Department of Family and Community Services, at the Australian Government Library and Information Network (AGLIN) Conference dinner in Canberra on 12th July 2005.

Generously sponsored by Dialog, the award provides AUD\$2000 to be used by the recipient for professional development. As immediate Past-President of the Special Libraries Association Australia and New Zealand Chapter I was delighted to present this award to Nerida with the assistance of Dialog's Darran Wilson.

We were delighted to honour Nerida Hart for her outstanding accomplishments as an information professional. Nerida has done a remarkable job of continually reinventing and developing her library's services to best meet her department's objectives, all while delivering exceptional service. She embraced the "possibilities of the knowledge management revolution" to make sure that her library is not just a repository of information but also offers the tools and resources to help its users readily harness knowledge in their professional pursuits.

The Australian Department of Family and Community Services' Knowledge and Information Service serves about 40,000 clients in various government agencies. The Service offers a portfolio of online research and information-sharing services, including daily alerts and customisable profiles.

Nerida will use the award money towards attending the SLA conference in Baltimore in June 2006. She said "I am looking forward to this as I have not been to the USA before and I am very interested in how an SLA conference runs in comparison the Australian conferences."

Although a monetary award is not available for runners up, it was decided to award a "Special Mention" certificate to Carmel O'Sullivan, Blake, Dawson, Waldron, Queensland. Carmel's nomination reflects her commitment to sharing her expertise and knowledge through mentoring and training, her work in promoting information literacy and lifelong learning in her organisation.

About the award

The SLA-ANZ Information Professional of the Year Award is an annual award sponsored by Dialog. It is open to all information professionals working in Australia and New Zealand, regardless of whether they are SLA members. Individuals may nominate themselves or be nominated by others. Nominations for the 2006 award will be invited in April 2006. A panel of SLA-ANZ Board Members and regional Dialog management will select the winner.

About SLA-ANZ

The Special Libraries Association (SLA) is a nonprofit global organisation for innovative information professionals and their strategic partners. SLA serves more than 12,000 members in 83 countries in the information profession, including corporate, academic and government information specialists. SLA promotes and strengthens its members through learning, advocacy and networking initiatives. For further information about membership of the Australia and New Zealand Chapter of SLA contact Marian Nicholson at marion@oneumbrella.com.au

About Dialog

Dialog, a Thomson (NYSE: TOC; TSX: TOC) business and a leading worldwide provider of online-based information services and integrated information solutions, is active throughout Australia and New Zealand.

Sue Henczel

SLA-ANZ Past president

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Library Life

LIM News

5 August 2005

Recent News:

Prizes

This year the following students were awarded prizes:

- Irina Winsley for the Christina Beal Memorial Prize in Library and Information Studies for INFO 528
- Mei Chen Lee for the Swets Blackwell Subscription Service Prize for INFO 521/542
- Poh Poh Lim for the Swets Subscription Service Prize for INFO 523/544
- Vanessa Tedesco for the Rosemary Smith-Horton Prize for INFO 525
- Kathryn (Kate) Miller for the LIANZA Mary Fleming Prize for excellence in cataloguing (INFO546)

New appointments

We are pleased to announce that Lynley Stone has accepted SIM's offer of employment as the Auckland LIM Senior Tutor. Lynley has been doing this role for several years on short fixed-term contracts. We are pleased to say that her new appointment is permanent. The role is 0.35 FTE and is similar in nature to the role that Charlotte Clements has as a LIM Senior Tutor. One of Lynley's main responsibility is to give teaching, tutorial and administration support to the Auckland-based distance students whereas Charlottes' is to the remaining distance students. Lynley will be based in Auckland but will visit Wellington each trimester.

Joanne Whiteman

Joanne started in the School of Information Management in February 2005 and has taken over LIS programme responsibilities recently, following on from Marie Dickson's departure. Previously, she has worked in the private sector in the information technology industry.

*Rachel Lilburn, Lecturer
School of Information
Victoria University of Wellington*

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Library Life

The art of the listening conversation

5 August 2005

We are not born knowing how to talk, listen and have conversations. It is a skill we build up by watching, observing, learning, trying out - but it seems to be a skill we are losing.

When was the last time you had a very good conversation in which you were listened to, understood, genuinely supported and not judged? Think about it. If you have experienced this recently it is highly likely you will remember it well because it seems to be quite rare. You are one of the lucky ones!

Here is another question. When was the last time you listened to someone else without interrupting, talking over, giving advice, composing your own answer, being distracted by other thoughts, looking at your watch, answering your cell-phone, looking at your computer screen or uttering the word "should"? Again, if you have given family, friends or colleagues the gift of this level of undivided attention recently you are one of a treasured few! Don't be surprised if people beat a path to your door.

Here are 10 tips to get you relaunched as a great person to talk to, or for those gems among you, have you stay that way!

1. Be present and engaged - let go the myriad other things racing round in your head
2. Get out from behind your desk, PC, assorted jumble of papers and other things that remind you of your To DO list, turn off your phone and other likely distractions, close the door - or ideally leave the building
3. Think about what level of energy you would give this person if it was the first time you had met, and maybe it is. Stay curious and focused. To quote Covey, seek first to understand, then be understood. Sit on your hands, kick your brain into relaxed mode, and truly truly LISTEN.
4. Avoid any temptation to give advice, tell them how terrible it was for you, share your horror story or regale them with your recent exploits, because they are not interested. Not yet anyway, and maybe NEVER ! They want you to understand them, so sit quietly and listen.
5. Make no assumptions or judgments or pronouncements and let go any negative associations from the past - again just give them your attention, energy and focus
6. Don't interrupt - but follow the conversation with you eyes and ears - hear everything that is said - master the art of being silent
7. Listen for what is behind the words - be open to the speaker's perceptions and reality as they talk (and re-read point 6 above !!)
8. When you decide it is your turn to talk, and you will know when the time is right if you have been genuinely listening, ask questions for clarification. Again, keep your advice to yourself, till it is asked for.
9. Thank the speaker for talking with you and ask what, if anything, they need from you as a result of the conversation - and here's the good bit. Expect to be appreciated for your generosity of time because your listening will have been noticed - that is a guarantee!

Sally Angus

Sally Angus is a personal coach and facilitator who has honed the fine art of listening to a high level. She welcomes the opportunity to make time to listen to potential new clients, as you explore together what concerns, challenges, frustrates or delights you. A complimentary telephone coaching session is an email or phone call away !



Call her on 0274 479 338, email sally@sallyangus.co.nz or contact her via her website www.sallyangus.co.nz

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Library Life

A Moment in History

5 August 2005

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NEW ZEALAND LIBRARY ASSOCIATION. Proceedings and Papers of the Thirteenth Conference of Delegates and Members : held at Dunedin, 18th to 21st February 1941: 38-41

The Library and the School

Chairman: Miss A.M. Blackett.

The Seminar was opened by Miss A. K.Elliot, Librarian of the Timaru Public Library. An outline of her remarks is printed below:-

The Juvenile library for many years suffered from being kept in the background, so that instead of being a shining light in education it was just a small offshoot of the adult library rather a hole-and-corner affair - with a few shelves of discards from the lending - a few hardy annuals which became perennials; dull, stodgy sets all in a row, mostly black and greasy from long handling - not a bit of colour - not a ray of light -- for children who would read in spite of these handicaps, well and good; and even they were starved - but for the child who needed encouragement, just that little lift on into the world of books, well, the outlook was certainly blank. The children were shushed and silenced in that very solemn institution, the Public Library. They tip-toed in, hastily chose a book at random and as hastily tip-toed out.

As a complete contrast to the old method of children being seen and not heard, may I give you an outline of one day in a Juvenile Library of today. At 9 a.m. a class of 50 gathers outside the door, eagerly awaiting entry - the teacher is not with them; but in less than ten minutes the Juvenile librarian has them all settled down for their project work. Five tables hold groups, each under a leader - other corners hold the remainder. Each leader of the group collects the material required - pictures, file material, books, encyclopaedias. It is not unusual for a teacher to send down word half an hour beforehand to say, "Class doing Silk, Eskimos, Salmon, Fishing, Japan," and the librarian should be able to produce at least 50 books to cover.

Children are encouraged to hunt for themselves - trained to use book index, subject index, vertical file, and to connect up with the analytical index supplied. By 10 o'clock the class is away, having tidied up, each leader



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being responsible for this. The following week the same class is back again - this time a free period of reading and talks on books given by the youngsters. At 10.30 a very junior class arrives - Std. 1, girls and boys, aged 6, 7 and 8 - 30 in number. They sit along the ledges amongst the picture books and very soon are deep in the Petershams, etc. In the meantime a teacher has sent over for a book on the Shells of New Zealand, while a secondary school class is arriving at 11 for a talk and material on New Zealand authors. At 1 p.m. a very enthusiastic rural school arrives, generally 40 in number. They are keen to use a library, to be part of a library. The fact that the books are not in a hamper, not in a cupboard, has a great appeal - not spoon-fed from a hamper the choice is theirs, and it is most interesting to follow the gradual weaning from the Brazils and Westermans. A story-hour is also fitted in here for the younger rurals. While the rurals are tucked away in the corner or sitting out in the sun reading, a sixth standard class of 50 boys arrives for a free reading period. There being no guidance in their choice, it is interesting to note the type of book taken to desk, table or floor. The librarian very often has a round table discussion with them and they talk quite easily about the books read.

Three o'clock - school is out - but most of these boys still linger on - some copying the colour of parrots, some drawing, others reading up for a talk. From three to six is a hive of industry, as the children have been encouraged to ask questions, to seek advice, and also to help each other. During a rush time the older children are invaluable aids. They pick up their own papers, they push in their own chairs and straighten up the books and magazines after use. At 4 p.m. the Stamp Club, consisting of secondary and primary pupils arrives. A leader is appointed and a speaker for each meeting: stamps are exchanged. By the end of the day, two juvenile librarians feel as though they have had a very good day. This is just a typical day in which the school really does come to the library. Nine classes come regularly every week and five on alternate weeks - but everything runs so smoothly that it is all taken in the day's stride. Sidelines here are talks on N.Z. authors, on artists, on writers, on early printed books.

An interesting point we find is that a class, which has been coming every week and moves on into another standard and to another teacher who perhaps has not moved with the times and looks on the scheme as a worthless idea, becomes so disappointed that it is not sharing the scheme that they, the individual children, come in groups after school.

Talks on the care of books, etc., are given to each class at least twice a year. We find that the beginning of each term is a good plan, and we suggest their co-operation in looking after their books. We stress the value of the book - the work put into producing a book, particularly the cover, and find that most children take a pride in keeping the book in good condition. The senior class often help with the covering and backing of their books.

Let me give you a few points which go to making a success of this system. There are several ingredients necessary for a favourable result.

1. A central position for the Juvenile Library - possible mostly in towns and suburbs where radiation is not too large; and in such a central position a trip to the library means far more to the juvenile reader than just getting their books out of a cupboard at school. They see a mass display of books - much more variety, and incidentally get the library habit very young. In a town the size of Timaru (18,000) there are four primary schools all within easy distance of the library - the furthest out being 25 minutes' walk. For this distance the classes generally fall in at the library at 9 a.m. or 1 p.m. or for the period before dismissal at 3, or fit in with manual training, the Technical College being just 10 minutes away.

2. Necessary also is a large attractive room, with, if possible, though not absolutely necessary, a small story room attached to take at least 30 to 50 children at a time, not necessarily seated, as in many ways the more unconventional the atmosphere the better, as being less schoolified (if you will pardon the word). Our classes are very often 50 in number, and the children find seats on floor and ledges, and very often a group will be seen sitting on the foot ledge with their leader flat on the floor reading to them -- or the whole group will be in a circle on the floor with their books and papers spread in front. One boy was rather like an ostrich in that he used the book trolley - by sitting on the foot ledge, he could use the lower rack as a desk, and with his head well tucked under the top rack he was lost to the world in his book. The decorations of the library should appeal to children and radiate cheerfulness and good taste. The physical equipment and furnishing should be adequate for carrying on the work of the department.

3. Of course I am taking it for granted that the main ingredient for success is well known to you all - a FREE Library. I think that this has been well thrashed out before but it is a point that must not be overlooked - a free library, rate-supported and subsidised if possible. In fact a library of the children, by the children and for the children, and incidentally, for the teachers!

4. This brings me to a most important point - close co-operation with the headmaster and teachers of every grade from the primers up. Without the co-operation of the teachers the coming of the school to the library would be a half-hearted affair. With the enthusiasm of the teachers ensured, the staff can plan ahead in all directions. If the classes are doing special hand-work, if they are making puppets, doing plays, model making - it only needs the teacher to confer with the librarian, and books are available immediately, with lists of others to come. By this co-operation, books can be indented to cover schemes for the coming year. Much has been said about the primary school coming to the library; but one must not overlook the fact that the pupils of the secondary schools as individuals also come to the library, and in our own case most successfully, as we are now reaping the benefit of four years of the primary coming to the library. The habit has become a pleasure, and our future readers are assured, as it is a very easy step to the adult library. Co-operation with secondary school teachers is therefore also a vital point and one that is steadily growing - for not only do

the primary classes come, but the secondary are coming in steadily growing numbers. There is a good article in "New Zealand Libraries" covering this aspect, and I think the writer would be interested to find that there is a closer co-operation between secondary schools and libraries than he indicates in his article.

5. While concerned with the co-operation with teachers, the co-operation of parents must not be forgotten, and they must be linked up with the library by sympathetic help given to the Psychology Club, Mothers' Clubs, Parents' and Teachers' Association. In fact, after one talk on juvenile work to a club of working women, it was interesting to find that we gained not only new juvenile readers, but opened up a new world of books to parents who before looked on books as time-wasters. Co-operation with parents is a worthwhile ingredient — encouraging them to bring along the small 3 and 4 year-olds - to take out books for them. With the very young children, a good idea is to let them browse alone for a while; very soon they know exactly what to look for - generally good illustrations. The 3 year-olds can get the library habit by coming in with older sisters or brothers, and it is no unusual sight to see them carefully and absorbedly turning over the pages of the Babar books. Five and six year-olds usually have enough discretion to choose suitable books without much parental assistance, and enough interest in books to browse happily for nearly an hour. Now is the time for the librarian to get to know the children and to teach them to go to her for advice when they need it. The library offers invaluable services to 6 and 7 year-old readers whose reading ability is stimulated by a wide variety of easy reading material. I know of several children who found their school readers boring, and who discovered via the public library what a pleasure reading is. The prevailing educational idea is to let a child read whatever he enjoys. However, we try to make a worthwhile choice of books seem natural to the children and to limit strictly the amount of trash. A seven year-old child can be encouraged to come to the library for facts. If he is interested in carpentry, we help him to find a good carpentry book, or a simple book on stars or any other phenomena he may be intrigued by. This is the very humble origin of the excellent habit of referring to reliable source books for information.

6. The next point follows almost automatically - an enthusiastic juvenile staff, with much initiative, much understanding, much patience, and a good general knowledge and foresight. The remarks made 40 years ago still apply. Marion Ewing describes the ideal children's librarian in the following:- "There are certain basic attitudes and personal qualities without which it would be well for a young woman not to attempt library work among children, but to seek some less exacting field for her labours. First, she must have a genuine liking based on knowledge of, and interest in, their problems. Second, she should have a respect for each child as an individual. In matters of discipline, she will find that this attitude does more than any other one thing to make it difficult for serious problems to arise - or, once apparent, to continue. Unlimited patience is required to maintain this attitude, and most of you will agree that patience is an acquired virtue.

Third, she should be neat in person and attractive in manner; a personality whose roots are natural cheerfulness, vitality, and responsiveness to all sorts of stimuli, or as one writer has put it, 'awareness.' Fourth and last she should have a love of good literature with the urge to pass it on to others."Story-telling clubs, work with parents and teachers, the making of lists, vacation reading, and teaching the use of the library may all be activities used to stimulate the best reading for children. But better than all methods and devices is the personal work of the children's librarian who strives to know the best material available and then in turn knows the time when the individual child is ready to appreciate it.

7. As an aid to the enthusiasm of the juvenile librarian there must be a good comprehensive catalogue with an up-to-date analytical subject index. In conjunction with this is the vertical file with its cuttings for project work. This section has been fully dealt with in "New Zealand Libraries" and need not be enlarged on here, but it is one of the essential factors in making a success of the school coming to the library.

8. All this co-operation and enthusiasm, the centre position, the attractive room, is useless, of course, without books - and suitable books, not just those belonging to the dark ages I mentioned a while back. It is here that the co-operation of the teacher can again show in a practical way. May I give you an instance of our case, showing that not only is co-operation between library, borough council and teachers necessary, but also between teachers and school committees. The four town schools, in co-operation with school committees, arriving at the conclusion that £50 worth of books in a central library was worth more to them than £12/10/- to each school, decided to pool their resources. So, with the Borough Council guaranteeing a subsidy of £50 on condition that the schools combined to house their £50 worth of books in the library, the scheme became a reality. Then came the choosing of the books, and making up of special indent orders, and I may say here that many teachers were confronted with books that they had perhaps dreamed of, but never expected to materialize: and so the library grows, and the children pour in in their hundreds, to make use of their very own library.

9. Last, but by no means least, as without this ingredient there would probably be no juvenile library - a sympathetic Borough Council, and most important, a wide awake, alive library committee with a helpful chairman, who sees the value of the juvenile as our future readers; who does not mind the issues going up 700 per cent. (meaning new shelving, an extra assistant, more money). As an instance of our own committee's and Borough Council's sympathy and interest, may I say that the £50 subsidy mentioned before is over and above normal expenditure on our children's library.

Now we can sum up the benefits of the school coming to the library: The development of the library habit from primary to secondary and up to the adult. The personal contact with the librarian. The factor that the library is a

place away from school, enlarges their world - in fact as has been said by an abler tongue than mine - "The modern library is not merely a place to get a book to while away the hours or to copy an article from the Encyclopaedia as the backbone of a club paper. It is handy for both purposes. But it begins with the child in his very tender years. By means of story-hours, by picture books artistically, praiseworthy and psychologically sound, by exhibits suited to childish interests and comprehension, and by individual assistance given by librarians trained in acceptable practices and sound methods, his interest is caught and his loyalty assured ... The man, the boy, the girl, each is touched in his keenest interest."

Patri spoke wisely when he said, "Let us scatter real books about the child. Let him share the best experiences of home and family and friends. Let him listen to the best stories, look at the finest work. Let him grow in an atmosphere of friendliness, of helpfulness, of culture. Then he will have food for such dreams as men are made of. The book has been and will continue to be a powerful force in our lives, a force whose sway will not be lessened by telephone, by newspaper, by automobile, or by radio. The reason for this dominance of the book is simple. The men and women who count most, who aspire to leadership, who command respect, who have judgment that wins - these will always be the men and women who turn to the best books of the ages to sharpen their minds and quicken their souls by touching the bedrock of human wisdom. Let us therefore have juvenile libraries and even more libraries to the end that we may have citizens who will keep themselves intellectually fit - worthy of our nation's responsibility, opportunity and promise."

Library Life

Reviewer of the Year 2005 / Best Review Page or Programme 2005 Judges' Report

5 August 2005

The June 2005 editorial of New Zealand Books magazine looked at the problem of reviewing, saying "what we need are reviews that are not afraid to offer a well argued forthright critique of a new book - whether in praise or dispraise". The judges in these awards look for reviews which do just that, reviews which "put the reader and the book first."

Informed criticism and lively debate are cornerstones of a vibrant and healthy literary culture and it is encouraging to note that New Zealand has such a rich resource of talented reviewers and review outlets contributing to this. Selecting a shortlist in each category was a relatively simple task thanks to some outstanding entries, trying to then pick the finalists was a fascinating and challenging exercise during which we kept the review's target audience firmly in mind.

The reviews which stood out for the judges offered pertinent criticism of themes, character and language, rather than telling us the contents of the book. The best of the best demonstrated the reviewer's background knowledge and mentioned other books on similar themes, used language that was accessible and drew the audience in with their comment and structure. These were the reviews which informed and entertained in their own right.

Here the judges would like to make special mention of Guy Somerset, who produces a wide variety of thoughtful reviews, and of Landfall magazine for their constructive literary criticism and interesting poetry reviews. The judges would also like to generally encourage more review coverage of children's books and poetry, and more submissions to these awards from radio.

The Best Review Page or Programme Award finalists for 2005 are:

The New Zealand Herald Canvas Magazine

The New Zealand Herald's Canvas has lifted the bar for the presentation of reviews in daily newspapers. Keeping its varied readership in mind, Canvas provides a good balance of long and short reviews that target the committed book lover and attract new readers alike.

New Zealand Books

New Zealand Books is notable for the accessibility of its reviews, the excellent quality of its long reviews and the wide range of New Zealand books that are covered.

North and South

North and South's review pages are extremely thoughtful and balanced, with by far the best range of both New Zealand and imported books, and a showcase of the most recently available satisfying reads. The pages also make a visual impact which will certainly help attract new readers.

The 2005 Best Review Page or Programme Award goes to — North and South

The Reviewer of the Year Award finalists for 2005 are:

- **David Eggleton**
David Eggleton draws the reader in with his entertaining writing style and continues to submit reviews of a consistently high standard; he takes up the challenge to discuss books that often have a narrower literary appeal, and introduces readers to books they may not have thought of reading.
- **Tony Simpson**
Tony Simpson's review on war histories in New Zealand Books October 2004 discussed six separate books as a group, and is a masterful example of the skill involved in combining separate books into one longer in-depth review. Like the other finalists, his reviews draw the audience in with fascinating comment and clever structure.
- **Anna Rogers**
Anna Rogers's experience as an editor shows in her reviews. They are clear and concise with excellent summations of her view of the work concerned. Her main strength is her ability to connect with her audience and be totally in tune with her subject.

The 2005 Reviewer of the Year Award goes to — Tony Simpson

Ruth Todd & John Ahradsen

Judges 2005

If you want to comment on this article then send an email to webmaster@lianza.org.nz and we will publish your comments on a separate page. Please state your name and which article you are commenting on.

Library Life

Montana Book Awards - Patricia Grace Wins Second Major Literary Award in One Month

5 August 2005

Patricia Grace's novel *Tu* has won the 2005 Deutz Medal for Fiction or Poetry. The announcement comes just 12 days after she joined the hallowed ranks of the Arts Foundation's Icon Artists.

The judges said that *Tu* made an important and lasting contribution to New Zealand literature. "It is a work which cements her place as one of our finest contemporary writers and a worthy winner of this prestigious award."

The Montana Medal for Non Fiction was awarded to Douglas Lloyd Jenkins for his book, *At Home: A Century of New Zealand Design*. It the judges' unanimous choice in a strong line up of non fiction category winners vying for the Montana Medal. In describing this book's merits, they said "At Home is fascinating, absorbing, and convincing, a book whose rigorous research, fluent and witty writing and handsome production would make it impressive in any part of the world."

The coveted Readers' Choice Award, won last year by historian Michael King, went to Julie Le Clerc and John Bougen for their book, *Made in Morocco: A Journey of Exotic Tastes & Places*.

The overall objective of the Montana New Zealand Book Awards is to recognise excellence in books published annually in New Zealand and to stimulate the reading of quality New Zealand books. "When one looks at the entries this year", said the convenor of the judging panel, former publisher Graham Beattie, "it is apparent that this objective is being achieved. New Zealand readers are being especially well served by a significant pool of writing talent engaging with a wide range of subjects." Beattie was joined on the panel by Wellington writers and critics John McCrystal and Laura Kroetsch. Eight specialist category advisors also assisted in the judging process.

The awards, New Zealand's most prestigious for contemporary writing, were presented by the Prime Minister Helen Clark at a gala dinner and awards ceremony at the Town Hall in Wellington tonight.

The full list of winners is as follows:

- **Deutz Medal for Fiction or Poetry and Fiction category winner:**
Tu by Patricia Grace (Penguin Books)
- **Fiction Runners Up:**
Mansfield by C K Stead (Vintage)
- **Poetry:**
Nice morning for it, Adam by Vincent O'Sullivan (Victoria University Press)
- **Montana Medal for Non Fiction and History category winner:**
At Home: A Century of New Zealand Design by Douglas Lloyd Jenkins (Godwit)

- **Biography:**
Chronicle of the Unsung by Martin Edmond (Auckland University Press)
- **Reference & Anthology:**
The New Zealand Oxford Dictionary edited by Tony Deverson & Graeme Kennedy (Oxford University Press)
- **Lifestyle & Contemporary Culture:**
Hip Hop Music in Aotearoa by Gareth Shute (Reed Publishing)
- **Environment:**
Tiritiri Matangi: A Model of Conservation by Anne Rimmer (Tandem Press)
- **Illustrative:**
Handboek: Ans Westra Photographs by Luit Bieringa and Lawrence McDonald (BWX (Blair Wakefield Exhibitions))
- **Readers' Choice Award:**
Made in Morocco: A Journey of Exotic Tastes and Places by Julie Le Clerc and John Bougen (Penguin Books)

All category winners are presented with a prize of \$5,000. The winners of the Deutz Medal for Fiction or Poetry and the Montana Medal for Non Fiction were presented with an additional prize of \$10,000. The Readers' Choice Award carried a monetary prize worth \$1,000.

Best First Book Awards:

The winner of the New Zealand Society of Authors Hubert Church Best First Book Award for Fiction went to Julian Novitz for his collection of short stories, *My Real Life and Other Stories* (Vintage). The judges described this as a collection made up of authentic stories, funny, affectionate, poignant, and imbued with a sense of wonder at the weirdness and inadequacy of everyday life.

The New Zealand Society of Authors Jessie Mackay Best First Book Award for Poetry was won by Sonja Yelich for her collection, *Clung* (Auckland University Press). "Yelich is endlessly inventive," said the judges, "This is a collection rich with verbal wit and sharpness - anarchic and subversive humour."

The New Zealand Society of Authors E H McCormick Best First Book Award for Non Fiction was presented to Douglas Wright for his memoir, *Ghost Dance* (Penguin Books). The judges called this an extraordinary piece of writing and a terrific book. "It's hugely readable; it's brave, engaging and funny. Qualities rarely attributed to any book, let alone the first one."

Each of these first-time authors was presented with \$1,000.

Reviewer and Review Page or Programme Awards:

The Montana New Zealand Book Awards also recognise the role of the critic with the Reviewer of the Year Award and Best Review Page or Programme Award. This year's judges, Ruth Todd, presenter of the National Radio's Bookmarks programme and John Ahradsen, a Wellington bookseller, said they were looking for book reviews that put the reader and the book first.

The winner of the Best Review Page or Programme Award was *North & South* magazine. The judges said North & South's book review pages made a visual impact that will increase reading across a wide cross section of New Zealanders, and that they achieved a superb balance between New Zealand and international writing.

Wellington writer, Tony Simpson was named Reviewer of the Year. The judges commented on Simpson's ability to communicate with readers at every level. "He draws the reader into his work to totally connect with the book being reviewed," they said.

The principal sponsors of the Montana New Zealand Book Awards are Montana wines and Creative New Zealand. The awards are managed by Booksellers New Zealand and supported by Book Publishers Association of New Zealand, the New Zealand Society of Authors and Book Tokens (NZ) Ltd.

Geographical Location of Winners and Runners-Up:

Patricia Grace: Plimmerton, Wellington
Douglas Lloyd Jenkins: Greenlane, Auckland
C K Stead: Parnell, Auckland
Nigel Cox: Wellington
Vincent O'Sullivan: Wellington
Martin Edmond: Sydney, Australia
Tony Deverson: Christchurch
Graeme Kennedy: Wellington
Gareth Shute: Kingsland, Auckland
Anne Rimmer: Rothesay Bay, Auckland
Luit Bieringa: Wellington
Lawrence McDonald: Wellington
Julian Novitz: Aro Valley, Wellington
Sonja Yelich: Bayswater, Auckland
Douglas Wright: Grey Lynn, Auckland

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