

SRI LANKA LIBRARY REVIEW (New Series)

Vol. 13 Nos. 1 & 2

Jun.-Dec. 1999

ISSN 1391-2526

**The Role of the Librarian in the Modern
Information Society**

N.U. Yapa

**Current Trends in European LIS Education
and Some Thoughts for Sri Lankan LIS
Educators**

Pradeepa Wijetunge

ගණිතය හා සංඛ්‍යානය පුස්තකාල හා
විද්‍යාපන විද්‍යා විෂයට යොදාගැනීම සහ
එහිලා ග්‍රන්ථ විද්‍යාපන මිනිය පිළිබඳ විශේෂ
විමර්ශනයක්

ඩබ්. ඒ. වීරසූරිය

**A National Medical Library : an Urgent Need
for Sri Lanka**

W.R.G. Silva

**Australian Library and Information Association
(ALIA) : its Mission and Vision**

Sumana Jayasuriya



Sri Lanka Library Association

SRI LANKA LIBRARY REVIEW

(New Series)

Vol. 13 Nos. 1 & 2

Jun.-Dec. 1999

ISSN 1391-2526

**The Role of the Librarian in the Modern
Information Society**

N.U. Yapa

1-11

**Current Trends in European LIS Education
And Some Thoughts for Sri Lankan LIS
Educators**

Pradeepa Wijetunge

12-24

**ගණිතය හා සංඛ්‍යාතය පුස්තකාල හා
විද්‍යාපන විද්‍යා විෂයට යොදාගැනීම සහ එහිලා
ග්‍රන්ථ විද්‍යාපන මිනිය පිළිබඳ විශේෂ
විමර්ශනයක්**

ඩබ්. ඒ. චිරසුරිය

25-32

**A National Medical Library : an Urgent Need
for Sri Lanka**

W.R.G. Silva

33-45

**Australian Library and Information Association
(ALIA) : its Mission and Vision**

Sumana Jayasuriya

46-55

SRI LANKA LIBRARY REVIEW

(New series)

© Sri Lanka Library Association, 1999

Publication Officer/Editor
Premila Gamage

Publication Committee

Mrs. Swarna Jayatillake

Mrs. Deepali Talagala

Mr. S. Kamaldeen

Mr. L.R. Amarakoon

Sri Lanka Library Review (New Series)

is published bi-annually by the Sri Lanka Library Association

Further information:

Sri Lanka Library Association
275/75, Baudhaloka Mawatha
Colombo 7

Phone: 941-589103

E-Mail: scj@liby.cbm.ac.lk

Price (inclusive of postage)

Local SL Rs. 100/-

Overseas US\$ 15/-

(per issue)

ROLE OF THE LIBRARIAN IN THE MODERN INFORMATION SOCIETY

N.U. YAPA

Librarian

International Irrigation Management Institute

ABSTRACT

The role of the librarian has changes continuously throughout the history of librarianship. Seven basic roles namely, custodian, archivist, documentalist, information specialist, gatekeeper, information counsellor, information broker and information Resource Locator are identified. The functions and services of these roles have changed. The librarian plays different roles at different times depending on the situation. Selection of the correct role has become a library management technique.

INTRODUCTION

The role of the librarian has changed continuously throughout the history of librarianship. Functions of the library, types of library material and nature of the library users were the main factors that influenced the change. The functions that the society in general and the library authority in particular expected from the librarian changed from time to time. The information media that had been introduced with the advancement of technology needed librarians to undertake new responsibilities. Users information requirements became complex and complicated with the proliferation of subjects and explosion of information sources. A reader who visited a library few decades ago had a very simple and straightforward information problem. It may be finding a book by a given author, or on a given subject, or on a given title etc. Information requirements of a present user would be quite different as he may be looking for production statistics of an item, weather data of a location, engineering drawing of a machine, programme of a conference etc. A simple inquiry such as 'find me the book entitled Tale of Two Cities' has changed to 'find out a technical report in English on groundwater contamination by nuclear effluence, issued after 1990'.

Role of the present day librarian is entirely different from that of an early librarian. With change in role, librarians have been given different designations. But his basic function of managing a collection of information material has remained unchanged.

Analysis of the duties of the today's librarian reveals elements of various functions that they had performed throughout the history. A function found important one time would have found not important at another time. But librarians had never disassociated fully from any of their elementary functions.

Certain historical events contributed to the rapid growth, expansion and activity of libraries. Manufacture of paper in the 11th century, invention of printing press in the 15th century, introduction of periodicals and abstracting journals in the 19th century, application of computer technology in the 1970's, adaptation of CD-ROMs in early 1990's and access to Internet in mid 1990's are the key historic events that changed the concepts, attitudes and capabilities of librarians.

CUSTODIAN

Traditionally librarian is accepted as the custodian of the library. He is made responsible for the stock, equipment and the buildings. In the context of business management which make judgements, assessments and evaluations in terms of assets and liabilities, the material resources would become the main concern of the library. Librarian was accountable for any losses, deficiencies, depreciation and damages that are caused to the library resources. The attitude of management had adversely affected the performance of the librarian. The librarian who emphasises the custodian role would directly or indirectly tend to discourage the readers in using library resources particularly the equipment; such librarians would consider the user as a 'nuisance'.

It is observed that some librarians keep the books in locked cabinets as they are more concerned with the safety of the books. Administration regulations of some organisations require handing over the library stocks in the event of the librarian's termination or relinquishing his duties. He is accountable for any losses of the items which were in his custody. Unfortunately this procedure has affected the retirement benefits and promotional prospects of librarians. Another factor that had forced custodian role on librarians is the audit

procedure of some institutions which emphasise the existence of property, not the use. Since audit procedures supersede the library procedures, the librarian is sometimes surcharged for losses or damage of library material.

A librarian who has virtually become a prisoner of the custodian's role would not be free to operate reader service which promotes use of library material. 'Use' and 'Storage' happens to be at the two ends of the reader services. Pushing reader services towards 'use' would put library material at risk. Bringing reader service to the other end would restrict utilisation of library material.

However, taking a liberal attitude towards use of the stock by not taking any interest of its safety is not expected from a librarian as he cannot totally escape from his custodian role.

This clearly shows that the librarian should use his experience and expertise in decision making in relation to the custodian role.

ARCHIVIST

The Librarian is expected to preserve his stock. He is required to take preservation measures to safeguard books and other written records from man-made and natural disasters and to treat these records against physical and chemical degradation. In recognition of this duty of the librarian, they are educated and trained in preservation and conservation of library material.

Although information becomes obsolete after sometime, certain percentage of information sources in any library would not become totally obsolete. Such sources need to be retained in the library as they would be used as active sources of information for research purposes. Special care should be taken to preserve these records which are often not made in long lasting material. When valuable records get damaged by fire, floods, fungus or by pests, they have to be repaired and rehabilitation.

Preservation and conservation of library material is a specialised archival task. Unlike normal archival records which are rarely used, these records have to be treated and repaired for frequent use.

Main purpose of early libraries was preservation of written records which were rare as there were only a few writers who took special effort to put their thoughts in records. Only those who were in the highest social strata were

literate and had the ability of writing and using written records. The written records were expensive as there was scarcity of writing material. Duplication of records had to be done by hand copying. These factors made written records precious and library which stores these records functioned as an archive and the librarian as an archivist.

As in the case of custodian's role, the archivist's role of the librarian also does not encourage the use of written records. Archivist's attitude prevents the librarian promoting utilisation of library resources as he is more concerned of the preservation of records.

Present day archivist assumes the responsibility of preservation of written records for the future use. The archival materials are accessible only by bona-fide users.

The librarian today is not expected to overlook the archivist's role. Identifying books and other records that have historical and research value and protecting them from hazards are essential tasks of a librarian.

Archivist's role has to be played in a balance way without discouraging use of library material.

DOCUMENTALIST

Early libraries confined their services mainly to provision of books on request of users. The librarian performed this service by either relying on his memory of the stock or on a simple list of library material. When the requests of the readers and the forms of literature became complex the librarian found this traditional practice is inefficient and ineffective. Need of special tools which expose the contents of the library stock was felt. Documentation service started with the aim of satisfying this requirement.

Documentation is a process of preparing documents that would help utilisation of the library stock. A wide range of documentation techniques had been introduced. These include cataloguing, classification, indexing, abstracting, translation, digesting, reviewing, repackaging etc. These processes involve mainly information analysis and consolidation. Products of documentation such as catalogues, indexes, bibliographies, directories, reviews are essential materials for information and library services.

Documentation is an essential function of a librarian who operates an information bureau, information analysis centre, documentation centre or data centre. To perform the documentalist's role, the librarian is required to have, in addition to technical knowledge in documentation, background knowledge of the subject concerned.

It has been observed that some librarians give too much emphasis to documentation. It is not exaggerating to state that an average professional librarian handling a one-person library spends 60% of his time for documentation. He devotes rest of his time for reader services and management. Many librarians think that developing comprehensive, perfect and high quality information tools which conforms to standard documentation practices is more important than handling user services. This attitude of librarians is not helpful in achieving the primary objectives of the library services.

Information technology which promotes sharing, transfer and exchange of information has helped minimising duplication of documentation efforts. Shared and centralised cataloguing programmes supported by computer techniques have saved documentation time of a librarian giving him more time to attend to other services. On-line access to bibliographic databases, electronic editing of records and selective downloading of bibliographic files help the present day librarian in attending to documentation work more effectively.

Documentalist's role has become a special task of the modern librarian. He should encourage selective documentation targeting specific user categories so that specialised information products could be generated to promote library and information services.

INFORMATION SPECIALIST

Traditionally the librarian happened to be an intermediary person between those who need information and those who hold information. Searching for information in the library stocks and in external sources, presenting the search results in user friendly format and conducting referral services are some information functions that have been accepted as part of the normal duties of a modern librarian. To perform the information functions, the librarians have set up information bureaux, physically or logically within the library. Understanding the queries, analysis of concepts, formulation of search

strategies, retrieval of information, evaluation of search results, dissemination of information products are the basic techniques in information searching. Since information tasks are essential components of the role of the librarian he is required acquire these skills.

In early days information functions were hidden in library services and were not received much attention by the librarian. However when users were more demanding and information sources became more complex, the librarian could not ignore the information tasks. Today a user finds it logical to approach a librarian for information and the librarian is not surprised to receive wide range of inquiries from users.

Introduction of abstracting journals had made information services of the libraries more systematic. Often users had been advised to do their own searches using the abstracting journals. When the abstracting journals became more and more specialised, readers found it is more time consuming to do searching by themselves. Assistance of the librarian was sought for information searching.

Abstracting journals covering multidisciplinary and highly specialised subjects caused problems to the searchers. Compilers had adopted their own thesauri for indexing and hence it was necessary to formulate strategies for each abstracting journal. Users found this a highly complicated task and hence information searching was again made a responsibility of the librarian.

Abstracting journals were expensive and a common facility like a library was required to acquire these. The librarian, been the custodian of these valuable information sources, had to draw up programmes to utilise them.

Application of information technology for converting the abstracting journals into computer databases which were available on-line, changed the scenario. Users in the developed countries found accessing on-line databases less expensive and more convenient than visiting a library. On-line hosts provided retrieval software to make the searching less complicated. However, the users continued to approach the librarian for information. Several factors contributed to this habit. Firstly, the users found their searching skills are not adequate to harness the best results from the databases. They observed that they are missing important references due to the weakness in the search strategy. Secondly, they had no mechanism to acquire the original document.

Introduction of the on-line databases which were practically inaccessible to the librarians in Developing Countries, had no significant effect on the library.

Multimedia CD-ROM databases are now available in Internet. This has created new challenges to the librarian. He is expected to modify his role of information specialist to accommodate the new information media which has introduced new dimensions to information services.

GATEKEEPER

Closer study of the librarian's functions reveals that the librarian is involved in some kind of controlling the inward flow of information. A library has to use a collection development policy as it finds it impossible to acquire all material needed by it. Money, staff, buildings and equipment are available in limited quantities and hence the library has to be selective in acquisition. It is particularly impossible to draw up a comprehensive collection development policy which could be automatically followed in acquisition of library material. Any collection development policy has room for the librarian to exercise his direction.

Gate-keeping role of the librarian comes into effect when he has to use the discretion in selecting library material. Hence gatekeepers role could be identified as an informal function of the librarian.

Since knowledge acquired by the users to a great extent depends on the library stock, the gate-keeping role of the librarian indirectly affects the wisdom of the users. Surprisingly the authorities fail to recognise the power of this informal function of the librarian. Although librarian does not enjoy a key position in the organisation, he informally attains to a key position by engaging in gate-keeping functions.

Effectiveness of the gate-keeping role depends on the capabilities and abilities of the librarian. Background knowledge of the subject, understanding the interests of the users, awareness of availability of literature, ability to manipulate suitable acquisition mechanism are some of the key factors that would influence the gate-keeping functions.

When users' requirements became more complicated, information sources became increasingly complex and library resources became limited, gate-keeping functions of the librarian became less effective and less systematic.

INFORMATION COUNSELLOR

Although counselling had received the attention of the librarian only during recent past, the early librarians too engaged in this function to some extent. Main functions of counselling are; interviewing the user and helping him to understand his information problem, advising the user in formulating a search strategy, assisting him in searching information, procurement of documents retrieved by the search. It shows that the librarian has to continuously maintain dialog with the user in all stages of counselling. This could be done using person-to-person communications such as interviewing, e-mail, telephoning, exchange of letters etc.

Users are often unable to express their information problems. Some users would not like asking direct questions by the librarian. Hence the librarian should be tactful in interviewing the user. When the problem is identified it should be expressed in terms of standard codes used by the library. These would be classification numbers, subject headings or keywords. Only experienced users can manage formulating a search strategy. Often this step is undertaken by the librarian. Conducting a search using internal and external databases is best done by the user with the assistance of the librarian. If the document retrieved is not available in the library, it should be procured from an appropriate source. Establishment of formal and informal links with external sources would help processing documents required by the user.

School librarians will perform the counselling task in a different point of view. They emphasise instructing which includes advising and offering options. It was the practice of some public librarians to operate 'readers' advisory service'. This service is usually confined to advising the readers on what they should read. Hence to perform advisory services the librarian should have read the documents in the collection.

Counselling is more than advising library users on what they should read. To perform the advisory services the librarian should have widely read. He should personally know not only the subject coverage, but also the targeted audience of different types of documents in his collection. Naturally personal opinions and views influence the advisory service. School librarians and public librarians generally encourage in advisory services particularly when they handle reference queries. Consultation services include advisory service but without influencing the reader by personal views of the librarian.

Counsellor role of the librarian brings respect and reputation to the librarian's position. This role facilitates interaction with users which immensely helps improving library services. Special librarian playing counsellor role becomes a specialist who is recognised by the staff. In the case of school libraries, the role makes the librarian an academic staff member while the public librarian a social worker.

To perform a counsellor's role effectively, the librarian should develop communication skills.

INFORMATION BROKER

A broker is a person who acts as an agent or intermediary contractor, buying and selling etc. As an intermediary he negotiates with the requestor and with the supplier. In the field of information, the information broker first interviews the user to understand his specific requirements and then explores the information sources to identify the appropriate information that would help satisfying the requirements of the user. When the librarian plays the role of information broker he would not want the user to come to him with their problems. Instead the librarian will approach the user to find out their problems. In addition to understanding the specific information problems, the librarian will assess the capabilities of the user. The subject knowledge of the user, language capabilities, urgency, quantity of information required, price that the user likes to pay for information (for photocopies, on-line searches, postage etc.) are some of the factors that the librarian has to consider in assessment of the user.

Formulation of search strategy, selection of information sources for searching, identification of appropriate information, organising information in a user-friendly manner are done by the librarian. Emphasis is given to the external information sources. The librarian should have a thorough knowledge of the accessible information sources.

Information brokering is a time consuming task. Not only the availability of information sources, but also the characteristics of the source should be known to the librarian. The user would require information in a given format such as bibliographical, textual, graphical, statistical etc.

With the creation of Internet the users are now exposed to a vast volume of information. Internet facilitates easy access to a wide range of databases.

Some argue that Internet makes libraries redundant as a user could explore globally the information sources and locate information.

It is now realised that since users can easily go astray in navigating through the network, services of an expert who could retrieve information by proximity, timeliness, relevance, credibility, appropriateness, affordability, applicability and usability is required. Hence demand of information broker's role of the librarian would increase in the future.

INFORMATION RESOURCES LOCATOR

As Internet continue to grow rapidly by encompassing and acquiring variety of information sources all round the world without taking into account the validity, accuracy, authenticity and social offensiveness, location of information has become a confusing, complicated, complex and often frustrating activity. Information broker's role explained above need to be supplemented by acquiring new capabilities.

The Librarian has become an Information Resource Locator. This new role of the librarian is associated with location of most appropriate information sources in the Internet and creating links to facilitate quick access. Librarian is required to monitor the regular requirements of the users, identify sources of information that provide required information, establish avenues to approach the information sources and develop mechanisms to deliver information and documents. Sources of information are located in web pages of individuals, organisations, publications and catalogues. Since web pages are volatile in nature the hyperlinks to the web pages often become unstable. The librarian should regularly check the links and re-construct them if necessary. As most web sites need passwords to enter it is necessary to maintain contacts with the hosts.

Librarian is required to acquire knowledge and skills in handling search engines, designing web pages using mark up languages, manipulating tools used for transmitting, downloading and viewing of information. To help performing the Information Resource Locator's role librarians develop virtual libraries.

CONCLUSION

Study of different roles of the librarian shows that they are concerned on three aspects: stock, services and users. Custodian and archivist concern with the

protection of the stock; gatekeeper on selection of stock and information broker and resource locator mainly on external information resources. Interaction with user is also differs in different role. Counsellor spends more time to discuss the problem, information broker and information specialist to analyse the problem, archivist to check the intention and custodian the authority. Documentalist has no interaction with the users. Skills required for roles differ widely; archivist in document preservation, documentalist in subject analysis, information specialist in search strategy, information broker and resource locator on external sources, counsellor in communication and gatekeeper on selection tools.

The librarian would play a different role at different time depending on the circumstances. He should not become a prisoner of any particular role. As some roles conflicts, selection of the most appropriate role is a management skill that should be developed by librarians.

REFERENCES

- Harrison, K.C. ed. (1976) Prospects for British librarianship. London : Library Association.*
- Kaltwasser, Frinz George. (1980) Libraries as information service agencies. IFLA Journal. Vol.8 (2). pp.147-158.*
- Kochen, Manfred. (1975) Information for action : from knowledge to wisdom. New York : Academic Press*
- Schwartz, Stephen. (1984) Education for research in library and information. Stockholm : Royal Institute of Technology Library.*
- Thomas, Diana M., Ann T. Hinckley and Elizabeth R. Eisenbach. (1981) The effective reference librarian. New York ; Academic Press.*

CURRENT TRENDS IN EUROPEAN LIS EDUCATION AND SOME THOUGHTS FOR SRI LANKAN LIS EDUCATORS

PRADEEPA WIJETUNGE

Senior Assistant Librarian
University of Colombo, Sri Lanka

Abstract

This paper provides a brief history of LIS education in the USA and the UK where formal LIS education was originated. Secondly it describes the current status of LIS education in different regions of Europe. Status of British LIS education is also included considering its well established nature. Thirdly it discusses the current trends of LIS education in Europe and finally points out some facts which need the attention of the LIS educators of Sri Lanka.

BEGINNING OF LIS EDUCATION

Formal Library and Information Science (LIS) education was first started in the USA. The year 1887 is a landmark not only in the history of American library education, but in library education world-wide because Melvil Dewey founded the first school of librarianship at the Columbia University. Until then, librarians were trained in the USA in libraries as an outgrowth from the tried and tested medieval practice of craft apprenticeships supported by reading the professional literature and attending meetings organised by the American Library Association (ALA). By 1900 the first school of LIS had become the model of a number of similar programmes, and the ALA decided to establish its Committee on Library Training to oversee and evaluate their quality. Differences between the library practitioners and the academics developed over the years and the Association of American Library Schools (AALS) - the antecedent of the Association for Library and Information Science Education (ALISE) was established in 1915 as an independent professional organisation to establish more stringent standards.

Charles Williamson (1923), together with other proposals, recommended that library education should be affiliated with universities. He also argued that only graduates should be admitted to library science programmes. Board of Education for Librarianship (BEL) was established under ALA to carry out Williamson's recommendations. Carnegie Corporation endowed the Graduate School of Library Science at the University of Chicago using these standards established by the BEL. In 1933, 1951, 1959 and in 1972 standards for library schools were reviewed.

In the UK, library education was provided by the Library Association (LA), by means of summer schools, part time lectures and correspondence courses and the LA guarded this monopoly for a greater part of the 20th Century. In 1919 a full time course was started at the University College of London but this was not welcomed by the profession. This led many university librarians to stand aloof from the activities of the LA. Special and Industrial librarians did likewise and formed their own association (ASLIB). In 1946 fulltime courses were started at non-university institutions which were called technical colleges, colleges of commerce and literary institutes.

According to **Bramley (1975)**, chief characteristics of library education in the UK are the professional examinations, award of certificates and maintenance of a professional register by the LA. There were significant changes in 1964 which altered the library education - the introduction of a new syllabus by the LA and foundation of the Council for National Academic Awards (CNAA). During the decade of 1965-1975 the LA progressively relinquished its control of the courses which prepare students for its qualifications.

By the end of the 1960s there were several universities offering course in librarianship. **Bramley (1975)** describes that from a "uniportal" system of education for librarians in Britain was transformed to a "multiportal" system which offered courses at universities, university colleges, polytechnics and colleges.

American model of LIS education was followed in many other Countries including Canada and Indian Subcontinent. British model was mirrored in Australia and New Zealand. Both these models have influenced the LIS education in Sub-Saharan Africa and Arab countries. But most of the European countries have there own forms of LIS education and training.

STATUS OF LIS EDUCATION IN EUROPE

The status of LIS education in Europe vary across the different regions. Central and Eastern Europe seems to have the least developed LIS education system. The common characteristic of these countries was the period of non-democratic subjection to communist political and economic systems from the mid 1940s to the late 1980s. According to **Kemp (1997)**, libraries in these countries existed and was co-ordinated by their respective Ministries of Culture but they were closed access systems often engendering a conservationist rather than a user oriented approach to library services. Education for LIS largely remained caught in traditional models. Transition to democratic forms of government and movement towards market economy systems since 1989 have had a major influence on Library and Information Science development. It was necessary to reform and update the library systems to meet the educational, economic and social needs of the transition.

Several authors (**Saunders, 1985, Johnson 1992 & 1993, Aman 1993**) have commented on the problems which LIS education face in the Central and Eastern Europe. The major problems mentioned by them are the lack of suitably qualified teaching staff, lack of research, lack of familiarity with modern management techniques and application of IT in libraries, lack of recognition and poor social status of librarians, lack of text books and education literature and lack of financial resources for development.

Kemp (1997) further says that assistance has been extended by Western Europe to upgrade libraries and LIS education in this region. Two organisations which provide such assistance are the European Community Programme for the economic and social restructuring of Central and Eastern Europe (PHARE) and Trans - European co-operative scheme for higher education (TEMPUS).

Library education in Nordic countries seem to be in a better condition than that of the Central and Eastern Europe but there is no general Nordic model of library education. Programmes have different titles, different paradigms for their starting points and different relationships to the national university systems and to the library field. These programmes are integrated in the general university system, come under different faculties and departments. Finland and Iceland have organised their LIS education system within the university system. **Hannesdottir (1983)** observes that three types of LIS courses are offered by the Faculty of Social Sciences, University, of Iceland.

10-15 students graduate each year and the author says that unemployment is not a problem for Icelandic LIS graduates. But he stresses that these graduates are generalists and that there is a need for more specialisation in the future. Norway and Sweden have chosen the polytechnic solution and Denmark has its Royal School of Librarianship. According to **Henrikson (1997)** general trend is that LIS is treated as an academic subject in all Nordic countries.

Outstanding co-operation between Nordic LIS education programmes is a significant characteristic. The Nordic Network of Library Educational Institutions is about 20 years old and its objectives are exchange of staff and students, co-operation on continuing education and co-operation on research and development. (**Enmark 1997**)

LIS education in Southern Europe is also not trouble free. **Xuereb (1993)** focusing on libraries in Greece, Italy and Malta, discusses the issues including the lack of adequate professional education and re-training in these countries. **Krikelas (1982)** observes that, various efforts have been made to improve LIS education in Greece during the past 30 years. Although these programmes are useful, they are not completely satisfactory and the hope for a university level school of librarianship is expressed. A review of efforts indicates the lack of progress may be due to the nature of Greek educational system and the current pattern of staffing libraries. A proposal for dealing with the present needs of Greek libraries is offered as an interim solution.

LIS education is in different levels of development in Western Europe. In France library science has taken a long time to establish. According to **Merland (1984)**, French LIS education is highly centralised and structured. **Wormell (1990)** commenting on the LIS education in Western Europe says that, recent trends in the development of education and training have been technology driven advances and a lack of emphasis on human aspects of information transfer. Other changes are particularly relevant to the needs of business and to the encouragement of effective communication and management of information resources. She further comments that, the lack of serious national and international policy guidelines for the education of information professionals causes confusion both in the validation and harmonisation of the various study programmes, as well as barriers to the desired professional mobility.

Several works available on the European LIS education in general indicate some common concerns. **Hibbott (1977)** investigates the education for LIS in

EEC countries and mutual recognition of LIS qualifications in the EEC. Reviews existing EEC legislation on the recognition of professional qualifications in relation to possible developments in the recognition of librarianship qualifications. According to **Virkus (1995)** many library schools are revising curricula so that they can respond better to the needs of new information markets. Terms replacing "librarian" are proposed and the difficulties of implementing curricula changes in Eastern Europe are outlined.

Literature points out to several co-operative schemes towards development of education in general and LIS education in Europe. **Fulop (1995)** describes the aim of the TEMPUS as to contribute to the development and modernisation of the higher education of Central Eastern European countries. The main aims of the project are elaboration of an up to date European curriculum, creation of the technical conditions necessary for the new curricula and the organisation and securing of the mobility of tutors and students. ERASMUS (European Community Action Scheme for the Mobility of University Students) offers scope for curriculum development studies and a range of individual study programmes (**Macdougall & Brittain 1993**). EUCLID (European Association for Library and Information Education and Research) was founded in 1991. The increase in worker mobility within Europe and the need to be able to judge qualifications achieved in one country in relation to the labour market and educational system of other countries is becoming common. **Harbo (1994)** suggests that EUCLID might be a framework for discussing curriculum development and the equivalences of qualifications in the LIS field. Yet according to **Wormell (1990)** the EEC's call for co-operation and the opportunities offered within the framework of European programmes such as ERASMUS, COMETT, IMPACT etc. have not influenced the present pattern of education for library and information professionals. WERTID (West European Round Table on Information and Documentation) is seen as a remedial measure.

LIS education in the UK is undergoing rapid changes. For instance, **Macdougall and Brittain (1993)** claim that, "many LIS schools and departments have been involved in a fundamental review and revision of both their recruitment policies and curricula including an examination of the skills and expertise required by employers in the emerging markets. At the same time, many schools and departments have undergone major reorganisation and restructuring. New staff have been recruited, with a wider range of skills and knowledge, and existing staff have been encouraged to enlarge and update

their skills and knowledge". Therefore it is worth looking into the LIS education in the UK in detail.

Currently there are 16 universities offering courses in LIS at undergraduate and postgraduate level. The degree courses are accredited by the LA and the Institute of Information Scientists (IIS) in some cases, and they have British Association for Information and Library Education and Research (BAILER) to promote their joint interests. BAILER (1998), was founded in 1992, superseding the Association of British Library and Information Schools (ABLISS). Its aims and objectives are to develop co-operation in teaching, learning and research in LIS within the UK and to maintain contacts out side the UK. For non-professional workers, courses are conducted by the City & Guilds Institute, Business and Technicians Education (BTEC), and Scottish Technical and Vocational Education Council (SCOTVEC). LIS also will be offered by, a number of organisations as NVQ (National Vocational Qualifications) which will be accredited by National Council for Vocational Education (NCVQ).

According to **Macdougall and Brittain (1993)**, the past decade has been one of fundamental change, both in institutional structures and in the organisation of courses, curricula and student recruitment. The impact of emerging markets has meant an injection of new concepts and new methods into the traditional subject areas of librarianship. The influx of new staff and students with innovative ideas and different skills, often not from traditional library backgrounds, has led to a rejuvenation of the old-style library schools.

These authors further observe that, unlike the US library schools, UK library schools survived the closure. In the UK contacts between LIS departments and other University departments have been stronger and in some cases led to merges with others as a result of economic pressures. Staff in the UK are well aware of the dangers of concentrating too hard on the technological changes at the expense of other aspects of LIS curriculum, particularly the newer disciplines of communication and marketing skills. Whitebeck clarifies this point further by saying that, "education for LIS in the United Kingdom is moving to adapt to the times and the needs of the 1990s and beyond. While many of the features of library education in Britain are similar to those in North America, there are differences that may be of interest to educators on this side of the Atlantic. For example, the undergraduate program remains a major effort in most of the schools of LIS in Britain. It is one of two "bread

and butter" degrees, the other being the graduate diploma or Master of Science or Arts degree" (Whitebeck 1990. p. 238). Muddiman (1994) observes that, recent trends in UK LIS education are usually portrayed as innovations in response to changes in the labour market. He presents an alternative analysis which relates key developments to the growth of a "new vocationalism" in UK higher education. He identifies the elements of this new orthodoxy and assesses its influence on current LIS education programmes. Important consequences have ensued : decline of specialised contextual study, erosion of a social model of vocational preparation, and an accompanying change in emphasis in the focus of professional information work. These trends amount to an "instrumental drift" in UK library and information education.

Macdougall and Brittain (1993), point out that the greatest challenge facing, the LIS education in the UK is the requirement to increase output at a time of reduced resources. Modularization is adopted as a solution. They further claim that the increase in numbers of students is expected to continue over the next two years but then to stabilise or even decrease. A severe impact on recruitment is the reduction in numbers of the 16-19 year-old-population between 1988 and 1995 by about 40%. Moore (1990) argues that, this reduction, combined with fewer applicants for undergraduate degrees in LIS, means that LIS schools will have to attract students from different backgrounds, particularly mature students.

CURRENT EUROPEAN TRENDS IN LIS EDUCATION

The key LIS educators not only in Europe but all over the world are concerned about the future of the profession and the directions of LIS education. Van House and Sutton (1996) express fear that LIS education is likely to go the way of the pandas: cute, well-loved, coddled, and nearing extinction. Using ecological and sociological theories they describe the radical nature of the change facing the LIS education. They warn that survival of LIS education does not necessarily mean the survival of current programmes and certainly not in their current forms. They warn that increasing value of information is bringing other professions into the information field and suggest that LIS education needs to substitute an information - centred focus for its traditional institutional focus.

Brittain (1987) asserts that, the UK is moving away from a closed system for the employment of LIS graduates towards an open-ended market. The number

of posts for librarians and information scientists in the conventional market is finite and employers are hungry for information professionals who can bridge the gap between traditional librarianship and computer science. He suggests that a fundamental revision of LIS education system is required in order to serve the emerging markets.

Enser (1995) points out that the discipline of LIS has blurred in to a wider conceptual landscape, its boundaries overset by the forces which are shaping the information society and he says that today's library schools need to trace its new boundaries in this information society.

However, **Muddiman (1995)** thinks that there is an obsession with "emerging markets". According to him education for librarianship and information work faces uncertain time. He reviews the recent fragmentation of library education raising the issues as influence of the "new" vocationalism and the rise of NVQ and CPD (continuing professional development). These developments, according to Muddiman, bring with them the danger of a return to apprenticeship and the end of library and information science. Suggests that LIS must re-emphasise its distinctiveness as an academic discipline, reassess its targeted labour market and work together with other stakeholders to develop a restructured system of occupational education based on accessibility and co-operation. The result might then be the rebirth of the librarian in a new age.

Vikus (1997) observes that the new networked electronic environment has deeply affected the world of information and has an immediate impact on the role of information professionals. The networked environment has also changed the way libraries and librarians serve readers. Training information professionals to cope with the extended responsibilities has been a challenging task for LIS programmes.

Walsh (1997) mentions that the evolution of modern information technologies has spawned a new lexicon. Librarians have been called warriors on the information superhighway, cybrarians, and navigators in the knowledge economy. While few can legitimately claim such status in cyberspace, all need to aspire to this goal. These new information technologies provide threats and opportunities to the global library community. We must exploit the opportunities or risk our marginalisation in this prevailing world.

LIS EDUCATION IN SRI LANKA

LIS education in Sri Lanka dates back to the 1950s. The first attempt at training in librarianship was made by the Ceylon Institute of Scientific and Industrial Research (CISIR) in 1957, by conducting a two-week full time course. But any attempt at a systematic and continuing training in librarianship did not begin until mid 1961.

At present, Sri Lanka Library Association conducts a three tier part-time course and a Library Technicians Course. Department of Library and Information Science (DLIS), University of Kelaniya conducts a similar three-tier course in addition to their undergraduate and postgraduate degree programmes in LIS. University of Colombo, conducts a Masters Degree in LIS (MLS). National Institute of Education (NIE) conducts a Bachelor of Education programme for teachers and Educational Technology and Information Science is one component of this programme.

Professional LIS education programmes of Sri Lanka seems to have a problem in recruiting suitable candidates. Librarianship as a profession is not well recognised in the country. Therefore there is no competition for admission from the students. This affects the selection of best students for the LIS programmes and in turn affects the quality of librarians.

The Sri Lankan LIS education programmes concentrates mainly on educating personnel to manage a library by providing an in depth knowledge of traditional library practices. Cataloguing and classification takes a prominent place in the curriculum, and trainees are provided with an introductory or basic level knowledge of traditional library procedures and concepts. None of the courses provide an opportunity for a librarian to specialise in any particular field. Another drawback in the LIS education system is the lack of retraining or continuing education programmes.

The nature of teaching faculty itself creates several unhealthy conditions in the LIS education field. Since 94% of the teachers are involved on part time basis, their commitment to teaching is extremely limited. There are no full time staff members to provide student guidance except in DLIS. Teachers are not provided with any sort of training in teaching methods by the employing organisations, therefore teaching methods and expertise depends solely on the individual's natural instincts.

Co-ordination of the LIS education programmes seems to have a problem. Although the legislation is there, they are not strong enough to force anyone to maintain standards or to control commencement and termination of programmes. **Irving (1983)** recommends that the education Committee could consider establishing a small working party to review the future developments of professional qualifications. This would ensure continuous appraisal and help to identify future trends in all aspects of education for the profession.

CONCLUSION

It is rather regrettable that, same problems, which Irving has identified, in her study in 1983, still exist after 15 years. Most of the recommendations given at the end of her study have gone unheeded. Besides the commencement of two Masters Programmes in LIS, there has been little development.

IT is not alien to Sri Lanka anymore. Use of Information as well as IT is increasing rapidly in Sri Lankan organisations, especially in the private sector. Information brokers who provide for a price but at a speed are active within the country. Educational institutions, which provide training at various levels in IT, are being established. In the near future a private university with foreign collaboration will be established to provide graduate level training in IT. Do all these developments imply that the librarian will lose his/her position in future? If the educators are insensitive to the "emerging market" which requires a variety of new knowledge and skills Sri Lankan librarians too might take the path of the cute and cuddly Pandas very soon.

To evade this dilemma, our LIS education system needs immediate attention of the professionals. We need more full time teaching staff, better educational and library facilities, a revised curriculum, more and more research, publications especially in Sinhala and Tamil, better control and accreditation of courses, and students of high academic standards.

In the development of LIS education system SLLA and SLNLSB must play a more authoritative role than being educational organisations. SLLA seems to have ignored its role as the guardian of the profession in its attempt to provide educational programmes.

REFERENCES

- Aman, Mohammed M. (1993). Education for library and information science in the Soviet Autonomous Republics. Journal of Information Science. Vol. 19(2). pp. 155-160.*

BAILER : British Association for Information and Library Education and Research. [on-line]. <http://www.livjm.ac.uk/bailer/bkground.htm>.

Bramley, Gerald (1975). *World trends in library education*. London : Clive Bingley.

Brittai, Michael (1987). *The emerging market for information scientist : implications for evaluation and training*. In *The new information professionals : Proceedings of the Singapore-Malaysia Congress of Librarians and Information Scientists*, Singapore. 4-6 September 1986. Ed. By Ajita Thuralsingham. Aldershot : Gower. pp. 261-278.

Enmark, R. (1997). *Library education in the Nordic countries*. **Scandinavian Public Libraries Quarterly**, vol. 30 (4). pp. 4-8.

Enser, Peter (1995). *Beating the bounds of LIS : Proceedings of 1st British-Nordic LIS Conference*. <http://epip.lut.ac.uk:80/bailer/10-peter.htm>.

Fulop, G. (1995). *The TEMPUS - connection of the Department for Library and Information Science of the Eotvos Lorand University Budapest*. **Education for Information**. Vol. 13 (1). pp. 35-40.

Hannesdottir, Sigrun Klara (1983). *Education for librarians*. **Scandinavian Public Libraries Quarterly**. Vol. 16 (4). p. 128.

Harbo, O. (1994). *EUCLID. Education for Librarary and Inforination Servievs : Australia*. Vol. 11 (3). pp. 23-26.

Henrikson, Tor (1997). *Nordic Countries*. In *International encyclopedia of Information and Library Science*. Ed. by John Feather and Paul Sturges. London : Routledge. pp. 317-318.

Hibbott, Yvonne. (1977). *Education for Librarianship in the European Economic Community and the mutual recognition of qualifications*. *MLS thesis*. Loughborough University of Technology. p. 138.

Irving, Ann (1983). *Education and training for library and information work*. Colombo: SLNLSB.

Johnson, I. (1992). *Librarianship and professional education in Poland*. **Focus on Inlernational and Comparative Librarianship**. Vol. 23 (3). pp. 84-88.

Johnson, I. (1992). *Librarianship and professional education in Hungary : the second of three reports on the situation in Eastern Europe*. **Focus on Inlernational and Comparative Librarianship**. Vol. 24 (1). pp. 14-17.

Kemp, Ivor (1997). *Eastern Europe*. In *Encyclopedia of Information and Library Science*. Ed by John Feather and Paul Sturges. London : Routledge. pp. 113-116.

Krikelas, James (1982). *Education for librarianship in Greece*. *Library Quarterly*. Vol. 52 (3). pp. 227-239.

Macdougall, Jennifer and J. Michael Brittain (1993). *Library and information science education in the United Kingdom*. *Annual Review of Science and Technology*. Vol. 28. pp. 361-390.

Merland, Michael (1984). *The education of libraries and documentalists*. *Journal of Library History*. Vol. 19 (1). Pp. 143-165.

Moore, Nick (1990). *Library and information education in Britain : the scope and European cooperation*. *Libri*. Vol. 40 (2). pp. 153-157.

Muddiman, D. (1994). *Innovation or instrumental drift?: the new vocationalism and information and library education in the United Kingdom*. *Education for Information*. Vol. 12 (2). pp. 259-270.

Muddiman, Dave (1995). *Information and library education : a manifesto for the millenium*. *New Library World*. Vol. 96 (1119). pp. 26-31.

Saunders, Wilfred L. (1985). *Library and information science education for Yugoslavia : an external view of needs and problems*. *Education for Information*. Vol. 7 (4). pp. 275-282.

Van House, Nancy A. and Sutton, Stuart A. (1996). *The Panda syndrome : an ecology of LIS education*. <http://istweb.syr.edLi/~sutton/panda.htm>.

Virkus, S. (1995). *Cyberdetective, infonaut, knowledge engineer, cybrarian or what?* *Nordinfo Nytt*. Vol. 4, pp. 30-34.

Virkus, Sirje (1997). *Education and training of librarians and information professionals in the networked environment*. IFLA General Conference 63rd. *Conference Proceedings*. <http://www.lfla.org/IV/ifla63/63-virs.htm>

Walsh, Virginia (1997). *The future of the library profession*. *IFLA Journal*. Vol. 23 (1). pp.13-16.

Whitebeck, George W. (1990). *Recent developments in library and information science education in the United Kingdom*. *Journal of Education for Library, and Information Science*. Vol. 30 (3). pp. 238-241.

Williamson, Charles C. (1923). *Training for library services*. New York : Merrymount. (Reprinted Scarecrow Press 1971).

Wormell, Irene (1990). Introduction. *Libri*. Vol. 40 (2). pp. 97-100.

Xuereb, P. (1993). University, libraries in Southern Europe. *European Rnearch Libraries Cooperation*. Vol. 3 (3). pp.277-288.

ගණිතය හා සංඛ්‍යාතය පුස්තකාල හා විඥාපන විද්‍යා විෂයට යොදාගැනීම සහ එහිලා ග්‍රන්ථවිඥාපනමිතිය පිළිබඳ විශේෂ විමර්ශනයක්

ඩබ්. ඒ. චිරසුරිය

ජ්‍යෙෂ්ඨ කථිකාචාර්ය, පුස්තකාල හා විඥාපන විද්‍යා අංශය
කැලණිය විශ්වවිද්‍යාලය

සාර සංග්‍රහය

ගණිතය විශේෂයෙන් සංඛ්‍යාතය, පුස්තකාල හා විඥාපන විද්‍යා විෂයෙහි ලා භාවිතා කරන අයුර සහ අනාගත අවශ්‍යතාව විග්‍රහ කෙරේ. ග්‍රන්ථවිඥාපනමිතිය, පුස්තකාල හා විඥාපන විද්‍යා විෂයෙහි භාවිතා වන අන්දම හා ග්‍රන්ථවිඥාපනමිතිය කුමක්දැයි පැහැදිලි කෙරේ.

හැඳින්වීම

පුස්තකාල හා විඥාපන විද්‍යා විෂය අනෙකුත් සමස්ත විෂයයන්ගෙන් වෙන්කොට එය සුවිශේෂිතව වෙන්කර දැක්වීමේ දූෂ්කර බව, අනෙකුත් සමස්ත විෂයන් රාශියක් මගින් පුස්තකාල හා විඥාපන විද්‍යා විෂය පෝෂණයවීම, සහ මෙකී සමස්ත විෂයයන් සංවර්ධනයෙහිලා පුස්තකාල හා විඥාපන විද්‍යා විෂයෙහි අවශ්‍යතාව හා දායකත්වය යන තෙවදැරුම් කරුණු මත පුස්තකාල හා විඥාපන විද්‍යා විෂය තවමත් පර්යේෂණ ක්‍රම විද්‍යාව, පද්ධති විද්‍යාව, දැනුම් විද්‍යාව, පරිගණක විද්‍යාව, ගණිතය, සංඛ්‍යාතය යන විෂයයන්වල අරමුණු හා පරමාර්ථ අනුව යමින් ඒ හා සමාන කාර්යභාරයක් ඉටු කරනු ලබයි. පුස්තකාල වර්ගීකරණ පද්ධති¹ වැඩි ප්‍රමාණයක පුස්තකාල හා විඥාපන විද්‍යා විෂය පොදු වර්ගයට ඇතුළත් කර ඇත්තේ මෙම මූලධර්ම මත පිහිටා සිටිය.

පුස්තකාල හා විඥාපන විද්‍යා (පුවිච්) විෂයේ සංඛ්‍යාමය ගුණයන් තිබේද?

පුස්තකාල හා විඥාපන විද්‍යා විෂය තුළ ප්‍රමාණාත්මක අධ්‍යයන² (Quantitative study) මෙන්ම ගුණාත්මක අධ්‍යයන³ (Qualitative study) යන දෙවදැරුම් හැකියා තිබේ. මෙහිලා ප්‍රමාණාත්මක අධ්‍යයන හැකියාව යනු පුස්තකාලයක දිග පළල කවරේද? එහි ඇති පොත්පත් ප්‍රමාණය කොපමණද? සංගීත තැටි, ඩිස්ක ප්‍රමාණය කොපමණද? වාර සගරා නාම ප්‍රමාණය කොතරමද? කාර්ය මණ්ඩලය කොපමණද? ඔවුනතුරින් වෘත්තීය සුදුසුකම් ඇති අය කොපමණ වේද? ආදී වශයෙන් ප්‍රමාණිකව දැක්වීම් හැකියාව එලෙස අධ්‍යයනය කිරීමේ හැකියාවයි. කළමනාකරණ විෂය සංඛ්‍යාතය ඉතා පුළුල්ව යොදාගන්නා විෂයකි. ඒ අතර ප්‍රමාණාත්මක ශිල්ප ක්‍රම⁴ (Quantitative techniques) යන ක්‍රමවේද භාවිතාව දැක්විය හැකිය.

ගුණාත්මක අධ්‍යයනය යනු කිසියම් පුස්තකාලයක පොත් පත් අතුරින් කිසියම් විෂයයකට අදාළව ඇති පොත්වලින් එකී විෂයයට සාපේක්ෂ වශයෙන් වඩාත්ම

ප්‍රයෝජනවත් හා සම්බන්ධිත පොත්පත් මොනවාද? අඩු මට්ටමේ ප්‍රයෝජනයක් සහ සම්බන්ධිතාවෙන් යුත් පොත්පත් මොනවාදැයි වෙන්කර අධ්‍යයනය කිරීමයි. මෙහිදී කරනු ලබන්නේ පොත්පත්වල ප්‍රමාණයකට වඩා පොත්පත්වල අන්තර්ගත ගුණාත්මක අගය (Qualitative value) පරීක්ෂාවයි. මෙහිදී උදාහරණ ලෙස පුස්තකාලයක් ඇතුළත වෙන්කොට දක්වා ඇති පාඨ ග්‍රන්ථ එකතුව (Textbook collection), ක්ෂණික විමර්ශන එකතුව (Quick reference collection) දැක්විය හැකිය. පුස්තකාලයක සේවා සපයන යම් සේවක පිරිසකගේ ශ්‍රම දායකත්වය, කිසියම් පුස්තකාල සේවාවකින් ලැබෙන තොරතුරුවල නිරවද්‍යතාව හා අදාළතාව නිර්ණය කිරීම වැනි දෑ මෙම ගුණාත්මක අධ්‍යයන කොටසට අයත්වේ.

වර්තමානයේ නම් අන්තර්ජාතික ප්‍රමිති ආයතනයේ ISO 9000 තත්ත්ව හා ප්‍රමිතීන් වැනි දෑ මගින් උසස් පුස්තකාල සේවාවක තත්ත්ව පාලනය හා ප්‍රමිති (Quality and Library Standards) ආදිය දැක්වීම, පුස්තකාල හා විද්‍යාපන විද්‍යා ක්ෂේත්‍රයේ ගුණාත්මක අධ්‍යයන පාර්ශවය වැඩි දියුණු කිරීමක් ලෙස පෙන්විය හැකිය. සමස්ත වශයෙන් මෙම දෙවදැරුම් අධ්‍යයන හැකියාවන් හා ගුණ හා තත්ත්ව ගැන කථා කිරීම යනු පුවිච්චි විෂයට සංඛ්‍යාතමය හැකියාවක් තිබේ යන්නයි.

පුවිච්චි විෂය හා සංඛ්‍යාත විෂය භාවිතාව හා විකාශය

පුවිච්චි විෂයට ගණිතය හා සංඛ්‍යාතය භාවිතා කළ හා ඒ සම්බන්ධව පර්යේෂණ හා අධ්‍යයන කළ වියතූන් අතර Cole සහ Eale, Pritchard, Hulme, Bradford, Salton, Lancaster, Desolla Price, Goffman, Vickery, Beck, Clark, Ranganathan, Fairthome, Murphy, Stevenes, Rosseau, Garfield, Booth, Avramescu, Brookes, Negotia, Martyn, Gilchrist, Ravichandra Rao, Sparck Jones, Atkinson, සහ Sengupta ආදීන් දැක්විය හැකිය.

ගණිතය හා සංඛ්‍යාත විෂය පුවිච්චි විෂය සංවර්ධනයට දායකත්වය සපයන සඟරා අතර Journal of Documentation, Nature, Science, Journal of the American Society of Information Science, Library Trends, Library Quarterly, Libri, Information Storage and Retrieval, IASLIC Bulletin, Journal of Information Science, Library Science with a Slant to Documentation and Information Studies, Indian Library Association Bulletin, Special Libraries, ASLIB Proceedings, American Journal of Computer Machinery, Information Sciences, Information Processing and Management, Computer Journal වැනි උසස් ගණයේ ප්‍රකාශන දැක්විය හැකිය.

සංඛ්‍යාත විෂය පුවිච්චි විෂය තුළ භාවිතා කිරීමේදී යොදාගනු ලබන සම්බන්ධිත පද හා ආශ්‍රිත පද කිහිපයක්:

සම්බන්ධිත පද

- සංඛ්‍යාත ග්‍රන්ථ විද්‍යාපන විද්‍යාව
- පුස්තකාල මිතිය
- ග්‍රන්ථවිද්‍යාපනමිතිය
- විද්‍යාපනමිතිය
- විද්‍යාමිතිය

ආශ්‍රිත පද

- Statistical Bibliography
- Librametry
- Bibliometrics
- Informetrics
- Scientrometrics

සම්බන්ධිත පද

ග්‍රන්ථවිඥාපනික සැසැලුම්⁶
 පටුන විශ්ලේෂණය
 උපහැරණ විශ්ලේෂණය
 සංඛ්‍යානාත්මක විශ්ලේෂණය
 ප්‍රමාණාත්මක අධ්‍යයන
 ගුණාත්මක අධ්‍යයන
 පද්ධති විශ්ලේෂණ
 පද්ධති ප්‍රවේශය
 සංකාර්ය පර්යේෂණ
 තීරණ න්‍යාය
 සමාකරණය⁷
 ව්‍යාපෘති ඇගයුම්⁸
 කාර්ය සාධන මිනුම්
 කාර්යක්ෂමතාව
 සඵලදායීත්වය⁹
 පිරිවැය ප්‍රතිලාභ විශ්ලේෂණය
 සහසම්බන්ධිත පර්යේෂණ¹⁰

ආශ්‍රිත පද

Bibliographic Coupling
 Content Analysis
 Citation Analysis
 Statistical Analysis
 Quantitative Study
 Qualitative Study
 System Analysis
 System Approach
 Operation Research
 Decision Theory
 Simulation
 Project appraisal
 Performance measurement
 Efficiency
 Effectiveness
 Cost Benefit Analysis
 Co-relational Research

සංකල්ප විග්‍රහය

"ග්‍රන්ථවිඥාපනමිතිය" (Bibliometrics) යනු පුවිච්චි විෂය අන්තර්ගතයෙහි ගණිතය හා සංඛ්‍යාතය ඉතා සියුම් ලෙස යොදා ගැනීමයි. ඒ හා ආශ්‍රිත විෂය ග්‍රන්ථවිඥාපනමිතිය වේ. Egghe ට අනුව "පුස්තකාල විඥාපන, ප්‍රලේඛන ක්ෂේත්‍රවල එකී ආයතන සහ සන්නිවේදන ක්‍රියාවලියේදී සෑම අංශයක්ම සධනා ගණිතය, සංඛ්‍යාතය, ප්‍රමාණික ක්‍රම හා මාදිලි භාවිතා කිරීම, ඒ පිලිබඳ අධ්‍යයන, සංවර්ධනය හා ඒවා යොදා ගැනීම "ග්‍රන්ථවිඥාපනමිතිය" වේ¹¹.

මේ අනුව ග්‍රන්ථවිඥාපනමිතිය යනු පුවිච්චි හා සන්නිවේදන ක්‍රියාවලියේ විවිධ අංශ සඳහා ගණිතමය හා සංඛ්‍යාත භාවිතය ලෙස දැක්විය හැකිය. මේ අනුව "ආර්ථිකමිතිය" (Econometrics) "මනෝමිතිය" (Psychometrics), "ජෛවමිතිය" (Biometry), "රසායනමිතිය" (Chemometrics) මේ හා සමාන විෂය කිහිපයකි. ගණිතය හා සංඛ්‍යාතය මතු කී විෂයයන් සඳහා භාවිතය තුළ එම විෂයයන් මේ අයුරින් සකස් වී ඇත.

පුස්තකාලමිතිය (Librametry) යනු කුමක්ද?

රංගනාදන්¹² මෙම "පුස්තකාලමිතිය" යන සංකල්පය 1948 දී Aslib සම්මන්ත්‍රණයකට ඉදිරිපත් කරන ලදී. රංගනාදන් මුල් කාලයේදී මදුරාසි විශ්වවිද්‍යාලයේ ගණිතය පිලිබඳ මහාචාර්ය ධුරය දැරීය. ඒ තිසාම ගණිතය හා සංඛ්‍යාතය පුවිච්චි ක්ෂේත්‍රයට යොදා ගැනීමේ වැදගත්කම හා අවශ්‍යතාව ලොවට ඉදිරිපත් කරන ලද්දේ මුලින්ම ඔහුගේ දෙතිත් වර්ගීකරණය තුළිනි. දෙතිත් වර්ගීකරණ පද්ධතියේ දක්නට ලැබෙන

විෂයමූල සූත්‍රය (Facet Formula), පංචමූල ප්‍රවර්ග (Five Fundamental Categories), විෂයමූල විශ්ලේෂණය (Facet Analysis), අනුමිතික ප්‍රවේශය (Postulational Approach) සහ විවිධ ක්‍රමවේද, ශිල්පීය ක්‍රම, මූලධර්ම, න්‍යායන් හා සිද්ධාන්ත (Theories and Canons) ගණිතය හා සංඛ්‍යාතය භාවිතාවට දැක්විය හැකි නිදසුන් කිහිපයකි¹³.

පසුකාලීනව ඔහු විසින් ඉදිරිපත් කරන ලද පුස්තකාලමිතියට අනුව පුස්තකාලයක සියලුම කාර්යයන් හා සේවාවන් සඳහා සංඛ්‍යාතය යොදා ගත හැකි බව ඔප්පු කරන ලදී. රංගනාදන්ට අනුව පුස්තකාල ගොඩනැගිලි නිර්මිතිය, මානව සම්පත් කළමනාකරණය, ග්‍රන්ථ එකතු සංවිධානය හා එකතු කළමනාකරණය, එකතු භාවිතය හා පරිශීලනය, වර්ගීකරණය, සුවිකරණය වැනි අංශ සඳහා ගණිතය හා සංඛ්‍යාතය භාවිතය පුස්තකාලමිතියට අයත් වන්නේ යැයි දක්වා ඇත. රංගනාදන්ගේ කාර්ය මණ්ඩල සූත්‍රය¹⁴ (Staff Formula) මෙයට නිදසුනකි. මේ අනුව පුස්තකාල සේවකයකු දෛනිකව කරන වැඩ ධාරිතාව වැඩ කාලය හා සසඳමින් එම සේවකයාගේ දෛනික වැඩ අධීක්ෂණය මෙන්ම වැඩ ප්‍රමාණය ද නිර්ණය කරගත හැකි වේ.

පුස්තකාලමිතිය ග්‍රන්ථවිඥාපනමිතිය ලෙස සකස්වීම

හල්මේ¹⁵ විසින් ඉදිරිපත් කරන ලද "ප්‍රකාශන සාහිත්‍ය ප්‍රමාණ මූලධර්මය" (Principle of Literary Warrant) පුස්තකාලමිතියේ සිට ග්‍රන්ථවිඥාපනමිතිය දක්වා වර්ධනයකි. වර්ගීකරණ පද්ධතියක පදනම වන "සහායක අනුපිළිවෙළ" (Helpful Sequence) යන සිද්ධාන්තය මැනවින් සුරක්ෂිත කර ගැනීම සඳහා එම මූලධර්මය උපයෝගී කර ගත හැක. වර්ගීකරණ පද්ධතියක උපලේඛනය තුළ එන එක හා සමාන සංකල්ප, වස්තූන් හෝ දේවල් සහායක අනුපිළිවෙළ අනුව අවරෝහණව දැක්වීමේ උපක්‍රමයක් ලෙස ප්‍රකාශන සාහිත්‍ය ප්‍රමාණ මූලධර්මය යොදා ගැනේ. උදාහරණ ලෙස විවිධ පලතුරු වර්ග, බෝග වර්ග, ධාන්‍ය වර්ග වැනි දෑ උපලේඛනය තුළ අවරෝහණව දැක්වීමේදී එකී වර්ගවලින් එකක් උදා: විවිධ ධාන්‍ය වර්ග ගතහොත් එම එකිනෙක ධාන්‍ය වර්ග ගැන ලියැවුණු ප්‍රකාශිත හෝ ප්‍රකාශනය කරනු ලබන සාහිත්‍ය ප්‍රමාණය එනම් පොත්පත්, සගරා ලිපි, පර්යේෂණ වාර්තා වැනි ප්‍රකාශනවල සංඛ්‍යාව ගණන් ගනු ලැබේ. මේ අනුව වැඩිම ප්‍රකාශන සංඛ්‍යාවක් ඇති ධාන්‍ය වර්ගය උපලේඛනයේ මූලින්ම දක්වා ඒ ඒ ධාන්‍ය වර්ග සම්බන්ධව පළවී ඇති ප්‍රකාශන ප්‍රමාණය අනුව අවරෝහණව එකී විවිධ ධාන්‍ය වර්ග පිළිවෙලින් අවරෝහණව දක්වනු ලැබේ. එයට විකල්පයක් ලෙස ප්‍රකාශිත සාහිත්‍ය ප්‍රමාණ මූලධර්මයට අනුව කිසියම් වර්ගයක් සම්බන්ධ ජනප්‍රියතා ප්‍රමාණය, ආහාරයක් නම් ඒවා ආහාරයට ගන්නා ජන සංඛ්‍යාව ප්‍රමාණය අනුව උපලේඛනය තුළ අවරෝහණව දැක්වීම තවත් විකල්පයකි. හල්මේ මෙම මූලධර්මය ඇතුළත් විෂය "සංඛ්‍යාත ග්‍රන්ථවිඥාපන විද්‍යාව"¹⁶ (Statistical Bibliography) ලෙස හඳුන්වන ලදී. සංඛ්‍යාත ග්‍රන්ථවිඥාපන විද්‍යාව යනු ග්‍රන්ථවිඥාපන විද්‍යා විෂයට ගණිතය හා සංඛ්‍යාතය යෙදීමයි. මෙය පුවිච්චි විෂයට ගණිතය හා සංඛ්‍යාත විෂය භාවිතා කිරීමේ එක් අවස්ථාවකි. මේ අනුව සංඛ්‍යාත ග්‍රන්ථවිඥාපන විද්‍යා විෂය ද ග්‍රන්ථවිඥාපනමිතියේ එක් අංශයකි. ග්‍රන්ථවිඥාපනමිතිය යන පදය සකස් වී ඇත්තේ ද Biblio යන ලතින් පදයන් Metrics යන ග්‍රීක පදයන් සම්මිශ්‍රණයෙනි. ග්‍රන්ථවිඥාපනමිතිය යන පදය පළමුවෙන්ම ඉදිරිපත් කරනු ලැබුයේ ද බ්‍රිතාන්‍ය ජාතික ඇලන් ප්‍රිචාඩ්¹⁷ (Allan Pritchard) විසිනි. ප්‍රිචාඩ්ට අනුව

ග්‍රන්ථවිඥාපනම්තිය යනු "ගණිතමය හා සංඛ්‍යාත විද්‍යා ක්‍රම සහ යෙදුම් පොත් හා පොත් නොවන මාධ්‍ය සහ සන්නිවේදන ක්ෂේත්‍රයට යොදා ගැනීමටයි".

විඥාපනම්තිය

රුසියාව ග්‍රන්ථවිඥාපනම්තිය සඳහා භාවිතා කරන පදය වන්නේ "විඥාපනම්තිය" (Informetrics) යන්නයි. විඥාපනම්තිය, ග්‍රන්ථවිඥාපනම්තිය යන පදයට වඩා අර්ථාන්විත මෙන්ම අද භාවිතා කළ යුතු පදය ද වේ.

විෂය සංවර්ධන උපාංග

කිසියම් විෂයක සංවර්ධනයට ඉවහල් වන උපාංග 5ක් වේ.

1. විෂය ආශ්‍රිත ආයතන
2. විෂය ආශ්‍රිත ප්‍රකාශිත සාහිත්‍ය
3. විෂය ආශ්‍රිත පුද්ගලයන්
4. විෂය ආශ්‍රිත උපකරණ සහ මෙවලම්
5. විෂය ආශ්‍රිත ක්‍රමවේද සහ සේවා

ඉහත කී විෂය සංවර්ධන උපාංග පහම අධ්‍යයනය හා පර්යේෂණයට ලක් කිරීමේ හැකියාව ග්‍රන්ථවිඥාපනම්තියට තිබේ.

විෂය සංවර්ධන ක්‍රියා මාර්ග

කිසියම් විෂයයක් සංවර්ධනය කිරීමේ ක්‍රියා මාර්ග නොහොත් ක්‍රම 5ක් වේ. ඒවා නම්:

1. විෂයෙහි අධ්‍යාපන සහ පර්යේෂණ
2. විෂයෙහි ලා නව තාක්ෂණ විද්‍යාව භාවිතාව
3. විෂය සහ එහි සමාජානුයෝජනය
4. විෂය හා ශිල්පීය ක්‍රම භාවිතාව
5. විෂය හා ආශ්‍රිතව කරන නිෂ්පාදන හා සේවා

ග්‍රන්ථවිඥාපනම්තිය ඉහත විෂය සංවර්ධන ක්‍රියා මාර්ග අතුරින් පළමුවන ක්‍රියාමාර්ගයට අයත් වේ. ග්‍රන්ථවිඥාපනම්තිය මගින් කළ හැකි අධ්‍යයන ආකාර 2 කි.

1. විස්තරාත්මක අධ්‍යයන (Descriptive Study)
2. ඇගයීම් අධ්‍යයන (Evaluative Study)

විස්තරාත්මක අධ්‍යයනය

මින් අදහස් කරනු ලබන්නේ කිසියම් ආයතනයක උදාහරණයක් ලෙස පුස්තකාලයක අභ්‍යන්තර සංවිධානය, කාර්ය හා සේවා හෝ කිසියම් මූලාශ්‍රයක නැතිනම් මූලාශ්‍රවල, භූගෝලීය, කලාපමය, කාලමය, කතු වරුන් හෝ ඇතුළත් විය යුතු විෂය මොනවාද? ආදිය පිළිබඳ අධ්‍යයනයයි. නිදර්ශනයක් ලෙස කිසියම් විෂයයක් ව්‍යාප්ත වී ඇති භූගෝලීය ප්‍රදේශ හෝ කලාප මොනවාද? යන්න දැක්විය හැකිය.

ඇගයීම් අධ්‍යයන

මෙයින් අදහස් කරන්නේ කිසියම් මූලාශ්‍රයක හෝ මූලාශ්‍රවල අන්තර්ගත විමර්ශන (Reference) හෝ ඒවායේ උපහැරණ (Citations) පිළිබඳ අධ්‍යයනය කිරීමයි. මේ අනුව කිසියම් සගරාවක ලිපිවල උපහැරණ මොනවාද? උපහැරණ රටාව කෙබඳුද? ඒවායේ විෂය රටාව විහිදී ඇති අයුරු ආදිය අධ්‍යයනය කළ හැක. ගාර්ච්ලේඩ්¹⁸ විසින් වර්ධනය කරන ලද "උපහැරණ අනුක්‍රමණීකාකරණය" (Citation Indexing) මෙයට ඇති හොඳම නිදසුනකි. ඇගයීම් ක්‍රමය යටතේ කිසියම් සගරාවක අන්තර්ගතය එනම් ලිපි, විෂය, කර්තෘන්, නව ප්‍රවණතා ආදිය පිළිබඳව අධ්‍යයනය කළ හැකිය. උදාහරණ ලෙස ශ්‍රී ලංකා පුස්තකාල සංගමයේ Library Review සගරාවේ උපහැරණ රටාව, ව්‍යාප්තිය, නව ප්‍රවණතා ආදිය ඵලදරව් කර දැක්විය හැකිය.

පුවිච්චි විෂයයෙහි ගණිතය හා සංඛ්‍යාත විෂයෙහි දායකත්වය

පහත සඳහන් ක්ෂේත්‍ර ගණිතය හා සංඛ්‍යාත විෂයෙහි දායකත්වය ලබා ඇති බව දැක්විය හැකිය. මෙහිදී දායකත්වය ලබාගෙන ඇත්තේ එම එකිනෙක ක්ෂේත්‍රවල ඉතා සියුම් අංශ සඳහා වේ. එම සියුම් අංශවලට අයත් පෘථුල මාතෘකා පමණක් පහත දක්වා ඇත.

1. පුස්තකාල හා විඥාපන විද්‍යා පර්යේෂණ (Research)
2. පුස්තකාල වර්ගීකරණය (උදා: රංගනාදන්ගේ ස්වයං සිද්ධ වර්ගීකරණ ක්‍රමය¹⁹ (Self-Perpetuating Classification). ස්වයං සිද්ධ වර්ගීකරණ ක්‍රමය යනු ලෝකයටම භාවිතා කළ හැකි එලෙසම ගණිතය හා සංඛ්‍යාත හා ඒ ආශ්‍රිත සංකල්ප, සංකේත භාවිතාව ආදිය තුළින් විද්‍යානුකූලව ගොඩනැගිය යුතු වර්ගීකරණ පද්ධතියකි).
3. ග්‍රන්ථ ප්‍රතිග්‍රහණය
4. එකතු සංවර්ධනය හා කළමනාකරණය
5. සුවිකරණය හා අනෙකුත් තාක්ෂණික සේවා
6. ග්‍රන්ථ අපසාරණය හා තොග සමීක්ෂණය
7. තොග ප්‍රතිසංස්කරණය²⁰ (Stock Revision)
8. පුස්තකාල කළමනාකරණය හා පරිපාලනය
9. විඥාපන සමුද්ධරණය හා ගවේෂණය²¹
10. විඥාපන පද්ධති හා සේවා
11. පුස්තකාල හා පරිගණක භාවිතාව
12. පුස්තකාල සමීක්ෂණය²² (Library Surveys)
13. පිරිවැය ප්‍රතිලාභ විශ්ලේෂණය²³

හිඟමනය

ගණිතය හා සංඛ්‍යාත විෂය පුවිච්චි විවිධ ක්ෂේත්‍රවලට යෙදීම හා භාවිතාව වැඩි දියුණු කළ යුතු පරිසරයක් ගොඩනැගෙමින් පවතී. එනම් නූතන විඥාපන තාක්ෂණ දියුණුව හමුවේ පුස්තකාල හා විඥාපනවේදීන් සකස් විය යුතු අකාරය දැක්විය හැකිය. අන්තර්ජාල (Internet) පරිසරයක් තුළ පුස්තකාල හා විඥාපනවේදියා සකස් විය යුතු අන්දම වැන් බ්‍රේකල්²⁴ (Van Brakel) මෙලෙස දක්වයි. "අනාගත විද්‍යුත්

විද්‍යාපන ලෝකයක් තුළ පුස්තකාල හා විද්‍යාපන වේදියා තුළ තිබිය යුතු හැකියාවන් තුනකි. එනම් (අ) තමා සකස් විය යුතු ආකාරය (ආ) තම වෘත්තීය ගිලිහී යා නොදී අඛණ්ඩව පවත්වාගෙන යාම (ඇ) එකී විද්‍යුත් විද්‍යාපන ලෝකය හා තරග කර ජය ගැනීමේ හැකියාව වේ".

මෙවන් පරිසරයක් තුළ පුවිච්චි විෂයෙහි ලා ගණිතය හා සංඛ්‍යාතය භාවිතාව තහවුරු කිරීම ඉතා වැදගත් මෙන්ම කාලෝචිත ද වේ. උදාහරණ ලෙස අන්තර්ජාලය ඔස්සේ විද්‍යාපන සමුදායයේ ලා සංඛ්‍යාත භාවිතාව තුළින් තොරතුරු සොයන්නාට අදාළතම තොරතුරු ක්ෂණිකව අත්පත් කරදීමේ ක්‍රමයක් සෙසා ගැනීම වැනි දෑ දැක්විය හැකිය.

REFERENCES

- ¹ Marcella, Rita and Robert Newton. (1994). *A new manual of classification*. Aldershot : Gower.
- ² Ravichandra, Rao. (1985) *Quantative methods for library and information science*. New Delhi : Wiley Eastern.
- ³ Gorman, G.E. and Peter Clayton. (1997) *Qualitative research for the professionals : a practical handbook*. London : Library Association.
- ⁴ Lucey, T. (1992) *Quantitative techniques*. 15th ed. London : ELBS.
- ⁵ Singh, S.K. (1997) *ISO 9000 and total quality management*. New Delhi : Commenwealth Publishers
- ⁶ Kessler, M. (1963). *Comparison of the results of bibliographic coupling and analytical subject indexing*. *American Documentation*. Vol. 16 (3). pp. 10-25.
- ⁷ Curwin, Jon and Roger Slater (1996). *Quantitative methods for business decisions*. 4th ed. London : International Thomson. pp. 513-521.
- ⁸ Little, I.M.D. and J.A. Mirrless (1977). *Project appraisal and planning for developing countries*. London : Heinemann Educational Books. pp. 215-326.
- ⁹ Calvert, Philip (1994). *Library effectiveness : the search for a social context*. *Journal of Librarianship and Information Science*. Vol. 26 (1). pp. 15-21.
- ¹⁰ Sehgal, R.L. (1998) *Designing and evaluation of research in library science*. Vol. II. New Delhi : Ess Ess.
- ¹¹ Egghe, L. (1988). *Methodological aspects of bibliometrics*. *Library Science*. Vol. 25 (3). pp. 179-191.
- ¹² Ranganathan, S.R. (1969). *Librametry and its scope : seminar proceedings*. Banglore : DRTC. pp. 285-301.

- ¹³ Weerasooriya, W.A. (1993). *The Colon, first scientific concept based scheme : an evalutionary approach to categories PMEST with special reference to 'P' Personality category.* **Sri Lanka Library Review.** Vol. 8 (1). pp. 1-13.
- ¹⁴ Kanna, J.K. (1997). *Manual for administering academic libraries.* New Delhi : Beacon Books.
- ¹⁵ Hulme, W.E. (1911). *Principles of book classification.* **Library Association Record** - 12. pp. 13-14.
- ¹⁶ Hulme, E.W. (1923). *Statistical bibliography in relation to the growth of modern civilization.* London : Grafton.
- ¹⁷ Pritchard, Allan (1969). *Statistical bibliography or bibliometrics.* **Journal of Documentation.** Vol. 24 (4). pp. 348-349.
- ¹⁸ Garfield, Eugene (1979). *Citation indexing.* New York : John Wiley.
- ¹⁹ Ranganathan, S.R. (1949). *Self-Perpetuating scheme of classification.* **Journal of Documentation.** Vol. 4 (40). pp. 223-224.
- ²⁰ Spiller, David (1980). *Book selection : an introduction to principles and practices.* 3rd ed. New York : K.G. Saur.
- ²¹ Salton, Gerard (1979). *Mathematics and information retrival.* **Journal of Documentation.** Vol. 35 (1). pp. 1-29.
- ²² Lancaster, F.W. and M.J. Joncich (1977). *The measurement and evaluation of library services.* Washington : Information Resources Press.
- ²³ Williams, R. (1992). *Produtivity measurements in special libraries: prospects and problems for use in performance evaluation.* **In Marketing of library and information services 2.** Ed. By Cronin Blaise. London : AsLib. pp. 517-532.
- ²⁴ Van Brakel P. (1997). *Education and training for information professionals in face of the internet and world wide web.* **In Llibraries for new millennium : implication for managers.** Ed. By David Raitt (ed). London : AsLib. pp. 240-282.

A NATIONAL MEDICAL LIBRARY : AN URGENT NEED FOR SRI LANKA

W.R.G. DE SILVA

Librarian

Medical Faculty, University of Ruhuna, Sri Lanka

Abstract

The most important contribution of a National Medical Library (NML) to the advancement of medical science is concerned with bibliographical control of the ever growing current medical literature by means of special indexes either in print or non print form and by other compilations. A NML also contributes to a nation's progress in medical science by serving as a resource for all health science librarians. The need for a NML for Sri Lanka has been voiced by several medical professionals and by librarians. But so far no serious thoughts have been given to the establishment of a NML. The National Library of Medicine (NLM) in the United States is a unique example for Sri Lanka to emulate. In India the National Information Centre Network (NIC NET) operates in close association with the NLM at Bethesda, Maryland. Like other national medical libraries the NLM of Sri Lanka should constitute of Board of Regents whose duties are to advise, consult and to make recommendations to the Secretary on matters of policy. In Sri Lanka there are three likely collections which could serve as a nucleus of the NML -- the collection at the Faculty of Medicine, University of Colombo, the library of the Sri Lanka Medical Association and the library of the Medical Research Institute. One of these should be designated as the future NLM of Sri Lanka.

INTRODUCTION

All medical personnel need more information than ever before and this necessitates using libraries and being conversant with the literature. The developments that have taken place due to the influence of computing and telecommunication technologies have resulted in better

methods of searching and managing information. Medical libraries large or small provide the key to a network of sophisticated and comprehensive services. At the same time in medicine, the pace and scope of research quickened, and the communication of the results of that research led, inevitably, to an increase in the volume of publications. The most important contribution of a National Medical Library (NML) to the advancement of medical science is concerned with bibliographical control of the ever growing current medical literature by means of special indexes either in-print or non-print form and by other complications. A NML in order to perform these tasks effectively should be sensitive to the demands of the medical scientists and its activities have to be reviewed and evaluated time to time.

The continuous growth of scientific literature, the proliferation of the periodical literature and the interconnection of one discipline with another make it almost impossible for any one library to be completely self-sufficient and other sources have to be tapped. This trend is more significant in the bio-medical field and as a response library networks have been formulated either on a regional basis or national basis.

In the field of medicine the challenge for libraries to keep abreast with the most recent information is so complex that a national library is needed at the apex serving as the national focus for the collection, cataloguing, classification and document supply of medical literature. Therefore the responsibility of a NML is to 'assist the advancement of medical and related sciences, and to aid in the dissemination and exchange of scientific and other information important to the progress of medicine and to the public health'.

A NML is also serves as a resource for all health science librarians of a nation and for all the networks in the health science field. The need for a NML for Sri Lanka has been mooted on several occasions by members of the medical profession and also by librarians. It is very opportune and timely to give serious thoughts to the establishment of a NML in Sri Lanka considering the rapid expansion of medical services and their infrastructure both in the state and private sector. Also as a response to the rapid expanding knowledge base in the biomedical sciences.

NATIONAL LIBRARIES OF MEDICINE

UNITED STATES

The National Library of Medicine (NLM) in the United States is a unique library and in the planning of a NLM for Sri Lanka it could be used as the model. The NLM was begun as the Surgeon General's Library in 1818 and it had a slow growth until 1836. Since 1842 several medical journals were acquired and by 1864 the collection had grown to only 1800 volumes. The first printed catalogue was published around the year 1864 and the catalogue listed all the books published alphabetically by author under the headings: anatomy physiology, materia medica, pharmacy and therapeutics, general pathology, surgery, midwifery and diseases of women and children, medical jurisprudence, natural philosophy, chemistry etc. In 1871 a decision was taken to broaden the objectives of the library to include a comprehensive collection to serve the entire American medical profession and to include 'every medical book published in the country and every work relating to public health and state medicine'. The policy of the NLM was to collect all types of medical publications and complete files of medical journals published in America. It was also its policy to acquire rare books, manuscripts, visual records of the history of medicine and to develop literature exchange programmes with domestic and foreign institutions.

In 1949 a committee was appointed 'to define the subjects to be collected and the degree of allocating within each subject' and to recommend strategies for disseminating to health professionals; particularly to underserved communities, the information they need to minister their patients most effectively and efficiently. The committee defined four degrees of coverage for all subjects: skeletal, reference, research and exhaustive. The committee's recommendations remain the basic guide for material selection of the NLM though it was refined from time to time. In 1956 the NLM Act was enacted and the library was shifted to a spacious building. The objective of the library was clearly spelt out by the then President John F. Kennedy in the following terms '**to promote the progress of medicine and to advance the national health and welfare by creating a National Library of Medicine**'. In the recent past there has been a rapid expansion in the area of non-print material such as audio-visual and electronic materials and also posters important to the history of

medicine. It has also been designated a US Government Partial Depository for biomedical information. The library set up a Preservation Section to oversee and implement the National Plan for the Preservation of Biomedical Literature.

UNITED KINGDOM

The greatest concentration of libraries is in London and three of the outstanding medical libraries that serve as the national libraries of medicine are located there. The Royal Society of Medicine, founded in 1805 combined with UK medical societies in 1909 and formed the present library. The library's collection is one of the largest postgraduate medical collections in Europe and consists of over 6,000, 000 volumes and subscribes to 2030 current journals. The library could be made use of by Fellows of the society and others on the introduction by a Fellow. There is a separate library for scientific research intended to accommodate researchers from private and public sectors. The library provides full reference and postal services and it is also a back-up library for the British Library Document Supply Centre.

The British Medical Association is the representative body of the medical profession in Britain and its library was founded in 1887. The library now possesses over 30,000 volumes and 1200 current journals. Reference and postal services are available to its members and others could also use them at the librarian's discretion. It also offers its services to libraries in National Health Service hospitals, royal colleges, universities and commercial firms.

The most comprehensive collections of medical historical materials is at the Wellcome Institute for the History of Medicine founded circa 1890 named after its benefactor, Henry S. Wellcome (1853-1930). The library consists of some 300, 000 volumes, manuscripts, incunabula prints, autograph letters etc. The collection is available for use to all interested in the history of medicine and science.

The libraries of the specialist postgraduate institutes also make their resources available for outside users mainly for reference. The Institute of Cancer Research, National Heart and Lung Institute, Institute of Child Health, Dental Surgery, Neurology, Ophthalmology and Psychiatry are some of them. The two sections of the British Library: the British Library

Document Supply Centre (BLDSC) and the Science Reference and Information Services (SRIS) also perform some of the functions of a NLM.

FRANCE

The former *Bibliothèque de la Faculté de Médecine*, Paris now renamed *Bibliothèque Inter-Universitaire de Médecine*, acts as the national interlibrary lending centre in medicine. The *Freud Host Telesystemes-Questel* offers a number of medical databases. It was established under a contract with the *Ministère de l'Industrie et de la Recherche Médicale (INSERM)* and *Centre Nationale de la Recherche Scientifique (CNRS)*.

BELGIUM

In Belgium the library of the University of Louvain Faculty of Medicine, Brussels act as the national medical library and has designed a programme (TELEDOC) that automate interlibrary loan requests between libraries. When a request has been typed in by the user, TELEDOC consults the BIOMED union catalogue of biomedical periodical subscriptions in Belgium and according to priority automatically selects from the forty libraries listed, one that holds the document and requests are then forwarded by electronic mail or telex.

GERMANY

The German National Library of Medicine (GNLM) was founded in 1969 but having its predecessors in the library of the Medical Faculty of the University of Cologne, its collection dates back to the Guttenberg time. The library has a collection of 900,000 volumes with an input of 25,000 volumes per year and the library subscribe to nearly 8,000 journals. GNLM collects and supplies literature in the field of medicine, public health and related sciences, bio-engineering, hospital management, nursing, psychology, pharmacology, toxicology and physical anthropology. Principally, the library collects literature from all countries and in all languages. Main emphasis is on the collection of a complete stock of German and Anglo American scientific medical literature and important medical titles of Japanese and European origins. Periodicals have the highest priority; they are acquired irrespective of language and origin.

SWITZERLAND

The library of the World Health Organisation (WHO) was started in 1946 and since then the collection has grown steadily. There are over 100,000 volumes and the nucleus of the collection was the library of the Office International de l'Hygiene Publique. The library receives 3,000 periodicals and it has a special collection on the history of international health and WHO unpublished documents and reports. The library is also engaged in training medical librarians and in 1974 it initiated a global health literature programme and formulated a plan to develop regional medical libraries.

SCANDINAVIA

The Karolinska Institutat, Stockholm, has the largest current medical literature in Scandinavia. Its Biomedical Documentation Centre operates a MEDLARS service for Scandinavia. The outstanding medical library in Norway is in the Biomedical Department of the University Library, Oslo. The largest medical library in Denmark is in the second Department of the University Library, Copenhagen and the Central Medical library at Helsinki is the largest in Finland.

CUBA

Cuba in 1965 created the National Information Centre for Medical Sciences. One of the principle goals was to structure a national information system for medical sciences creating a network formed by all the medical libraries in existence at the moment.

INDIA

In India the National Informatic Centre (NIC) and the Indian Council of Medical Research (ICMR) jointly established the ICMR-NIC Centre for Biomedical Information in 1987. An agreement was reached with NLM, US for the Centre to have access to the MEDLARS databases. Indian Medical Librarys's services are operated through NICNET based on NLM's computers at Bethesda, Maryland, USA. The establishment of the Indian National Scientific Documentation Centre (INSDOC) in 1952 with the main objective to provide documentation service for the entire nation has in great measure facilitated the smooth working of the ICMR-NIC

Centre. The establishment of the South East Asian Regional Office (SEARO) of the WHO in New Delhi has also enhanced the capabilities of the ICMR-NIC to provide the information needs of the medical personnel country-wide.

THAILAND

In December 1986, the government decided to set up a National Information Centre (THAINATIS) comprising of six associated information centres in the fields of agriculture, medicine, humanities, science and technology, economics and social sciences. A national secretariat was set up and the Mahidol University Library and Information Centre was designated the Medical Associated Centre with thirteen participating libraries: six in universities, four in the Ministry of Public Health and three in the Ministry of Defence. The combine collections represent a considerable strength in medical and allied fields and the centre is responsible for creating a Thai health literature information network, for collecting health literature, for manpower training and for promoting national and regional co-operation among libraries and information centres.

Considerable progress has been achieved already in terms of collection of medical literature at the Mahidol University Library and computerised catalogues are made available for books and serials. It also, subscribes to over 1600 foreign journal titles and its monograph collection exceeds one million volumes. The use of modern equipment has enabled more intensive use of the collection. The Mahidol University Library is also the focal point for Health Education Literature and Library Information Services (HELLIS) and the co-ordinating library for South-East Asian Medical Information Centre (SEAMIC). The main publications of the centre include: Thai Current Contents Life Sciences, Medicine, Health Sciences and related subjects and Thai Index Medicus which comes out quarterly since 1989.

ROLE OF A NATIONAL MEDICAL LIBRARY

The NML's main role is to collect materials exhaustively in all major areas of health sciences and to a lesser degree in such areas as chemistry, physics, botany and zoology. These extensive collections, and the information services may be used by health professionals and health

science students. Such a collection provides the basic reference materials to undertake research in medical and allied fields.

Another objective of a NML is to collect and make available medical audio-visual materials to its users. Such materials may be borrowed on interlibrary loan or may be used in house. There are several advantages in having all these audio-visual materials and the printed material in medicine and health science fields together in one location.

A NML also serves as the focal point of a National Network of Medical and Health Science Libraries. The network provides facilities for inter-lending and resource sharing. The network promotes co-operative acquisition and avoids duplication of materials. However the main advantage of such a network is the easy access to information given to all users of member libraries.

Further a NML encourages the wide use of computerised services in the medical field such as the Medical Literature Analysis and Retrieval System (MEDLARS) which would give rapid bibliographic access to the collections. Besides MEDLINE there are some forty other databases in medicine and allied fields and these could be made available to users under the patronage of a NML.

Moreover a NML is engaged in research and development. It explores the uses of computer, communication and audio-visual techniques to improve the organisation, dissemination and utilisation of biomedical information. Through the NML, grants are made available to support research and development activities leading to a better management, dissemination and use of biomedical knowledge. Such grants are made available very often to support research in medical informatics, health information, science, biotechnology information, as well as for research training in these areas.

The NML collection serves as a backup for all biomedical libraries of a nation. Other libraries can rely on the NML for items that are infrequently requested as well as for the long-term preservation of the scholarly record of biomedicine. The sharing of responsibility thus initiated may lead to avoid duplication of collections and to offer a more effective service.

The role of the NML for collecting, organising and disseminating popular health information is equally important. It is the library's responsibility to

develop educational programmes for information professionals and to provide health information to the public.

NATIONAL MEDICAL LIBRARY, SRI LANKA

ITS ESTABLISHMENT

NML, Sri Lanka has to be a state sponsored corporation as the NML of any of those discussed in this article. The congressional declaration of the purpose of the NLM, United States is relevant in this regard and is as follows: **'In order to assist the advancement of medical and related sciences, and to aid the dissemination and exchange of scientific and other information important to the progress of medicine and to the public health, there is established in the Public Health Service a National Library of Medicine'**. The NML, Sri Lanka as its counterparts in other countries should constitute of a Board of Regents whose duties are to advise, consult within and make recommendations to the Secretary on important matters of policy in regard to the library. The Secretary to the Board is the Chief Executive Officer and his functions are mainly concerned with acquisition, organisation and preservation of materials. The Secretary is authorised to use the services of any member or members of the Board in connection with matters related to the work of the library for such periods in addition to conference periods, as he may determine. Provisions have also to be made with regard to the acceptance and administration of gifts made for the benefit of the library or for carrying out any of its functions.

NUCLEUS OF THE COLLECTION

The NLM (US) evolved from a small collection of books and journals in the office of the Surgeon General in the Medical Department of the Army. In a few other countries the nucleus of the NML was the collection of the Public Health Ministry. In Sri Lanka there are no such possibilities and there are three likely collections to be the nucleus of the NML. i.e. the collection of medical books in remote storage at the Faculty of Medicine, University of Colombo and the collection of the library, Sri Lanka Medical Association (SLMA) and the collection at the library, Medical Research Institute (MRI).

The collection of books in remote storage at the Faculty of Medicine, University of Colombo dates back to 1873, the year of its establishment. There are journals, reports, textbooks, formularies, encyclopaedias, handbooks, yearbooks, annual reviews, directories and dictionaries published in the early decades of the twentieth century. Some of the journals are the only copies available in Sri Lanka. The strength of the monograph collection of the library at present exceeds 30,000 volumes and it subscribes to over 125 medical journals, the library possesses the largest collection out of all medical libraries and is the focal point of the HELLIS Network in Sri Lanka. The library collection is comprehensive enough to become the nucleus of the NML collection of Sri Lanka.

The Sri Lanka Medical Association (SLMA) was founded in 1844 and its library is the oldest medical library in Sri Lanka. From its inception it has remained a subscription library and received an annual grant from the Treasury. The library's collection is unique as it possesses some of the copies of medical journals published in the latter half of the nineteenth century. Further it is the most used library by medical practitioners both in the state sector and the private sector for their continuing medical education and to keep abreast of current information. If the collection at the SLMA library collection is to be the nucleus of the NML library, an agreement has to be reached with the SLMA as the library ceases to be a private organisation. A closest parallel to this is that the library of the Royal Society of Medicine becoming the nucleus of the NML of the United Kingdom.

The library of the (MRI) could also be a nucleus for a NML with its comprehensive collection of books on local tropical diseases and copies of journals of the by gone era. From its inception in 1899 the MRI has remained as a national reference centre and laboratory for research. The research work carried out at the MRI at the beginning was mainly on special problems of practical importance such as malnutrition, malaria and communicable diseases and the need for a library was greatly felt. An organised library collection was sorted in 1949 with the appointment of a full time librarian. The objectives of the library of the MRI are varied and important from the national context. The main objective was to provide such information that would enable its parent body to play the role of a National Reference Laboratory. Another objective is to upgrade the knowledge of the staff engaged in research so as to maintain a high level

of research activities and teaching techniques. The library also aims to supply up-to date information on disease surveillance and public health activities to international bodies as the WHO and local authorities as the Ministry of Health and Ministry of Teaching Hospitals. As a result the library consists of a comprehensive collection of medical texts, reports, statistical data and pamphlets etc. mainly on Epidemiology, Communicable Disease, Dengue, Diarrhoea, Drug information, Virus information and allied fields. The library also possesses the early issues of the outstanding journals in medicine and health sciences. The nucleus for a NML should consist of copies of such materials which are not available elsewhere in some form or as they are the basic material on epidemiology and communicable diseases which have to be preserved for posterity.

Composition of the Collection

At the very outset the Collection Development Policy of the NML, Sri Lanka has to be decided upon giving due consideration to its mission and objectives. The NML's collection is expected to serve the present and future information needs of health science professionals, scholars and researchers of Sri Lanka and its Collection Development Policy should embody this principle. One of the responsibilities of the library is to possess and maintain a collection of historical and special materials and the selection decision for a historical collection should reflect an understanding of the course of medical history and materials on subjects related to medicine have to be included. Such a historical collection consists of printed works-incunabula, monographs and others including serials and theses. It also includes manuscripts which are hand written or typed. The library's policy should be to collect personal papers of those individuals who have made significant contributions to contemporary medicine. A separate Oral History Collection consisting of audio-tapes and transcripts is also desired. An Archival collection and a Collection of Prints and Photographs have to be maintained. Portraits of physicians, pharmacists, nurses, dentists and others who have contributed to the health sciences of the nation have to be preserved.

Apart from the Historical and Special Materials Collection, the library should be designed to have a separate Medical Journal Collection with adequate reading facilities. A fair selection of medical journals covering all types has to be made. Guides to journals such as Ulrich's Periodical

Directory and serial directories and listings such as Index Medicus list are the basic tools in the selection of journals. Other guides to medical literature-indexes, abstracts, bibliographies which are needed to exploit the contents of the collection for the medical professionals should be readily available. It is also a requirement that the collection consists of a basic stock of reference and bibliographical sources representing all areas of biomedicine. The Learning Resource Centre, the other division of the NML contains a collection of current audiovisuals, computer assisted instruction materials, interactive programmes and information in other electronic formats.

Arrangements within the Library

The vision of long range plan of the NML, Sri Lanka aims at providing comfortable study and work space, adequate and housing for a print collection and optimum environmental controls. In order to provide such facilities it is desired that the library maintain two reading rooms, a learning resource centre and an auditorium. The main reading room should be spacious enough to have a collection of commonly used medical journals, the principal indexes such as Index Medicus, abstracts such as Excerpta Medica and a basic reference collection representing all areas of biomedicine. The other reading room is for the History of Medicine Division which will house a reference collection and standard works in the history of medicine. The objective of the learning resource centre is to collect audio-visuals, computer assisted instruction materials and any other information in electronic formats.

The classification scheme for the materials in the NML should be able to bring in one place all main materials on one particular topic. The National Library of Medicine Classification, 1981, formulated by the Library of Congress, Washington is a comprehensive, simple and logical and could be considered suitable for the proposed NML, Sri Lanka. For retrieval of information, computer based catalogues have to be maintained. At the same time a card catalogue with author, title and subject entries is desirable.

Conclusion

National medical libraries are of recent origin and most of them are still been developed. There are two main responsibilities of a NML that

override all others. The collection should be growing with the advances in knowledge over time and appropriate bibliographical devices have to be devised for its exploitation. Secondly, a key role of the NML is to support the National Networks of Health Science Libraries in disseminating the information so vital to keep the whole nation healthy. A NML will continue to do research and development to improve the existing information infrastructure. Also, it will ensure that the latest technology based information services are available to all medical personnel.

Sri Lanka has to emulate the example set by other countries in nurturing a NML. In the United States the Armed Forces Medical Library was converted to the National Library of Medicine and in India the library of the Director-General, Health Services became the NML of India. Sri Lanka has no such state sponsored medical library with a unique collection and she has to depend predominantly on the combined collections of the three oldest medical libraries at the SLMA, MRI and the Medical College, University of Colombo in setting up its own national medical library.

REFERENCES

- Arenales, Duane. (1993) Collection Development Manual of the National Library of Medicine. Bethesda, Maryland : National Library of Medicine.*
- Fact sheet. February (1995) Bethesda, Maryland : National Institute of Health.*
- Mirando, A.H. National Medical Library of Sri Lanka. Ceylon Daily News, 27.05.1998.*
- Morton, C.T. and S. Godbolt. (1992) Information sources in the medical sciences. London : Bowker-Saur.*
- National Library of Medicine, United States. Code Annotated, 1982, Titto 42.S.375 to 280 a-1.*
- Peiris, K. The need for a National Medical Library. Ceylon Daily News, 04.05.1995.*

AUSTRALIAN LIBRARY AND INFORMATION ASSOCIATION (ALIA) : ITS MISSION AND VISION

SUMANA JAYASURIYA

**Librarian
University of Colombo, Sri Lanka**

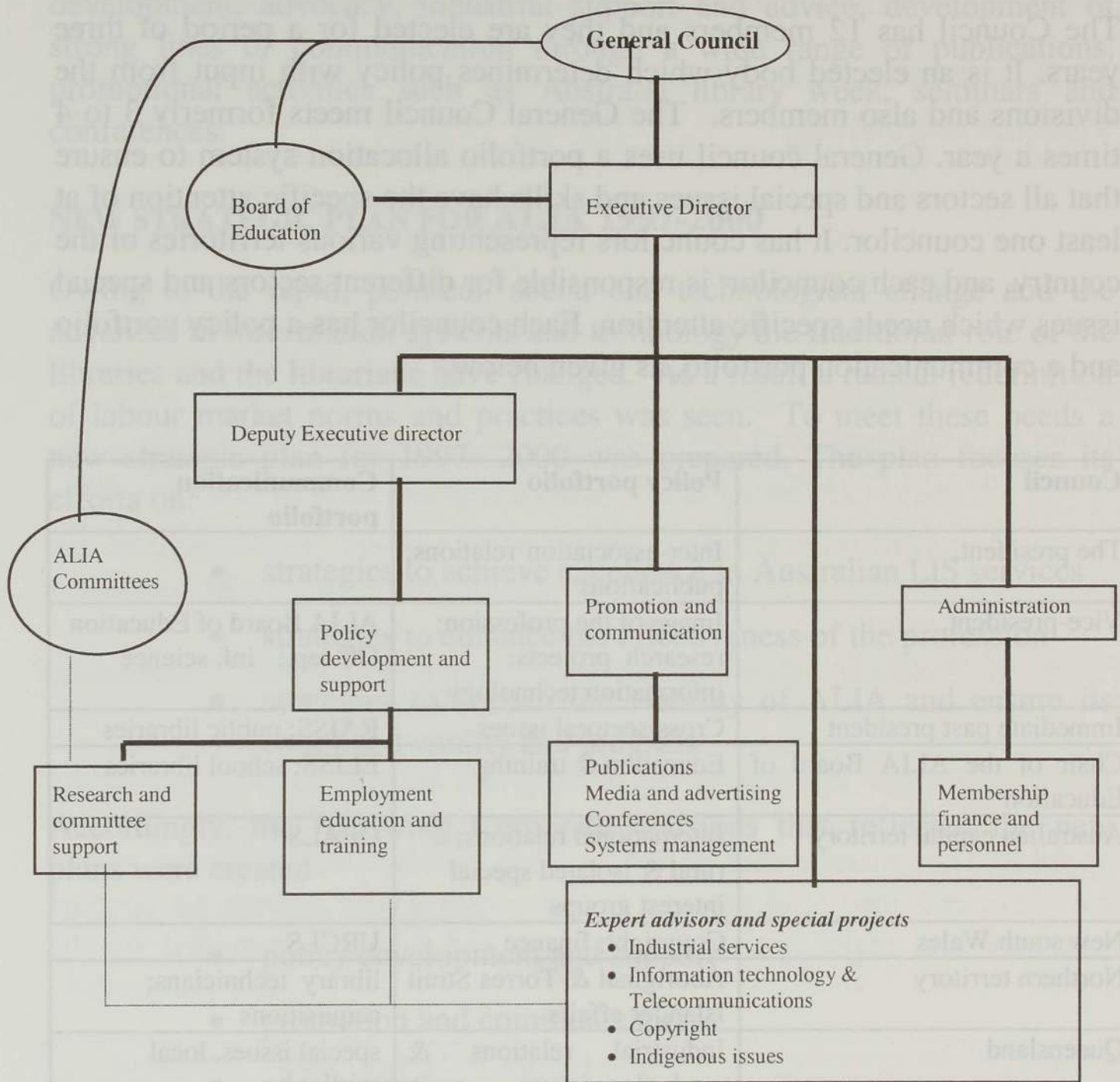
HISTORY

Established in 1937 as the Australian institution of Librarians, the Association became the Library Association of Australia in 1941. In 1989, the Association adopted the present name the Australian Librarian and Information Association (ALIA) in recognition of the broadening scope of the profession. It has its national office in Canberra having both geographic divisions and interest groups.

AIMS

- To promote and improve the services of libraries and other information agencies;
- To improve the standard of library and information personnel and foster their professional interests and aspirations;
- To represent the interests of members to governments, other organizations and the community; and
- To encourage people to contribute to the improvement of library and information services by supporting the Association

THE STRUCTURE OF THE ASSOCIATION



MEMBERSHIP

Any individual or institution interested in promoting the objects of ALIA is eligible for membership. In December 1997, the Association had around

ALIA GENERAL COUNCIL

The Council has 12 members and they are elected for a period of three years. It is an elected body which determines policy with input from the divisions and also members. The General Council meets formerly 3 to 4 times a year. General council uses a portfolio allocation system to ensure that all sectors and special issues and skills have the specific attention of at least one councilor. It has councilors representing various territories of the country, and each councilor is responsible for different sectors and special issues which needs specific attention. Each councilor has a policy portfolio and a communication portfolio, as given below.

Council	Policy portfolio	Communication portfolio
The president,	Inter-association relations; publications	
Vice-president,	Image of the profession; research projects; information technology	ALIA Board of Education GC rep.; inf. science
Immediate past president	Cross-sectoral issues	RAISS; public libraries
Chair of the ALIA Board of Education	Education & training	ELISS; school libraries
Australian capital territory	International relations; rural & isolated special interest groups	OPALS
New south Wales	Copyright; finance	URCLS
Northern territory	Aboriginal & Torres Strait Islander affairs	library technicians; acquisitions
Queensland	Industrial relations & work place issues	special issues, local studies
South Australia	Information literacy	TAFE
Tasmania	Competency standards	health libraries
Victoria	Membership	cataloguing
Western Australia	Constitutional matters	children's & youth services; international activities

Much of the work centres on Education, training, continuous professional development, advocacy, industrial support and advice, development of strong lines of communication through a wide range of publications, promotional activities such as Australia library week, seminars and conferences.

NEW STRATEGIC PLAN FOR ALIA 1997-2000

Owing to the rapid, political, social and technological change and the advances in information systems and technology the traditional role of the libraries and the librarians have changed. As a result a radical redefinition of labour market norms and practices was seen. To meet these needs a new strategic plan for 1997- 2000 was prepared. The plan focuses its efforts on:

- strategies to achieve excellence in Australian LIS services
- strategies to enhance the effectiveness of the profession
- strategies to sustain the viability of ALIA and ensure its continued vitality and progress

Accordingly, the following Corporate divisions that reflected the new plans were created

- policy development and support
- promotion and communication
- administration
- expert advice and special projects

In addition, special interest groups latest being the information literacy interest group were created.

MEMBERSHIP

Any individual or institution interested in promoting the objects of ALIA can become members. In December 1997, the Association had around

6300 personal members and 1500 institutional members. There are five categories of personal membership and institutional membership.

Categories of membership

Personal membership

1. **Associate** : A person who has ALIA recognized LIS qualifications, who receive a certificate of Associate membership. Use of AALIA, post-nominal letters
2. **Technician** : A person who has ALIA recognized LIS qualifications who receive a certificate of technician membership. Use of ALIAtec, post-nominal letters
3. **Member** : for those who do not have any formal qualification but shows an interest in LIS. Membership fees same as technician
4. **ALIA sections (15) & Special interest groups** : membership for one section is given free of charge for members and to others at \$8 per section
5. **Student membership**: low membership fees Institutional membership

Different fees are charged on the basis of the term of membership, salary level, and employment sector. The following table illustrates the fees applicable for membership in 1998. This method has enable the retired members and also students and persons with lower income to become members and make use of the services and facilities provided by the ALIA.

Category	Associate	Technician	Member
student with no salary	\$ 45	\$ 45	\$ 45
not in paid employment	\$ 74	\$ 74	\$ 74
salary <\$15,000	\$ 90	\$ 90	\$ 90
salary \$15,001 to \$35,000	\$ 136	\$ 136	\$ 136
salary \$35,001 to 50,000	\$ 187	\$ 187	\$ 187
salary >\$50,000	\$ 221	\$ 221	\$ 221
retired A - continuous service 30 yrs.	\$ 20	\$ 20	\$ 20
retired B	\$ 40	\$ 40	\$ 40
affiliate	\$ 131	\$ 131	\$ 131
life membership	\$ 2152	\$ 1553	\$ 1553

Procedures for assessment of eligibility of members for Associate / Library Technician membership of ALIA is published by the ALIA.

Pre-requisites for eligibility for two categories are determined by the Association. The Board of Education and the General Council is responsible for assessment. Assessment is achieved by two processes.

Category I

Those who have qualifications approved by the Association. However, they are required to hold an undergraduate degree. If they have passed all or some papers of the LAA's Registration Examination, they are required to complete a professional qualification. They may get some exemptions from some units of a recognized course. This requirement has come into effect from 1994.

Category II

If a person has qualifications other than those recognized by ALIA, he/she can get those assessed through eligibility procedure. Assessment is done on an individual basis, and based on the one's qualifications, knowledge of Library and Information services, work experience, and professional development.

EDUCATION AND TRAINING

Education Policy

- It seeks to promote and improve the services of library and other information agencies
- Improve standards of LIS personnel through leadership, advocacy & mutual support
- Committed to supporting high quality educational programs which emphasizes lifelong learning

ALIA does not offer any formal courses on Education but recognizes the courses conducted by the University and Technical and further education (TAFE) colleges. Registration Examination of the Library Association of Australia ceased in 1980. Those who have part or full qualification of the

Registration examination are allowed to apply for exemptions in the regular courses. The recognition of these courses is done by the ALIA Board of Education.

Courses to be recognized are assessed against the criteria set out in the Association's education policy statements and the course recognition procedures. Courses are assessed at intervals of not more than seven years, and may be recognized for a period of less than seven years for a variety of reasons.

Applicants who have successfully completed one of these courses, and meet the requirements set out in the ALIA Constitution may be admitted as members without further examination. Graduates of professional courses are eligible for Associate membership, and graduates of library technician courses are eligible for Technician membership.

Courses in LIS are offered at number of levels. In 1996/97 a national curriculum for LIS studies was introduced at Diploma level, and courses based on this new curriculum will now provide a new entry-level qualification for library technicians. A new qualification is offered at Certificate III level, which comprises the first half of the diploma course.

ALIA conducted 200 professional development activities in 1997, covering LIS specific topics and general topics.

SERVICES PROVIDED BY ALIA

ALIANet

ALIANet is the premier electronic communication tool of the Association. Speeches, presentations, branch & section newsletters, press releases, publications and policy documents, are posted on ALIANet to offer members timely and immediate access to all ALIA activities.

ALIA Industrial Services program

This service is available to all members free of charge, and deal with employment problems such as, matters arising from the employment contract, information on employment terms and conditions, employment legislation, industrial problems and grievances. Representations are made

on behalf of the members to a range of bodies, employers, governments, agencies, trade unions, other professional bodies, salary, and workplace rights.

With the proclamation of the federal Workplace Relations Act, there were major changes in the employment regulation. A comprehensive survey of Australian libraries working conditions was completed. 1600 ALIA members took part and the survey was conducted by the Australian Centre for Industrial Relations Research Training (ACIRRT). A 75% response rate was registered and this information reflected the way in which LIS work is organized across Australia.

Publications

ALIA publishes *inCite* a monthly newsmagazine and also *Australian Library Journal*, a quarterly containing high quality articles.

Courses in LIS 1999

This booklet, published annually by ALIA lists all the courses offered at a number of levels by the Australian Institutions. The choice of course will depend on the qualification one already possesses and the formal qualification in LIS required for a particular work level. This is the formal study in LIS in which a person qualifies for employment in the LIS sector.

It is in two sections.

- ALIA recognized professional courses on LIS
- ALIA recognized library technician courses

Entry level for professional courses in LIS would be a degree in any discipline or equivalent exemptions for TAFE diploma holders are given up to one year full time of the undergraduate BLS.

Entry level for the technician course would be completion of year 12 or equivalent, and it comprises of two years of full time study. In 1996/97 a national curriculum for library & information studies, was introduced at the Diploma level, and courses based on this curriculum will now provide a new entry-level qualification for library technicians. A new qualification for library assistants is offered at certificate III level, which comprises the

first half of the diploma course. All courses are available full time, part time, and external study.

SALARY SCALES 1997/1998

This is 11th survey done by ALIA. Wage fixing in Australia has undergone radical changes, since the proclamation on new industrial laws. Diversity between and within industrial sectors change from enterprise to enterprise. Remuneration in these sectors are mostly established by private negotiation and individual arrangements, but ALIA survey is used as a basis by mostly private sector employees.

This booklet is arranged by type of service, by state and territory, and then alphabetically by institution.

Types of services covered: Public service and government agencies;
Local government;
Higher education;
Technical and further education (TAFE)
Schools
Hospital health services

Categories: librarians
professional officer class 1 and 2
senior professional officer grades ,C, B, A
technicians grades 1, 2, 3
Library assistants

WORK LEVEL GUIDELINES FOR LIBRARIANS AND LIBRARY TECHNICIANS 1998

This booklet is prepared by a working party established by ALIA's Board of Education. It began publishing in the early 1980s. Purpose is to define the role and tasks of librarians and technicians in various library and information settings. Work in LIS has changed dramatically therefore, it is difficult to attach strict salary levels to various gradings. Workplace roles, have new titles such as Information Manager, Network Administrator, Resource Co-ordinator, Information Systems Analyst, Community Relations Officer etc. These different roles need to have formal education

and training in industry focused skills and special skills. In Australia, 25% of the workers are part time.

The publication gives a brief description of career profile of LIS professionals. It has three parts.

1. work level descriptions outlining typical tasks, education qualification required, and formal competencies required
2. Guidelines for distinguishing between position levels and tasks : This is to provide assistance in identifying the type and level of position needed for a particular library situation, and to prepare job descriptions
3. education and training pathways

The Australian Library and Information Association over the years has made several changes in their structure and its activities in order to meet the needs of the changing society. There are several issues which the SLLA can give serious consideration. The changes which are taking place in the Sri Lankan information environment leaves us with no choice but to give very careful consideration to some of the following issues.

- Re-structuring of the SLLA
- Review of the education policy
- Review of membership policy
- Research and publications

P I T R A B A N

S/23 2nd Floor, Colombo Central Super Market Complex

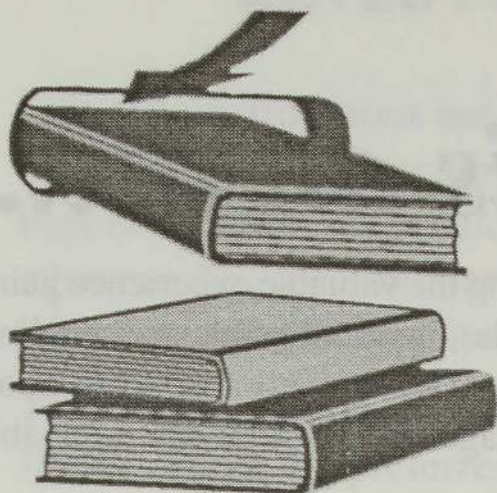
Colombo 11

Telephone - 445340 Fax - 441919

Wide Variety of Books

Accounting	Geography
Agriculture	Geology
Art & Architecture	Health & Fitness
Aviation	History
Bioscience &	Language & Linguistics
Biotechnology	Law
Business Management	Library & Information
Catering	Science
Children's Books	Mathematics
Computer	Media & Communication
Cookery	Studies
Development Studies	Medical
Dictionaries	Nursing
Earth Science & Geology	Philosophy
Economics	Political Science
Education	Psychology
Engineering	Religion
Environmental Science	Science
Gardening	Sports
General	Veterinary, Zoology

and many more...

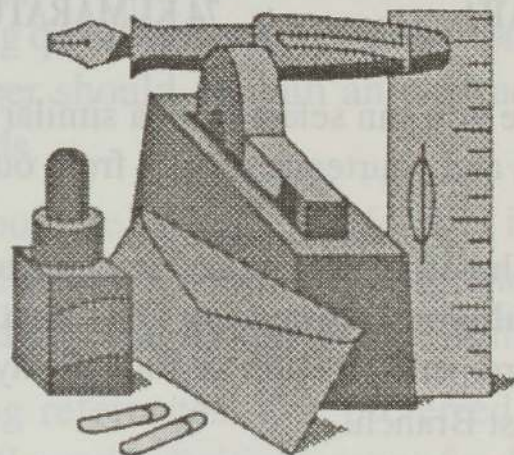


Good things
are
rare and esteemed

Sadeepa Books

are to be read

and preserved



For Books of Quality

Sadeepa Book Shop

1060, Maradana Road, Borella.

Tel : 686114, 694289, 678043

Fax : 678044 E-mail : sadeepabk@itmin.com

Bookselling

is an art...

Fifty years on in the business, we have been putting the valuable experience gained to build a large clientele, both young and old, who, in comfortable surroundings, are able to browse and select from a wide range of attractively displayed books, from Publishers worldwide. This valued patronage has encouraged and enabled us to establish Branches at

COLOMBO FORT : KVG BRANCH, 44/9 Y. M. B. A. BUILDING
 BORELLA : KVG BRANCH, 1/50 Y. M. B. A. BUILDING
 KANDY : KVG BRANCH, 86 D. S. SENANAYAKE VEEDIYA
 MATARA : 74 KUMARATUNGA MAWATHA

where you can select from a similar range of Books and experience the very personal and courteous service from our Staff, as at our main Bookshop.

You therefore do not need to come to our Bookshop at Nugegoda (**Winner of the Gurulugomi Award for 'The Best Bookshop in Colombo Suburbs'**) for your requirements, though you are always very welcome..... Just visit the closest Branch.

Sarasavi....

Setting Standards for Bookselling



**Sarasavi
 book shop (pvt) ltd**

30, Stanley Thilakaratne Mawatha, Nugegoda.

Tel : 852519, 820983, 820230 Fax : 821454, 509503

e-mail : sarasavi@slt.lk.

Branches :

K. V. G. Branch, 86 D. S. Senanayake Veediya, Kandy. Tel : (08) 234036

74 Kumaratunga Mawatha, Matara. Tel : (041) 28406

K. V. G. Branch, 44/9 Y. M. B. A. Building, Fort, Colombo 1, Tel/Fax : 326831

K. V. G. Branch, 1/50 Y. M. B. A. Building, Borella, Colombo 8. Tel : 698886

SRI LANKA LIBRARY REVIEW (NEW SERIES) NOTES FOR CONTRIBUTORS

1. Original contributions are accepted for publication with the understanding that they have not been published or accepted for publication elsewhere. Papers accepted for publication in this journal may not be published elsewhere in the same form and language or in any other language without the consent of the Publication Committee.
2. There is no restriction on the length of articles, but contributions of 8,000-10,000 words are preferred.
3. Articles for publication should be submitted in duplicate, typed throughout in double spacing on one side of the paper only, leaving ample margins for editorial comments. Articles can be sent on a computer disk, preferably in MS word v6.0 (or a higher version) Win95/98 with one hard copy. A brief background note on the author including qualifications and affiliations should accompany his/her article. Every paper should contain an abstract of not more than two hundred and fifty words.
4. Illustrations, charts and drawings, should be in black, preferably in Indian ink in a form suitable for direct reproduction or should be computer generated. It is advisable to keep charts, graphs, and footnotes to a minimum.
5. Special care should be taken in citing references. The preferred style of citing references is: name of author followed by initials, year of publication in parenthesis, title of article or book, title of journal if applicable, volume/edition (place of publication and publisher in the case of a book), and inclusive pages. A style sheet can be made available on request.
6. It is the responsibility of contributors to ensure that manuscripts submitted for editorial consideration are in a form suitable to be sent to the printer.
7. The Sri Lanka Library Association reserves the copyright of articles accepted for publication. Each author is entitled to one copy of the Review free of charge. Manuscripts will not be returned unless specifically requested by the author.
8. Manuscripts and correspondence should be addressed to the Publication Officer, Sri Lanka, Library Association, 275/75, Bauddhaloka Mawatha, Colombo 7, Sri Lanka.

OFFICE - BEARERS OF SRI LANKA LIBRARY ASSOCIATION

PRESIDENT	-	Mrs. Sumana Jayasuriya
IMMEDIATE PAST PRESIDENT	-	Mr. Harrison Perera
VICE PRESIDENTS	-	Mrs. Daya Ratnayake Mrs. Swarna Jayatillake
GENERAL SECRETARY	-	Mrs. Dharma Diyasena
ASST. SECRETARY	-	Mrs. Shivanthi Weerasinghe
TREASURER	-	Mr. Anton D. Nallathamby
EDUCATION OFFICER	-	Mrs. Pradeepa Wijetunga
ASST. EDUCATION OFFICER	-	Mrs. Deepali Thalagala
PUBLICATION OFFICER	-	Miss. Premila Gamage
NOMINATED MEMBERS	-	Mr. S. Rubasingam Mr. N. U. Yapa

OFFICE BEARERS
OF
SRI LANKA LIBRARY ASSOCIATION

PRESIDENT

Mrs. Saranya Jayasinghe

IMMEDIATE PAST PRESIDENT

Mr. Mahipala Perera

VICE PRESIDENTS

Mrs. Daya Pathirajala

Mrs. Saranya Jayasinghe

GENERAL SECRETARY

Mrs. Dharini Dissanayake

ASST. SECRETARY

Mrs. Shivanthi Weerasinghe

TREASURER

Mr. Anton D. Nallathambi

EDUCATION OFFICER

Mrs. Pradeepa Wijesinghe

ASST. EDUCATION OFFICER

Mrs. Deepali Thangiah

PUBLICATION OFFICER

Mrs. Premila Gamage

NOMINATED MEMBERS

Mr. S. Ratasingam

Mrs. N. U. Yapa

