



**International Federation of Library Associations  
and Institutions**

**Libraries Serving Disadvantaged Persons Section**

# NEWSLETTER

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Ensuring patients are able to access health information is an important role of many hospital and healthcare librarians. In this issue Liv-Berit Henschien, Head of the Health Information Centre and Library at Ullevål University Hospital, Oslo, Norway describes the unique service provided to patients and staff at this hospital (see pages 4-6).

Also in this issue Vibeke Kallar and Mícheál Ó hAodha describe a number of innovative education and literacy outreach projects based at the University of Limerick, working with two small minorities in Ireland: Irish Travellers and the Roma Gypsies.

Very best wishes for 2006!

Margaret E S Forrest  
Editor

## **Editorial**

In this issue we report on the very successful IFLA Conference in Oslo. If you were unable to attend the Conference in person, take the opportunity to attend "virtually" by visiting the presentations via IFLA Net (see page 2).

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Editorial address:  
University of Dundee, School of  
Nursing & Midwifery Library, Forth  
Avenue, Kirkcaldy, KY2 5YS.  
Scotland. UK  
m.e.s.forrest@dundee.ac.uk

## IFLA Conference Review



World Library  
and Information  
Congress: 71st  
IFLA General  
Conference and  
Council

### *"Libraries - a voyage of discovery"*

August 14th - 18th 2005,  
Oslo, Norway

The LSDP Section programme at this year's IFLA General Conference and Council focussed on the theme of accessible libraries. The title of our session is **"Equal Access to Libraries = Opportunity for All"**. The full text of the presentations is available from the IFLA Conference website at

<http://www.ifla.org/IV/ifla71/Programme.htm>

### **National accessibility strategies for persons with disabilities**

Mogens Wiederholt (Equal Opportunities Centre for Disabled Persons (Center for Ligebehandling af Handicappede), Copenhagen, Denmark).

<http://www.ifla.org/IV/ifla71/papers/182e-Wiederholt.pdf>

### **Access to libraries checklist: a practical tool**

Gyda Skat Nielsen (Bibliotekerne i Sollerod, Holte, Denmark) and Birgitta Irvall (Swedish Library of Talking Books and Braille, Enskede, Sweden).

Abstract: In many countries disabled people are not able to use libraries on equal terms with all other citizens. In order to support libraries to develop equal access, a checklist has been prepared. Developed by the IFLA Standing Committee of Libraries Serving Disadvantaged Persons (LSDP), it is designed as a practical tool for all types of libraries to assess existing levels of accessibility to buildings, services, materials and programs and to enhance accessibility when needed. [http://www.ifla.org/IV/ifla71/papers/113e-Nielsen\\_Irval.pdf](http://www.ifla.org/IV/ifla71/papers/113e-Nielsen_Irval.pdf)

### **Towards an accessible academic library: using the IFLA checklist**

Margaret Forrest (University of Dundee, UK).

Abstract:

This paper describes and analyses the experience of applying the IFLA checklist, "Access to libraries for persons with disabilities" to an academic library, Fife Campus Library at the School of Nursing and Midwifery, University of Dundee, Scotland. An introduction to disability legislation in the United Kingdom provides the legal framework for this paper and is recognised as an important incentive for libraries to improve their services to disabled people. A number of physical and attitudinal barriers to good practice are considered and the value of using the IFLA Checklist in overcoming some of these barriers and working towards an accessible academic library is promoted.

<http://www.ifla.org/IV/ifla71/papers/095e-Forrest.pdf>

## **Personal Reflection of Conference**

### **Margaret E.S. Forrest**

I attended the IFLA conference with financial assistance from the UK Chartered Institute of Library and Information Professionals and the University of Dundee. In this brief report I have focussed on my impressions of the exhibitions, posters, visits and presentations of the Conference.

The exhibition and poster sessions at the conference were excellent. I visited the exhibition area several times and each time came away with a clutch of leaflets and brochures to follow up at work. I was especially impressed with the poster sessions and the diversity of interests covered in such a small area of the exhibition floor. As I work in an academic library, I was very interested to hear about SmartLibrary, a mobile service enabling patrons to locate items at the University of Oulu in Finland. Bibtutor, a project based at the University of Heidelberg in Germany, is very relevant to the information literacy teaching in which I am involved with nursing students at Dundee University and I would like to explore this further.

I was very fortunate in being able to visit the Health Information Centre at Ullevål University Hospital (see article by Liv-Berit Henschien in this Newsletter). This modern, purpose-built centre houses the patients' library and a health information centre, in addition to meeting rooms specifically for self help groups.

The social and cultural events during the conference programme encouraged delegates to see beyond the library and information world and appreciate the rich and fascinating culture of Norway. The event at the Norwegian Museum of Cultural History was an evening to remember: with glorious summer sunshine, exploring an out-door museum and enjoying a wide variety of music and dance while mingling with friends and acquaintances from the conference.

IFLA Net provides an excellent guide to the Conference and I know I will be returning many times to the website to re-read the conference papers. As a deaf delegate I found it very difficult to hear the presentations, and so I particularly benefited from the papers being made available on the web. Although I was usually able to sit near the front in most sessions I attended, there was no loop induction system available for hearing impaired delegates.

My overall impression of the Oslo Conference is very positive and I feel I came away with many new ideas and information which I would like to put to good use both in my own library workplace and in the work I do for the CILIP Health Libraries Group and the IFLA LSDP Section. The city of Oslo provided an excellent venue and the volunteers an excellent and friendly support for delegates.

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## Articles

### **The Health Information Centre and Library: The Learning Centre**

#### **Ullevål University Hospital, Oslo, Norway**

Liv-Berit Henschien, Head of Section, [lihi@uus.no](mailto:lihi@uus.no)

*A new concept of providing health information and education to the patients and their families.*

Ullevål University Hospital (UUS) is a highly specialized hospital with many different functions. It is one of eight university hospitals in Norway, which all have special responsibilities in the fields of research and professional development. UUS houses 8500 employees, and has a total of around 1200 beds for both somatic and psychiatric patients. In addition there is a large trauma centre and the country's largest emergency hospital.



The Health Information Centre at UUS

Norway's health care system has been through major changes in the last few years. These changes have become evermore obvious to

the patients due to new and improved medical treatment and methods, and an increasing demand for efficiency. The results are shorter admission time, more day surgery and outpatient clinics, and busy health professionals with less time for the patients.

The specialized health care system (The hospitals) in Norway is based on 4 main functions:

1. Patient treatment
2. Health professional education
3. Research (Univ. hospitals)
4. Patient information and education

The 4<sup>th</sup> function brings special focus to the patient group, and is founded in Norwegian Law (The Act of Patients' Rights 1998-99).

In many ways this legislation gave health authorities a great new challenge which they had to take seriously. And this is the background for establishing learning centres and information centres for patients and their families.

Patient information and guidance has always been in great demand. Especially among patients who are chronically ill. The content of information and methods used in this exchange are also key issues. To be able to participate and decide, patients must be informed in the best possible way, not only when they are hospitalized, but especially after discharge. Health professionals are busy people who always lack time to perform this

important task. This is why patient information is a new area to explore.

### **Learning centres in hospitals – a new arena for cooperation in patient education of the chronically ill**

Educating patients is now one of the many important activities in the acute care hospitals. This is a way of making patients more independent, and teaching them how to take responsibility for their own health and care.

To make patients with chronic illnesses change their perspective and learn to cope, requires new thinking. By finding new ways to organize this learning process, the patient will participate more and ultimately shorten or prevent stay in hospital. The patient is supposed to take an active part in everything from the planning, to the evaluation of the courses. The philosophy behind is the idea of a meeting place, where patients and health personnel exchange information on equal terms. Traditionally, the health professional was always the expert, authoritative and conservative, and not allowing differing opinions and alternatives to come forward. The new knowledge is that the patient provides important insights in how to live with a chronic disease. This knowledge can in turn be transferred to health personnel where the patient becomes more than a passive receiver. The result becomes a compliant patient who is

both competent and educated, with the ability to live a better life.

### **The UUS Health Information Centre**

The Health Information Centre was established in 2000. The original Patients' Library became integrated in the new centre as a 'core' activity. It is centrally located on the first floor of the new Patients' Hotel, and offers health information services to all patients, their families, staff and to the general public.

The main function of the centre is to provide courses in how to cope and live with chronic disease and all kinds of patient information. The centre cooperates with a wide range of health- and patient-organizations. In addition, health professionals from the hospital conduct seminars, courses and provide services.



The Health Information Centre at UUS

Centres like these also provide value added for patients and their families who can visit the library. Possibilities include participation in self-help groups, special patients groups, and the benefits of exchanging experience with someone suffering

from the same diagnosis. Lastly, the centres provide a place to relax and enjoy quiet library facilities.

### **The Library services**

The health information provided by the library is a voluntary supplement to the information given by doctors and nurses, and should not come into conflict with this.

The library is not especially designed for disabled persons, but some adjustments have been. The locations are spacious and modern, with good lighting and wheel chair-access at the PC-terminals and bookshelves. Even a bed or two can be fitted in. 4 nice meeting rooms are available for course activity.

The collections consist of professional literature, journals, magazines, booklets and pamphlets, general literature, fiction, recorded books, children's books, videos, music and an art collection (artothèque). There is an ambulatory lending service in special wards. Long-staying patients can choose pictures and art for their hospital room.

### **Databases for patients**

There are numerous websites on medical information, mostly in English, and the library users need assistance and guidance in how to find the quality information through these sites. Librarians have also experienced that users request this kind of information in their own language. With that in mind, librarians and nurses at the largest

health and science libraries, created a special portal of medical information in the Nordic languages. This was made especially for patients and laymen, with a very user-friendly access. The portal SMIL (Scandinavian Medical Information for Laymen) was launched in 2004. Every public library can link to this portal, and find a good supplement in the library's reference work.

### **Learning centres in Norway**

Learning centres are presently established at 32 Norwegian hospitals. There is no national standard yet, and they are all very different when it comes to service, facilities, diagnoses and resources. The common feature, however, is the active patient participation and cooperation with health professionals.

UUS - the largest hospital in Norway - is the only hospital which has developed the combination of a health information centre with course activity and a patients' library. It is fully financed by the hospital, and is run by 4 librarians and a specialized nurse. The model has been greatly successful, much appreciated by our patients and their families. Yet, the model needs further development.

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## **Initiatives for the Social Inclusion of "Non-Traditional" Library Users - University of Limerick Experience**

Vibeke Kallar, Assistant Librarian, Oslo and Mícheál Ó hAodha, Librarian (Informatics), University of Limerick.

### **Abstract**

*This paper describes a number of education and literacy initiatives currently underway at the University of Limerick and as initiated within the University of Limerick library to reach out to two small minorities in Ireland – Irish Travellers and the Roma Gypsies - who have traditionally been socially marginalised from “mainstream” education. Both groups exhibit a long tradition of their social marginalisation from the “mainstream” population and they score high on all indices of unemployment, poor health and child mortality. Since 2003, the University of Limerick has been in receipt of HEA (Higher Education Authority) funding for the Traveller/Roma Initiative Programme. This paper describes a range of innovative information access and literacy initiatives as implemented within UL Library and describes the setting-up of the Traveller-Roma Access Resource Centre.*

### **Background**

Since 2003, the University of Limerick has been in receipt of HEA (Higher Education Authority) funding for the Traveller Initiative Programme. This initiative has been run through the Library and

Information Services Division, the Department of History, the Department of Business and the Irish World Music Centre. UL has shown great vision and initiative in leading the way in the study of Ireland's oldest minority group, a group of people who make up less than one per cent of the Irish population and about whose history, little is known. Irish Travellers number approximately 28,000 people in the Republic of Ireland and 1500 in Northern Ireland. There are also large Irish Traveller communities in Britain and North America. Their family structure, nomadism, employment patterns and language are all distinctive and have ensured their survival as a minority group on the margins of Irish mainstream society for generations. This paper describes a range of innovative information access and literacy initiatives as implemented within UL Library and describes the setting-up of the Traveller-Roma Access Resource Centre. This Centre located within UL Library includes a wide range of material relating to the history/culture of Travellers and Roma and includes books, prints, audio, multimedia, video and music materials. Information relating to information literacy and children's literacy material has also been bought for the Centre which will serve the needs of both “settled” and Traveller students who attend the University of Limerick and use the Library here. The HEA Initiative has also funded the furnishing of this Centre. Funding from these Initiatives has also resulted in the publication of two books about the cultural history of the Travellers –

details of which are available at:  
<http://www.ul.ie/~library/publications.html>

### **Traveller/Roma Resource Collection**

UL library was successful in accessing funding from the HEA to create a Traveller/Roma centre within the library which is due to be officially launched in May, 2005. This Collection is the first Collection in Ireland relating to the history of the Travellers and the Roma. It includes a wide range of material relating to the history/culture of Travellers and Roma and includes books, prints, audio, multimedia, video and music materials as well as furniture and computer equipment. Financial backing for this venture has been provided by John Heneghan, Kemmy Business School who is the Coordinator of the HEA Traveller Access Initiative at UL. Dr. Bernadette Whelan of the UL History Department has also been involved in the purchase of scholarly resources for this Collection. The Collection is intended as a resource for both Traveller/Roma students and UL students generally. In addition to historical/cultural material the Collection also includes children's material and literacy material which is available to the Traveller students who are attending UL and their families. Details of the Collection can be accessed on the UL Library's web pages at: <http://www.ul.ie/~library/travellers/> or by contacting the Project Manager, Mícheál Ó hAodha at 061-202668 or [micheal.ohaodha@ul.ie](mailto:micheal.ohaodha@ul.ie)

The educational and cultural remit of this Collection are as follows:

- Continual development and acquisition of resources such as videos, books and journals to form as comprehensive a collection as possible of material relating to the history and culture of both the Irish Traveller and the Roma (Gypsy) communities. This Collection would help to enhance the educational experience of Travellers and create a supportive environment for them within the University.
- Acquire resources of particular relevance to Traveller/Gypsy education, literacy skills, the education of children in the home, special needs etc.
- Acquire "popular reading" material for children so that the Collection can be an educational and literacy tool for Traveller women and their children.
- Ensure the acquisition of research material that is "culturally-sensitive" to the particular needs of the Traveller/Gypsy community by consulting with Travellers/Gypsies on the acquisition of various materials.
- Expand the Collections to build its breadth and range of formats (books, cds, dvds in areas such as Migration Studies, Ethnicity Studies, Roma, Fairground Travellers, Circus Community etc.



- Assist Travellers in the use of the library facilities – organise small groups of Travellers to visit the library on a regular basis so that they might become familiar with the environment of the library and aware of the many research facilities on offer there.
- Make links with the relevant bodies in the University (i.e. the Access Office) and in Limerick city who are already doing outreach work to the Traveller/Roma communities. Groups included in this remit would be the Limerick Traveller Development Group, Doras, Paul Partnership etc. Visit these groups with a view to publicising the Collection and give talks outlining the richness of the material available in the Collection
- Assist Travellers in enhancing their awareness of the Traveller Collection and ensure in as far as possible that the Collection serves the needs of both literate and illiterate Travellers.
- Ensure that the Collection is a stepping-stone that will facilitate learning and research on the Traveller/Gypsy communities by both Travellers and “settled” people.
- Ensure that the Collection remains correctly “housed” in the library so that the Traveller Collection can become a focal point within the Library.
- Arrange the sourcing and purchase of all material pertaining to the Traveller Collection. Search bibliographies, make out order forms, monitor expenditure. Ensure that material acquired is bound and catalogued according to the correct bibliographic standards. Arrange for the acquisition of a permanent space in the library – including an exhibition space – where the Collection can be housed.

Tranches of funding allocated in future years may be used to explore the following possibilities:

- Continue the updating of the website to promote the Collection and Archive.
- Promotion of the Collection outside the University – travel to Traveller development groups, schools, conferences to promote the Collection, the first of its kind in any Irish University.
- Promote the Collection within the University amongst Faculty and students.
- Investigate the possibilities for the establishment of an archival project whereby a vast collection of archival material (Mícheál’s Collection) including newspaper cuttings, photos, tapes etc. (about 80,000 items in total) pertaining to Travellers and their culture would be made available to researchers on a searchable bibliographic database. This database could be then be

searched using such criteria as author, title, research topic, notes field etc.

- Investigate the possibilities for a joint catalogue or “virtual” collection with other Universities with specialist collections in this area either within Ireland or abroad.
- Enhance links with other similar resource collections and investigate increased possibilities for collaboration – throughout Europe – e.g. In Northern Ireland – i.e. University of Jordanstown; In the UK e.g. University of Liverpool Gypsy Collections and in the Asia - Mudra Institute, Ahmedabad, India and the U.S.

Information on some recent research publications based on the resources of this Collection can be accessed at: <http://www.ul.ie/~library/publications.html>

The University of Limerick Library’s Traveller/Roma Collections were also used in a research capacity in a recent documentary film about the language of the Irish Travellers, known as Cant or Gammon – about which little is known. Further information on this film can be accessed at: <http://www.ul.ie/~library/film.html>

### **Encouraging Access in UL Library**

The University of Limerick has gained a particular reputation for its innovative approaches to access issues for students from “non-traditional” or marginalized backgrounds. In order to facilitate this process of social inclusion the

Access Office has introduced a direct entry policy for students from backgrounds that are under-represented at the University. Each year the Access office organises regular Information tours at UL Library for secondary schools from “disadvantaged” areas of Limerick city in order that these students can become more familiar with the UL campus and feel more comfortable in an educational setting.

### **Disability Services at the University of Limerick Library**

The University of Limerick Library is home to a specialist unit known as Disability Services. This unit employs eight members of staff and is supports the research and developmental needs of those students with disabilities who are currently studying at the University of Limerick. A particular focus is technological development in the area of Disability. Staff at the unit are currently working on a major project incorporating the conversion of text-to-audio for visually-impaired students. Further information on the range of Disability Services at UL can be accessed at:

<http://www.ul.ie/~inclusion/>  
or by telephoning – 061-202346.  
Derek Spaight (Disability Officer, UL) and Mícheál Ó hAodha, (Librarian Informatics, UL) recently cooperated on a disability awareness audit of the University of Limerick’s buildings and campus. Further information on this report from [derek.spaight@ul.ie](mailto:derek.spaight@ul.ie) or [micheal.ohaodha@ul.ie](mailto:micheal.ohaodha@ul.ie)

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## Art as a Document?

Anne Gerd Lehn  
[agerleh@online.no](mailto:agerleh@online.no)

*In the following Norwegian article, the author describes her research for a Masters degree in Documentation Studies which involved working with people who have a mental health disability and the art that they create.*

### Abstract

This extract is a small taste of my masters in Documentation Studies and concentrates on art as a document. Only the basic institution is presented here; Trastad Samlinger in Kvæfjord, Northern Norway.

By studying art as a document, the understanding of what is art develops. If you consider a document as both a result of a process of thought and documentation, then the process of creating art objects is similarly a way of recording thoughts and feelings to produce the final product.

I think that knowing the circumstances (the social story) around the objects, you can present a different story, and thereby give other artists, in this case mentally disabled people, a chance to gain respect and be acknowledged as creative artists.

See the website of Trastad Samlinger for illustrations of artwork.  
<http://museumsnett.no/trastad/>

### Kunst som dokument?

Om kunst laget av psykisk utviklingshemmede som dokument med

utgangspunkt i kunstsamlingen på Trastad Samlinger

### Forord

I masteravhandlingen i dokumentasjonsvitenskap, foretok jeg en komparativ analyse av fem annerledes kunstmuseer i Norge og Danmark. Siden dette kun skal være en *smakebit* på mitt arbeid, har jeg valgt å formidle min tanker om kunst som dokument med utgangspunkt i den unike kunstsamlingen som befinner seg på Trastad Samlinger i Kvæfjord kommune, Nord-Norge, da denne institusjonen dannet basis for mitt forskningsarbeid.

Trastad Samlinger ble åpnet 29.mai 1996 i en av de tidligere institusjonsbygningene (pav.7), på Trastad Gård/ Nord-Norges Åndssvakehjem. Museet skulle vise mer enn sentralinstitusjonsfasen. Av den grunn ble loftet ble restaurert og den 10. november år 2000, kunne H.K.H. Prinsesse Märtha Louise åpne et 290m<sup>2</sup> galleri, inneholdende verdens største samling av kunst laget av utviklingshemmede.

### Innledning

Dokumentasjonsvitenskap er en forholdsvis ny disiplin innenfor humanistisk forskning. Den ønsker å sette et kritisk søkelys på forvaltning og organisering av dokumenter. Gjennom en dokumentanalyse, som omfatter både produsentskaper, midler og måter som resulterer i et dokument, undersøkes dokumentet og produsenten ut fra tre ulike perspektiver; det humanistiske, det samfunnsvitenskapelige og det teknisk-naturvitenskapelige.

Som vitenskapsteoretisk bakgrunn, har jeg valgt å forankre min grunnleggende forståelse innenfor hermeneutikken. Positivismen har naturvitenskapen som ideal der gitte, faktiske hendelser *forklares* ut ifra en logisk sammenheng mellom årsak, hendelse og omstendigheter, mens en viktig målsetning med kvalitative studier er å oppnå en *forståelse* av sosiale fenomener (Thagaard, 2003:11). Med dokumentasjonsvitenskapen og hermeneutikken som forståelsesramme, ønsker jeg å tolke de (språklige) uttrykkene som de tidligere beboerne på Trastad Gård har materialisert. Det vil si at dette er en

kvalitativ forskning som er påvirket av min innlevelsessevne og mine subjektive betraktninger.

### Dokumentbegrepet

I følge Michael Buckland har dokumentbegrepet vært knyttet til tekst eller tekstlignende dokument. Denne oppfatningen ble endret da Paul Otlet ved begynnelsen av det 20. århundre formulerte en bibliografisk vitenskap som omfattet alle dokumenttyper (Buckland, 1997:804). Også en annen teoretiker, Suzanne Briet, lanserte i 1951 et funksjonelt dokumentbegrep. I følge henne, er noe et dokument når det har *funksjon* som et dokument og blir *brukt* som et dokument. Mens Niels Windfeld Lund anser et dokument som både et *utgangspunkt* for og som *resultat* av en dokumentasjonsprosess (Lund, 1999:31).



Trastad Samlinger

Ved å tilføre to nye definisjoner til dokumentbegrepet; at man søker etter å etterligne eller representere noe, åpnes muligheten for å kunne trekke inn kunstneriske dokumenter som studieobjekt for dokumentasjonsvitenskapen (ibid.). Mennesket har behov for å dokumentere sin fortid. En av måtene kan være gjennom kunstneriske uttrykk. Ved å synliggjøre sine følelser og tanker gjennom kunsten, får kunstneren dokumentert sitt uttrykk. Av den grunn tillater jeg meg retten til å si kunst kan være et dokument.

Dokumentbegrepet kan defineres ved å dele det opp i to; verbet *docere* som betyr *vise*, *bevise* og suffikset *mentum*, som betyr *middel* og *resultat* (Lund, 2003:109f). Det vil si at i likhet med et kunstverk, så er også et dokument et resultat av en skapelsesprosess. Men i og med at et dokument også kan være et *middel*, så

utvides forståelsen av hva et kunstverk kan være, til også å omfatte *prosessen* forut for resultatet. Det vil si at dokumentasjonsvitenskapen anser den kunstneriske prosessen som en *komplementær* prosess.

### Dokumentets sosiale situering

I utgangspunktet ble ikke *Trastadkunsten* produsert av dem som i samfunnsmessig forstand oppfattes som kunstnere. Dette var personer som var diagnostisert "ikke-opplæringsdyktige", og som det verken fantes omsorgs- eller pedagogisk tilbud til på deres hjemsteder. Av den grunn ble de sendt til Trastad Gård som fra 1954 og fram til midten av 1990-tallet var Nord-Norges Åndssvakehjem for mennesker med psykisk utviklingshemming i de tre nordligste fylkene i Norge. På Trastad skjedde det imidlertid en endring. Gjennom pedagogisk tilrettelegging og vektlegging av frie formingsaktiviteter, ble det foretatt en omfattende produksjon av objekter som igjen ble tatt vare på.

### Kan Trastadkunsten oppfattes som kunst?

Forståelsen for hva som er kunst, har endret seg gjennom tidene. Kunstbegrepet er både historisk, kulturelt, personlig og sosialt situert. Gradvis har det skjedd en forskyving fra form til innhold der *meningen* med verket har fått betydning. Håndverksmessig perfektion er fortsatt et kriterium, men opplevelse og autenticitet er også en del av kunstverket.

Ved å studere *Trastadkunsten*, ser man ikke bare en omfattende utvikling hos den enkelte beboer, men også formingsarbeider som går videre, som har *verdi* i seg selv, og som *kan karakteriseres som kunst*. For når kunsten ikke lengre skal beskrive en kollektiv opplevelse av verden, men den enkeltes personlige og umiddelbare uttrykk, finnes det ikke lengre en sann, entydig virkelighet, men en mer kompleks verden.

### Samlingen

Hovedvekten i utstillingen er *Trastadkunsten*, men det er også en nasjonal kunstsamling bygget opp av arbeider av utviklingshemmede fra hele landet. En del utenlandske kunstnere er også representert. Til sammen utgjør de

verdens største samling av kunst laget av psykisk utviklingshemmede.

Det er en spennende samling med stor bredde i utvalg av stiluttrykk og metoder: linotrykk, malerier, broderier, keramikk osv. Gjennom forskjellige kunstuttrykk får man formidlet opplevelser, tanker, drømmer og hverdags-erfaringer for eksempel gjennom skulpturer og bilder håndverksmessig utført med motiver fra både sjø og land, bibelhistorien og andre fortellinger. I det hele tatt, stor spennvidde i både utførelse og motivvalg fra det barnslige og naive til arbeider av høy kunstnerisk kvalitet.

### **Totaliteten**

I dag består samlingen av 26.631 gjenstander der ca 16.000 er identifisert på 50 kunstnere. Dette er ikke den totale produserte mengden, for mye er gått tapt, ødelagt, gitt bort eller solgt underveis. Salgsinntektene førte til at nytt formingsmaterieell kunne innkjøpes. I stedet for at leira ble klappet i hop ved enden av dagen, ble gjenstandene tatt vare på og brent. Dette var en annen institusjonstenkning og verdisetting enn det som ellers hadde vært vanlig.

### **Dokumentregistrering**

Et omfattende arbeid er nedlagt for å få registrert samlingen. Riksheim hadde under sine Amerika-opphold fattet interesse for Melvil Deweys klassifikasjonssystem. Dette ga seg utslag i en omfattende dokumentasjon. Hver enkelt elev hadde egne mapper. I tillegg til loggbøker, andre nedtegnelser og kjennskap til hver enkelt elevs interesser og særpreg, kunne mange av gjenstandene identifiseres. Kunstgjenstandene ble katalogisert etter hvilken tidsperiode de var produsert i.

### **Fenomenet kunst som institusjon?**

Flere av de utstilte kunstnerne ved Trastad Samlinger har fått opplæring ved deltakelse i kreative kurs eller innen kunstfaglig utdanning. De fleste med opplæring ved nærliggende bo- eller undervisningsinstitusjoner, men også gjennom undervisning tilrettelagt av profesjonelle kunstnere.

I følge Danbolt, kan kunstnerstatus oppnås gjennom godkjennelse av kunstfaglig utdanning, juryerende utstillinger,

anerkjennelse av kompetente kunstkritikere og innkjøp av offentlige institusjoner og gallerier. I tillegg har medlemskap i kunstnerorganisasjoner vært et krav de siste 100 årene (Danbolt, 1997:136). Ut ifra disse kriteriene, er det bare to av utstillerne som kan betegnes innenfor profesjonen kunstnere: Herleik Kristiansen og Torstein Nilsen.

### **Herleik Kristiansen**

Herleik ble født på Nesna i 1947 og kom til Trastad som ung tenåring. Muligens har han fått den beste kunstfaglige opplæring som noen utviklingshemmet i Norge har fått gjennom Riksheim. Ikke bare tilrettela hun undervisning, men hun tok han også med på reiser til f.eks. kunst- og håndverksskolene i Oslo, Bergen, Svolvær og København. I nærmere 40 år har han arbeidet med forskjellige kunstteknikker: grafikk, skulptur, men hovedsakelig keramikk. Herleik er en av de i Norge som behersker linoleumstrykk og det var derigjennom han oppnådde sin anerkjennelse som kunstner. Han arbeider gjerne i stort format, der han skjærer med kniv ut motiv som han "ser" i sitt hode. Sagmuggen kostes ikke av før motivet er ferdig skjært. Motivene er først og fremst hentet fra naturen: fugler, dyr, trær og blader, men han har også religiøse motiv. Felles er hans utrolige evne til å formidle dybde, bevegelse og uendelighet. Han setter sammen og forenkler på en unik måte, noe som vitner om dyp innsikt og kunnskap om både motivvalg og formidlingsteknikk. I 1976 ble han medlem av Nordnorske Bildende Kunstnere (NNBK) og Norske Bildende Kunstnere (NBK). I tillegg er han juryerende anerkjent og er bl.a. innkjøpt av Norsk kulturråd, Nordenfjeldske Kunstindustrimuseum, Universitetet i Tromsø, Riksgalleriet og Nasjonalgalleriet.

### **Outsiders Art**

Det moderne kunstbegrepet har gitt rom for andre fortolkninger, noe som åpner muligheten for å se på andres kreativitet som leverandør av kunst. En nytt begrep i denne sammenhengen er "Outsiders Art" som kan defineres som "*art created by people who are mentally ill or have intellectual and/or learning disabilities and who have leaved or are living at the edge of society*" (Prosjektbeskrivelsens pkt. II.2).

Definisjonen inkluderer alle som i en eller annen form er mentalt syke, har intellektuelle og/eller andre lærevansker og som lever eller har levd på kanten av samfunnet. Ut fra en slik fortolkning, kan også andre betegnes som kunstnere.

### Wenche Nilsen

Wenche er født i Alta i 1967 og bor der fremdeles. Hovedteknikken hennes er brodering med 3-tråds garn på stramei. Hun er bevisst i sitt fargevalg og velger ofte klare, sterke farger og komponerer egne mønstre. Mønstrene er nesten alltid et menneske, der enkelte sanser er fraværende. Muligens er dette selvportretter, da hun selv er døvstum. Den menneskelige utformingen eller hodefotingen, som figuren kalles innen førskolepedagogikken, har store variasjoner ut ifra de ulike perioder i hennes liv.

#### Dokumentbegrepet om analyseredskap

For videre analysering av dokumentet, studeres hver enkelt del, eks. fargevalg, motiv, komposisjon, utførelse. Innenfor mitt fagfelt kalles de enkelte delene *docem* (Lund, 2003:116f). Med andre ord er *docem* alltid *en del av* et dokument som ikke kan stå alene, og der dokumentet endres dersom *docem* endres, dvs. at dersom fargevalget forandres, så endres Wenches broderi. Alle *docemer* er viktige, men har ikke nødvendigvis lik betydning. Innenfor fargelære, har fargevalg ulik betydning. Fargesymbolikk er f.eks. bruk av bestemte farger for å uttrykke sinnstilstand eller stemning. Hvitt oppfattes som renhetens farge, rødt som gleden eller blodet, ilden og kjærlighetens farge, mens fiolett er verdighetens, blått er uendeligheten og sort er sorgens farge. Det vil si at det er ikke tilfeldig eller uvesentlig hvilke farger som benyttes. Ved å foreta en komparativ analyse, kan man identifisere de ulike *docemer* og hvordan de forholder seg til hverandre. Slik finner man ut hva det er produsenten ønsker å formidle med akkurat dette uttrykket.

### Hva er Trastadkunsten en dokumentasjon på?

I følge Lund er et dokument *et resultat av en dokumentasjonsprosess* (Lund, 1999:39). Det vil si at det er dokumentert "noe" som i dette tilfellet har materialisert seg og som har funksjonalitet og blir presentert som kunst på Trastad. Får man så fram et

spesielt bilde, en *forestilling* av hvordan livet på Trastad var? Trastad var "et samfunn i samfunnet". Det var en verden der arbeid, aktiviteter, glede, ensomhet og sorg var en del av hverdagen og der kunsten ga beboerne et "språklig" og materielt uttrykk til å formidle og kommunisere sine følelser og opplevelser.

Det vil si at når den kunstneriske prosessen anses som en *komplementær* prosess, oppdages og erfares så mye mer. Dokumentasjonsvitenskapen kan være med på å bryte ned konvensjoner, slik at utradisjonelle kunstleverandører *synliggjøres*. Kunstobjektene blir ikke *kun* fysiske gjenstander. De blir også symboler på levd liv, identitet og anerkjennelse. Men er dette en akseptert oppfatning? Utvides eller innskrenkes kunstforståelsen ved kjennskap til dokumentets kontekst? Dette ønsker jeg å forske videre på. Vår tradisjonelle måte å forstå kunst på er i ferd med og endres. Målet mitt er å bidra til at *blikket* utvides. Dermed kan en *annerledes* historie presenteres.

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## Seminar Reports

### Continuing Education Seminar for Hospital Patient Librarians

Brigitta Hayn

[brigitta.hayn@charite.de](mailto:brigitta.hayn@charite.de)

(translated from German by Maxi Kindling and Ben Kaden).

Surrounded by a nice castle, park and pond the hospital patient librarians who usually suffer from “Cinderella-Syndrome” felt like true princesses. Indeed, for the librarians and the staff working in patient libraries the continuing education seminar at the Evangelische Akademie Hofgeismar is a welcome time-out from their daily routine. For three days there are not only delights for the eyes and stomach, but also plenty of edifying and intellectual input.

The programme of the 2005 session from 15-17 June included insights into the German public health system from a patient’s point of view as well as very library-related issues such as changes of the system’s structure, the implementation of new media, the inclusion of new target groups and the – sometimes not easy-going – cooperation between full-time and voluntary librarians in the patient libraries.

In his presentation “The Patient within the German Public Health System” Dr. Stefan Etgeton, Consultant for Public Health at the Bundesverband der Verbraucherzentralen Berlin (German Association of Consumer

Advice Centres) explained the different roles of users of public health services as patients, insurees and customers. The role of the patient is changing as public health finally becomes a mixture of governmental and commercial enterprises and the physician becomes a provider selling health services.

There are increasingly fields where patients or insurees can and have to exercise their customer rights but feel overextended in the basic situations of suffering or need for help. The idea of a patient as a health customer or “homo oeconomicus” is apparently limited.

The working sessions “From the Patient to the Public Library” dealt with more practical issues. The initial presentations and the follow-up discussions worked on the following topics:

1. Structural changes in hospitals and the effects on the work of hospital patient libraries (Kathrin Reckling-Freitag/Flensburg)
- 2- En route to the public library in the hospital (Elke Schmidt/Duisburg-Huckingen)
3. Cooperation with public libraries and services for librarians (Doris Jablonski/Moers)

The unanimous finding of all three groups was that there will be serious measures of change within the hospitals which will alter the public health system with lasting effect. For patients’ librarians there is a need to be more flexible and to open up new fields of action. Every library has to

decide for its own circumstances whether these new fields can lie within an opening to the public beyond the hospital, within the forced implementation of new media or within a more diverse service. For instance Birgit Schluß from Munster gave in her excellent and very informative presentation “DVD – opportunities and capabilities within patient libraries” a detailed overview on technical issues, the market structure and thoughts on the usage of this medium in patient libraries.

The topic of the “ageing society” – which includes new medical challenges as well as social – was analysed in Birgit Schluß’ presentation “From the ‘Young Old’ to the ‘Seniors’”. In addition Jürgen Seefeldt from Koblenz introduced a recommendation list titled “55plus : new novels for the ‘Young Old’”. On the final day of the seminar Meinhard Motzko from Bremen presented a discussion between the professional librarians and people involved in voluntary library work. After a short introduction Meinhard Motzko outlined the topics to be discussed within the four working groups:

- What do I expect from my professional/voluntary colleagues?
- What should my professional/voluntary colleagues avoid doing?
- What should my professional/voluntary colleagues continue to do?

There was a lively follow-up discussion. Each group presented its

results to the plenum. It became obvious that there is a gap between the demands and the reality and there are plenty of aspects left for future discussions.

The evaluation of the workshop showed that the organisation and programme were perceived as overwhelmingly positive. The Hofgeismar-sessions are a standing date for most participants, attracting the professionals as well as the voluntary workers. The organizers (German Library Association Section 8, German Association of Protestant Libraries, Borromäusverein and the Association of Specialised Units) will do their best to keep an eye on this aspect for future sessions and try to devise a high-quality programme for both target groups for the next seminar as well.

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### **American Library Association and the 2005 White House Conference on Aging (WHCoA)**

Vibeke Lehmann

[Vibeke.Lehmann@doc.state.wi.us](mailto:Vibeke.Lehmann@doc.state.wi.us)

### **Background**

The White House Conference on Aging (WHCoA) is a decennial event designed to develop recommendations for the research and action in the field of aging. A wide range of organizations concerned with issues related and the elderly will be sending delegates to this important conference in Washington DC, December 11-14, 2005. The WHCoA Policy



Committee has solicited resolutions for consideration by the delegates. Testimony and reports from close to 400 listening sessions, solutions forums, mini-conferences, and other pre-conference events involving more than 125,000 people, as well as unsolicited general input, have been received by the WHCoA. The official WHCoA web site is:

<http://www.whcoa.gov>

### **The Role of ALA**

In June 2004, the American Library Association (ALA) began planning for its participation in the WHCoA. Recognizing the significance of this event, a small ALA steering committee was formed and chaired by Allan M. Kleiman, who is also chair of ALA's Library Service to an Aging Population Committee. It was determined that two units of the association would work on the WHCoA project: the Reference and User Services Association (RUSA) and the Office of Literacy and Outreach Services (OLOS).

ALA's WHCoA Steering Committee held numerous meetings and mini-conferences and contacted key library leaders who had an interest in this area of library services. The following organizations were represented at a January 2005 meeting in Boston: The US National Commission on Libraries and Information Science (NCLIS), the Institute of Museum and Library Services (IMLS), Friends of Libraries, USA (FOLUSA), Libraries for the Future (LFF), the Association for Library and Information Science Education (ALISE), Senior Services

America, and Chief Officers of State Library Agencies (COSLA). Position papers were developed by various organizations, including the US National Commission on Libraries and Information Science NCLIS. The NCLIS paper is posted at <http://www.nclis.gov/info/WHConfAggNCLISPositionPaper.pdf>.

Following the Boston meeting, the listserv WHCOA-ALA was established, as well as the web site (<http://cs.ala.org/ra/whitehouse/>). The site includes background links to important sites on library service to older adults, aging issues, information on the boomers and the WHCOA web site.

In conjunction with the 2005 ALA conference in Chicago, a pre-WHCoA workshop was held where different groups engaged in developing ALA recommendations for the 6 themes of the WHCoA: Marketplace, Social Engagement, Our Community, Planning Along the Lifespan, Workplace of the Future, and Health & Long Term Living.

It was clear in the group reporting that libraries are interested in being a "player" and "collaborator" and "partner" with other organizations that serve older adults. In addition, it was clear that libraries wanted to be specifically mentioned in legislation as eligible for funding under aging programs (by both federal and local governments).

At the Chicago workshop, these final six (6) recommendations were developed, which the American Library Association will be submitting

to the 2005 White House Conference on Aging:

### **1. Marketplace**

Recommend that: Community agencies, groups, and organizations interested in serving older adults market their products and services in cooperation with their local libraries, state library associations and the American Library Association to reach a wider audience of older adults.

### **2. Social Engagement**

Recommend that: Libraries ALWAYS be part of the collaboration to provide civic engagement opportunities for older adults (including Volunteering) and they be eligible for funding from Aging Organizations and the federal government to do so.

### **3. Planning Along the Lifespan**

Recommend that: Libraries be included and eligible for funding in all projects and programs to be the "community's central information and program forum" and to facilitate the process for all Americans for lifelong learning, consumer & health information, entitlements, and disabilities.

### **4. Health & Long Term Living**

Recommend that: Libraries be eligible for federal funding and be a partner in providing consumer & health information for all Americans.

### **5. Workplace**

Recommend that: Libraries be included in being eligible for funding to retain and hire older workers as well as initiate model programs that

encourage lifelong learning and inter-generational work forces.

### **6. Our Community**

Recommend that: Libraries be included as a "player" eligible for potential funding in all instances that concern older adults.

In addition to the recommendations for the WHCoA, the library community also developed a set of related recommendations for "us" (professional librarians) to work towards better serving older adults. These are:

#### **1. Marketplace**

*Recommend that: The American Library Association work with vendors to improve existing and develop new technology for library and information services for seniors*

#### **2. Social Engagement**

*Recommend that: The American Library Association and other organizations develop continuing education and training for library staff on how to work with and serve older adults that includes other disciplines such as, social work, gerontology and geriatrics*

#### **3. Planning Along the Lifespan**

*Recommend that: The American Library Association develop continuing education and training for library staff that address the physical barriers of library facilities (transportation, parking, layout), technology, emotional/intellectual/physical/financial needs of older adults as we age as well as how we can be advocates for older adults not only in our libraries but*

also in the community with other organizations.

#### **4. Health & Long Term Living**

*Recommend that: The American Library Association encourage libraries to act as catalysts to provide information literacy, materials, programs, technology, training for older adults and their caregivers on issues of health care, consumer health, seniors rights & benefits both in the library and in the community with other groups and organizations.*

#### **5. Workplace**

*Recommend that: The American Library Association work with its membership and appropriate partners in helping to ensure Health Insurance for part-time workers as well as helping to assist in developing incentives for library employers to retain older workers and retirees.*

#### **6. Our Community**

*Recommend that: Libraries solicit partnerships with community agencies, institutions and groups on a local level and have ALA work on this collaboration at a national level to improve library and information services for older adults.*

Dr. Turock, a past ALA president, addressed to Chicago conference and stressed that "we want to make libraries a part of the national plans for service to our aging society." She concluded her remarks noting that "libraries must play an essential role in the outcomes of the 2005 White House Conference on Aging."

### **IFLA Guidelines**

#### **Access to libraries for persons with disabilities**

(IFLA Professional Report No. 89)  
Birgitta Irvall and Gyda Skat Nielsen.  
The Hague: IFLA, 2005. 18pp. ISBN 9077897046.

<http://www.ifla.org/VII/s9/nd1/iflapr-89e.pdf>

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#### **Designing and building integrated digital library systems: guidelines**

(IFLA Professional Report No. 90)

Bente Dahl Rathje, Margaret McGrory, Carol Pollitt, Paivi Voutilainen under the auspices of the IFLA Libraries for the Blind Section.  
The Hague: IFLA, 2005. 67pp. ISBN 9077897054.

<http://www.ifla.org/VII/s31/pub/Profrep90.pdf>

The Guidelines provide libraries for the blind with a broad overview of matters to be considered in planning and implementing an integrated digital library system. While the publication was prepared for libraries for the blind, apart from content dealing with "accessibility" and "copyright and related legal matters" which are particularly relevant to libraries serving print-disabled populations, the Guidelines can be used by any library seeking information about what to consider when implementing an integrated digital library system.

***Richtlinien für das  
Bibliothekswesen zur  
Unterstützung von  
Legasthenikern***

(IFLA Professional Report No. 91)

Gyda Skat Nielsen und Birgitta Irvall  
unter den Auspizien der Sektion der  
Bibliotheken für benachteiligte  
Personen. The Hague: IFLA, 2005.  
27pp. ISBN 9077897062.  
(Translation of the IFLA Professional  
Report No. 70)

<http://www.ifla.org/VII/s9/nd1/iflapr-91.pdf>

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***Guidelines for library services to  
prisoners***

(IFLA Professional Report No. 92)

Vibeke Lehmann and Joanne Locke.  
The Hague: IFLA, 2005. 24pp. ISBN  
9077897070. (Revised version of  
IFLA Professional Report No. 46)

<http://www.ifla.org/VII/s9/nd1/iflapr-92.pdf>

The purpose of this document,  
prepared by members of the LSDP  
Standing Committee, is to provide a  
tool for the planning, implementation,  
and evaluation of library services to  
prisoners. The document is intended  
to serve as a model guide for the  
development of national guidelines  
for prison libraries. It can be easily  
adapted to reflect local  
circumstances. At the same time,  
these international guidelines reflect  
an acceptable level of library service,

which could be achieved in most  
countries where national and local  
government policies support the  
existence of prison libraries. The  
guidelines represent a tool for  
planning new libraries and for  
evaluation of existing libraries. In the  
absence of any local guidelines or  
standards, these guidelines can be  
used.

In addition to being a practical tool  
for the establishment, operation, and  
assessment of prison libraries, these  
guidelines shall serve as a general  
statement of principle for the  
fundamental right of prisoners to  
read, learn, and access information.  
The guidelines are aimed at  
librarians, library administrators,  
prison authorities, legislative and  
administrative branches of  
government, and other  
agencies/authorities that are  
responsible for administering and  
funding prison libraries. The  
publication includes a selective  
bibliography.

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For more information on ordering  
these guidelines, see:

<http://www.ifla.org/V/pr/index.htm>

## New Resources

### Bibliographies of Children's Books

#### *American Library Association*

Bibliography of Children's Books about the Disability Experience compiled by Patricia Steelman, Senior Selection Librarian, NLS 2005 at <http://www.ala.org/ala/awardsbucket/schneideraward/bibliography.htm>



*UK Charter Institute of Library and Information Professionals (CILIP) Health Libraries Group*

#### **Healthybooks.org.uk**

Healthybooks, an online bibliography of children's books covering many different health problems, is compiled and edited by Elizabeth Schlenther, a retired school and hospital librarian and is hosted by the Health Libraries Group on the website, [www.healthybooks.org.uk/](http://www.healthybooks.org.uk/) The site, which has been running for four years, has over 1340 books in more than 40 browser sections covering topics such as AIDS, cancer, asthma, divorce, death, bullying, fostering and many others.

The site has proved to be of great value to librarians, teachers, social workers and health care professionals – all those interested in helping children through their worries and concerns. Both fiction and non-fiction books are included. Excellent reviews in *The School Librarian*, *GP Magazine* and *Books for Keeps*, as well as mentions in other journals, have helped keep the “hit” rates high. Elizabeth Schlenther can be contacted at [info@healthybooks.org.uk](mailto:info@healthybooks.org.uk)

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### Libraries and Social Exclusion

“Breaking barriers: libraries and socially excluded communities” by Annette DeFaveri in *Information for Social Change*, (No. 21, Summer 2005). <http://www.libr.org/ISC/articles/21/9.pdf>

Annette DeFaveri is the national coordinator for the Working Together project and a librarian at the Vancouver Public Library. In this article she describes some of the barriers that keep socially excluded groups from using the library, explores why the barriers exist and looks at possible ways to overcome these barriers.

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### Contributors

Anne Gerd Lehn, Brigitta Hayn, Liv-Berit Henschien, Ben Kaden, Vibeke Kallar, Maxi Kindling, Vibeke Lehmann, Anne Gerd Lehn, Mícheál Ó hAodha, Elizabeth Schlenther

## LSDP Standing Committee 2005/06

### **Chair and Treasurer**

Joanne Locke  
Concordia University  
Department of Education, 7141  
Sherbrooke St. West  
AD 306-2, Montreal,  
Quebec  
Canada H4B 1R6  
[jloke@vax2.concordia.ca](mailto:jloke@vax2.concordia.ca)

### **Secretary**

Tone Eli Moseid  
Norwegian Archive, Library and  
Museum Authority  
Box 8145 Dep.,  
N-0033 Oslo  
Norway  
[Tone.Moseid@abm-utvikling.no](mailto:Tone.Moseid@abm-utvikling.no)

### **Information Officer**

Margaret E.S. Forrest  
University of Dundee  
School of Nursing &  
Midwifery Library  
Forth Avenue  
Kirkcaldy, Scotland  
KY2 5YS, UK  
[m.e.s.forrest@dundee.ac.uk](mailto:m.e.s.forrest@dundee.ac.uk)

### **Committee Members**

Maria Angela Barlotti  
Provincia de Ravenna,  
Servizio Biblioteche  
Garatoni, 6  
48100 Ravenna, Italy  
[abarlotti@mail.provincia.ra.it](mailto:abarlotti@mail.provincia.ra.it)

Corinne de Munain,  
Ministère de la Culture et de la  
Communication  
182 Rue St. Honoré  
75033 Paris Cedex 1, France  
[Corinne.de-munain@culture.gouv.fr](mailto:Corinne.de-munain@culture.gouv.fr)

Martin Dowding  
University of British Columbia  
School of Library & Archival and Inf.  
Studies  
6190 Agronomy Rd.  
Vancouver V6T 1Z3, Canada  
[dowdingm@interchange.ubc.ca](mailto:dowdingm@interchange.ubc.ca)

Ramatoulaye Fofana  
Bibliothèque Publique d'Information  
25, rue de Renard  
75197 Paris Cedex 04  
France  
[fofana@bpi.fr](mailto:fofana@bpi.fr)

Dunja Marija Gabriel  
CLA, National and University Library  
Hrvatske Bratske Zajednice 4  
10 000 Zagreb  
Croatia  
[dgabriel@nsk.hr](mailto:dgabriel@nsk.hr)

Claudie Guerin  
Hopitaux de Paris  
10 rue des Fosses  
St. Marcel  
75005 Paris,  
France  
[claudie.guerin@sap.aphop-paris.fr](mailto:claudie.guerin@sap.aphop-paris.fr)

Yu Kikuchi  
Japan Hospital Patients' Library  
Association  
2227-1 Okura, Machida-shi  
195-0062 Tokyo, Japan  
[libraryp@mse.biglobe.ne.jp](mailto:libraryp@mse.biglobe.ne.jp)

Youngsook Lee  
National Library of Korea  
San 60-1, Banpo-dong,  
Secho-gu Seoul  
Republic of Korea  
[ysooklee@nl.go.kr](mailto:ysooklee@nl.go.kr)

Maria José López-  
Huertas Pérez  
Universidad de Granada  
Campus Universitario Cartuja  
18071-Granada, Spain  
[mjlopez@ugr.es](mailto:mjlopez@ugr.es)

Obianuju Mollel  
John W. Scott Health Sciences Library  
Walter C. Mackenzie Health Sciences  
Center  
Edmonton, Alberta T6G 2B7  
Canada  
[uju\\_mollel@yahoo.com](mailto:uju_mollel@yahoo.com)

Helle Arendrup Mortensen  
Lyngby-Taarbaek Kommunes  
Biblioteker  
Lyngby Hovedgade 28  
2800 Kgs Lyngby  
Denmark  
[hmo@ltk.dk](mailto:hmo@ltk.dk)

Edwin Qobose  
University of Botswana Library  
Post Bag 00390  
Gaborone, Botswana  
[qobose@mopipi.ub.bw](mailto:qobose@mopipi.ub.bw)

### **Corresponding Members**

Teresa Pagès Gilibets  
Biblioteca Jordi Rubió i Balaguer,  
C. Baldiri Aleu, 6-8,  
08830 St. Boi de Llobregat  
Barcelona, Spain  
[pagesgt@diba.es](mailto:pagesgt@diba.es)

Vibeke Lehmann  
(LSDP Past-chair)  
Dept of Corrections  
3099 E. Washington Ave.  
PO Box 7925  
Madison, WI 53704  
USA  
[vibeke.lehmann@doc.state.wi.us](mailto:vibeke.lehmann@doc.state.wi.us)

Gyda Skat Nielsen  
Holte Midtpunkt 23  
2840 Holte, Denmark  
[gsn@sollerod.dk](mailto:gsn@sollerod.dk)

Misako Nomura  
22-1 Toyama 1-chome,  
Shinjuku-ku,  
Tokyo, Japan  
[nomura@dinf.ne.jp](mailto:nomura@dinf.ne.jp)

Nancy Mary Panella  
St. Luke's Roosevelt  
Hospital Center  
1111 Amsterdam Ave.  
New York, NY 10025,  
USA  
[npanella@panix.com](mailto:npanella@panix.com)

José Díaz Roque  
Calle 37 No 5615 e/56  
y 58, CP 55100 Cienfuegos,  
CUBA  
[bprgvaldes@libcfq.cult.cu](mailto:bprgvaldes@libcfq.cult.cu)

### **Advisor**

Ka-Jo Carlsen  
Høgåsvn 38,  
1352 Kolsås, Norway  
Fax: +47.67.53.9755