

Towards a Discourse Theory of Abstracts and Abstracting, Volume 2: Appendices

by

Timothy Robin Gibson, M.A., M.Phil.

Thesis submitted
for the degree of
Doctor of Philosophy
University of Nottingham
May 1992



Table of Contents

Part One: Data Collection

Introduction1

Appendices to Chapter 6: Fieldwork Data2

 Appendix 6.1: Fieldwork Timetable3

 Appendix 6.2: Catalogue of Audio Recordings Made.....4

 Appendix 6.3: References for the Source Material6

 Appendix 6.4: Students' Abstracts.....7

 Appendix 6.4.1: Students' Information Science Abstracts.....9

 Appendix 6.4.2: Students' General Knowledge Abstracts..... 29

Appendices to Chapter 7: Survey Instruments55

 Appendix 7.1: Questionnaire QJ1.....56

 Appendix 7.2: Questionnaire QJ2(1) 57

 Appendix 7.3: Questionnaire QJ2(2) 58

 Appendix 7.4: Questionnaire QJ3: Slips59

 Appendix 7.5: Questionnaire QJ3: General 60

 Appendix 7.6: Questionnaire QJ4..... 61

Appendices to Chapter 8: 62

 Appendix 8.1: Abstracting Guidelines Handout..... 63

 Appendix 8.2: Code Definitions 65

 Appendix 8.3: Instructions for Coders 66

 Appendix 8.4: Consumers' Judgements Data..... 68

 Appendix 8.4.1: Consumers' Information Science Judgements 70

 Appendix 8.4.2: Consumers' General Knowledge Judgements87

 Appendix 8.5: Session Transcripts112

Part Two: Analysis

Introduction150

Appendices to Chapter 10: Analysis of Lexical Texture151

 Appendix 10.1: List of Grammatical Words.....152

 Appendix 10.2: Algorithm for the Computation of LD and LV.....153

 Appendix 10.3: Manual Check.....154

Appendices to Chapter 11: Analysis of Cohesion.....155

 Appendix 11.1: Static & Dynamic Ties in Distinct Personality Type C156

 Appendix 11.2: Static & Dynamic Ties in Distinct Personality Type D158

Appendices to Chapter 12: Analysis of Grammatical Intricacy160

 Appendix 12.1: Clause Complex Analysis161

Appendices to Chapter 13: Analysis of Themes202

 Key to Symbols Used203

 Appendix 13.1: Theme Analysis.....207

 Appendix 13.2: Tabulated Theme Types265

 Appendix 13.3: Tabulated Topical Theme Types.....289

Part One

Data Collection

Introduction

The Appendices contained in Part One all concern the data collection phase of the research. The Appendices are not numbered sequentially, but refer to the three chapters in Part Three of Volume 1:

- Appendix 6 contains material relating to the fieldwork: Appendix 6.1 provides a timetable covering the five visits which were made to the field; Appendix 6.2 catalogues the five audio recordings which were made during the class exercises (these are transcribed in Appendix 8.5); Appendix 6.3 gives the full references for the eight sets of source material the lecturers gave the the students to abstract; and Appendix 6.4 contains the students' abstracts themselves - firstly, the seventeen Information Science abstracts (6.4.1), and secondly, the twenty five General Knowledge abstracts (6.4.2).
- Appendix 7 contains the six different questionnaires that were used to collect the survey data discussed in Chapter 7. These are reproduced exactly as administered to the various informants in Appendices 7.1 - 7.6.
- Appendix 8 contains more data, the most important of which are the consumers' qualitative and quantitative opinions concerning the success of the various abstracts presented in Appendix 6.4. Once again, the judgements concerning the Information Science abstracts are given first, followed by the judgements concerning the General Knowledge abstracts.

In Volume 2, the abstracts, judgements and analyses pertaining to the Tanzania data set are printed on yellow paper; those pertaining to the Distinct Personality Type data set are printed on green paper; those pertaining to the Vickery and Vickery, Chapter 1 data set are printed on pink paper; and those pertaining to the Vickery and Vickery, Chapter 2 data set are printed on blue paper.

Appendices to Chapter 6:

Fieldwork Data

Appendix 6.1: Fieldwork Timetable

The experiment took place mainly during weeks 9 to 11 of the Polytechnic's first term. The schedule was as follows:

Session 1: Friday 4 November 1988

Introductory lecture

Session 2: Friday 25 November 1988

Practical Session 1:

Students abstract one of S1a, S1b, S2a or S2b

Session 3: Thursday 1 December 1988

Evaluation Session 1:

Students receive comments upon, and discuss, their abstracts written in Session 2

Session 4: Friday 2 December 1988

Practical Session 2:

Students abstract one of S3a, S3b, S4a or S4b

Session 5: Thursday 8 December 1988

Evaluation Session 2:

Students receive comments upon, and discuss, their abstracts written in Session 4

Appendix 6.2: Catalogue of Audio Recordings Made

Audio Recording Ref. No. 1, 4 November 1988

(3226 words transcribed)

Speaker: Lecturer A

Introduction to the experiment; guidelines for abstracting; review of first year handout on abstracting; general aspects of abstract preparation.

Audio Recording Ref. No. 2, 25 November 1988

(910 words transcribed)

Speakers: Lecturers A and B

Instructions for exercise; write an informative abstract; assume your audience is the educated layman; timetable for sessions; description of different source texts.

Audio Recording Ref. No. 3a, 1 December 1988

(3423 words transcribed)

Speakers: Lecturer A, and assorted students

How to write an abstract for S2a (Brain Drain); miscellaneous evaluations and comments on students' attempts at S2a; how to write an abstract for S2b (IQ); miscellaneous evaluations and comments on students' attempts at S2b; students' reactions, comments and questions.

Audio Recording Ref. No. 3b, 1 December 1988

(4232 words transcribed)

Speakers: Lecturer B, and assorted students

Comments on writing an abstract for S1a (Geographical Erosion) and S1b (Cocaine Economies); miscellaneous evaluations and comments on students' attempts at S1a and S1b; 4 - 5 pages of students' reactions, comments and questions.

Audio Recording Ref. No. 4, 2 December 1988

(232 words transcribed)

Speakers: Lecturer B, and one unidentified student

Short instructions for second half of the exercise; learned items now, rather than previous general interest; assume you are writing the abstracts as specialists for specialists, as opposed to last session when you were writing for the educated layman.

Audio Recording Ref. No. 5, 8 December 1988

(6508 words transcribed)

Speakers: Lecturers A and B, and assorted students

Lecturer A: comments on writing an abstract for S4a (Vickery and Vickery, Chapter 1) and S4b (Vickery and Vickery, Chapter 2); miscellaneous evaluations and comments on students' attempts at S4a and S4b.

Lecturer B: comments on writing an abstract for S3a (Personality Types) and S3b (Tanzania); miscellaneous evaluations and comments on students' attempts at S3a and S3b.

General discussion: some questions from students; general evaluation of the exercise; computers versus people in abstracting; background, aims and objectives of the experiment.

Appendix 6.3: References for the Source Material

S1a

Robinson, D. and Williams, R. (1988) 'Making Waves in Downland Britain' The Geographical Magazine LX(10), October 1988, pp 40 - 45

S1b

The Economist (1988) 'The Cocaine Economies: Latin America's Killing Fields' The Economist, October 8th, 1988, pp 25 - 28

S2a

Crequer, N. (1988) 'Brain Drain looms for 1992' The Independent (newspaper), November 24th, 1988, page 22

S2b

Tysoe, M. (1988) 'A Measure of Birth and Breeding' The Independent (newspaper), November 24th, 1988, page 21

S3a

Fisher, D.P. (1988) 'Is the Librarian a Distinct Personality Type?' Journal of Librarianship 20(1) pp 36 - 47

S3b

Mchombu, K.J. (1984) 'Development of Library and Documentation Services in Tanzania: Problems of Strategy and Tactics' Information Processing and Management 20(4) pp 559 - 569

S4a

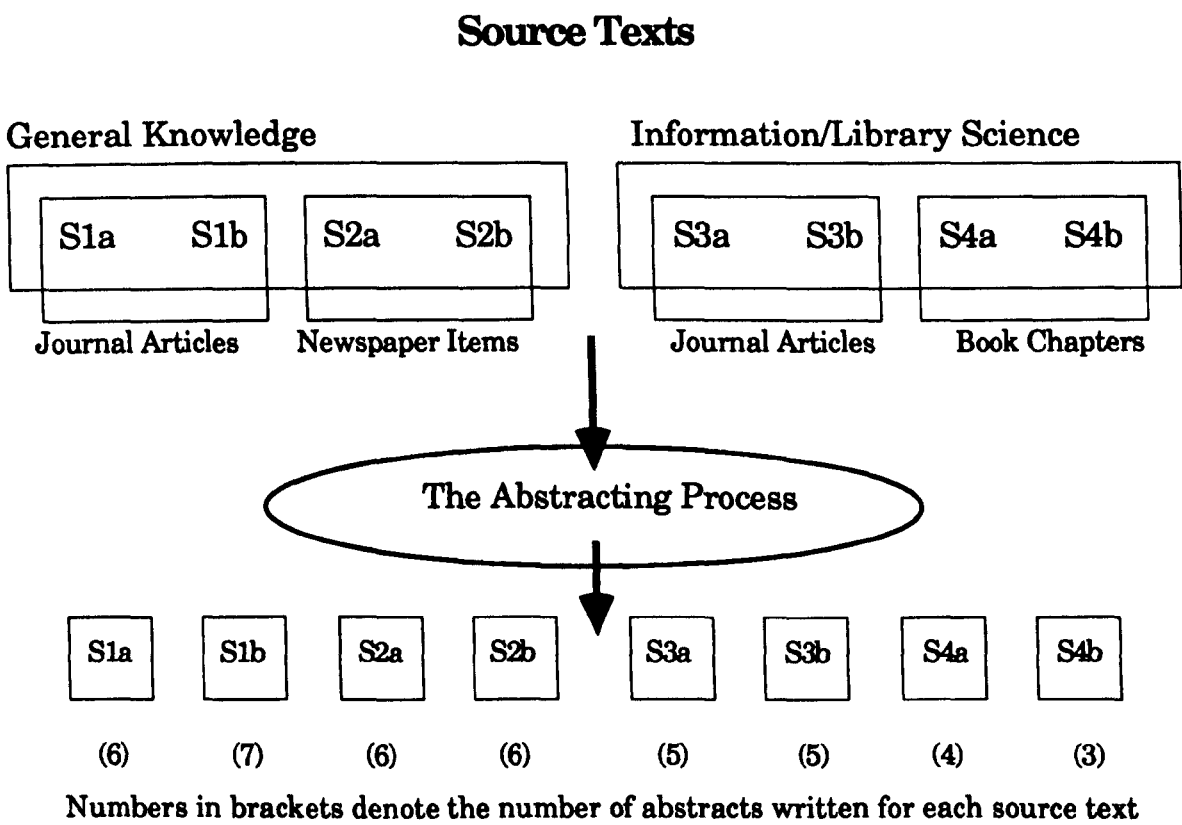
Vickery, B. and Vickery, A. (1987) 'Chapter 1. Information Science: Emergence and Scope' in Information Science in Theory and Practice London: Butterworths

S4b

Vickery, B. and Vickery, A. (1987) 'Chapter 2. A Social Approach to Information' in Information Science in Theory and Practice London: Butterworths

Appendix 6.4: Students' Abstracts

In total 42 abstracts were written, out of an absolute maximum of 68 (34 second year students all writing two abstracts each). 13 students wrote two abstracts, 16 students wrote one, and 5 wrote no abstracts. The distribution of source texts (see Appendix 6.3 above) to abstracts is shown below:



Abstracts

In this diagram, both source text and abstract are denoted by an S- reference devised by the lecturers: there are four different types of source text (1 - 4), with two different instances of each (a and b). The number of abstracts written for each source text is shown in brackets and varies from three (S4b) to seven (S1b). To give an indication of the amount of textual data collected, the number of words contained in each of the abstracts is shown overleaf.

Total Number of Words in each Information/Library Science Abstract

Abstract Version:	A	B	C	D	E
S3a Distinct Personality Type:	651	323	230	191	127
S3b Tanzania:	198	103	237	274	277
S4a Vickery and Vickery, Chapter 1:	268	272	238	471	-
S4b Vickery and Vickery, Chapter 2:	199	265	111	-	-

Total Number of Words in each General Knowledge Abstract

Abstract Version:	A	B	C	D	E	F	G
S1a Erosion:	153	207	354	147	130	292	-
S1b Cocaine:	145	125	102	97	83	331	277
S2a Brain Drain:	110	97	102	166	94	170	-
S2b Nature/ Nurture:	130	199	178	239	135	169	-

The 42 abstracts are presented in their entirety on the following pages.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Tanzania Abstract: A

Explores development of library and documentation services in Tanzania within the past 20 years. Based on national public library service and deals with the real dilemma of limited resources against unlimited demand which has faced library and documentation.

Proposes alternative strategies for services to reach all the people, as rapidly as possible. Introduction of theories borrowed from abroad, and fitted into social context.

Implementation of staged development from national to village libraries is discussed:- as blueprinted by Mr Hockey's Report 1960. Need for valid measures of performance essential for monitoring progress of services. Also because of limited funds maximum cost efficiency is paramount: methods of increasing cost efficiency are discussed. Following from this is a cheap manpower base to economise wage bill.

Other issues are raised: how to eliminate financial dependency on one institution; shortage of local publications.

The author concludes that fundamental librarianship principles that fit into the context of a developing country must be fulfilled as cost effectively as possible, incorporating cheap manpower, and to act effectively within industry and commerce. The article identifies problem areas and pitches alternative solutions that are practical for a solution that will cope with the brutal challenges of under development.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Tanzania Abstract: B

Explores Tanzanian libraries' development over the past 20 yrs and proposes and discusses an alternative strategy for the development of services based upon reality of limited resources but unlimited demand. Contrasts the Western Librarians' attitudes to librarianship with those needed by a developing country like Tanzania and suggests that the measures included in the Hockey report and the Library Services Act of 1963 were unsuitable. Recognises the need to stimulate book production and alternative sources of funding. Proposes a series of measures including establishing valid measures of performance, adoption of a cost effective approach and more careful planning of development, that would be more appropriate.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Tanzania Abstract: C

An evaluation of the performance of the public library system in Tanzania, attempting to identify the problems and limitations imposed by the adverse economic conditions and the defects of organisation and direction within the service. An alternative strategy is proposed based on the assumption that rapid development in library and documentation services is possible within the constraints of limited resources and unlimited demand.

Aspects of theoretical librarianship are seen as wholly inappropriate to the Tanzanian situation with a need to break away from the middle and upper classes/leisure avenues and more towards reconstructed ideas based on the library as an organisation for all classes, an instrument to use against illiteracy and economic backwardness.

The overall objective is to supply the people of a particular society with knowledge and information for social development. The failure of the Hockey report (1960) and the decline in issues with the departure of the Indian and European expatriates is seen as a direct result of government decisions to build very few very expensive libraries in the main towns which are used by only 1% of the population.

The alternative theory suggests the building of many low cost service points across the country seeing them as agents for change in the forefront of economic development. Perfectionist library techniques should be sidestepped as necessary. Methods of measuring performance year by year are strongly advocated, using quantitative and qualitative indicators, together with accountability, particularly to those served.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Tanzania Abstract: D

The article is about the development of library and documentation services in Tanzania. The paper examines the needs against the source resources and against the unlimited demand.

Due to financial, political and moral support the library service has taken 20 yrs to reach 1% of the population, and the paper puts forward different strategies for a better library service. It says the library is a precondition in an underdeveloped country, rather than a luxury and puts forward sub-concepts, but states that options should be kept open.

Tanzania has tried to create model libraries but the paper says this view lacks perspective, and says that librarianship should be seen as theoretical and applied. Some principles, generalisations and assumptions, need to be "liquidated" such as libraries are for the middle and upper classes.

The lack of a cost effect approach to limited resources means resources are not stretched to their maximum social benefit.

Also, on economics, the wage bill should be cut. The paper advocates that tasks should be delegated and that there should be in-house training to allow a healthier wage bill. However, the point is made about status anxiety, as training would make less "professionals" in the field of librarianship compared to other professions.

Plans are also discussed as needing to create conscious awareness, instead of just shopping lists. Small tasks need to be related to broader issues and plans need to be on a short, medium or long term and support should be obtained from other areas e.g. Trade Unions.

The publishing industry is seen as weak and the paper puts forward the need for research into reader needs and organising writers works etc.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Tanzania Abstract: E

The article deals with some of the problems and difficulties facing the Tanzanian library and documentation service. It is pointed out that the system of imported ideas and theories for a library service is not necessarily the best way of setting up such a service.

The author recommends a development of libraries based on the culture and social conditions of its own country. Therefore it is necessary to plan for short, medium and long term projects which may prevent future chaos or problems. It is suggested that the library service should find alternative funding methods, instead of relying solely on government funding which is often precarious. Sensible use of such finance is also suggested in order to reach a wider audience and generate further interest in literacy and libraries. There are several examples given.

An attempt to increase literacy could be helped by libraries investing in publishing in the native tongue rather than in a foreign language understood by only a small minority of the population. The introduction of resident authors and story times could help promote general interest in literacy.

In order to reach a large number of people, it is suggested that cheap multipurpose buildings are used to house libraries initially in rural areas as well as towns. The use of a "cheap manpower base" would help to keep costs down and so allow more finance for other areas of the service.

It is suggested that these are only a few ideas to help promote the library service of Tanzania and help make it a more efficient and accessible service. It is suggested that the country's underdevelopment is a challenge rather than a setback.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Distinct Personality Type Abstract: A

Attempts to analyse the findings of psychological research conducted over the last 30 years. Reason? To see if any discernible personality profile common to Librarians emerge. Aim? To establish a consistent image and then to demonstrate what effect the librarians personality has on the library organisation.

1) Discussion of STEREOTYPES - Libraries are dull places, Librarians are social outcasts EG The Librarian in "Sorry". Stated as stereotypical images.

2) THE PSYCHOLOGICAL APPROACH - Tried to define Psychology and personality, argument centres around the fact that "How can one be so sure that one is studying Personality when it is not clear exactly what it is?". Uses 'AGADA'S' work for an example. Concludes that studies involving the Librarian fall mostly into the trait group - here personality is divided into elements called traits, and attempts are made to predict a Persons' behaviour by measuring them.

3) TRAIT STUDIES - Looks at few 'trait' approaches in depth. BRYAN - Discussion of her personality test - conclusion :- that Librarians score below average in terms of leadership and self-confidence, but average as regards masculinity of attitudes as opposed to femininity, lack of nervousness/tenseness/irritability and pressure for overt activity. Fisher states that this fits in with the "diffident side of the common stereotype of Librarians". What constitutes a normal score on the test? Discusses Bryan's test - concludes that Bryan's results have been exaggerated, and may be totally invalid. DOUGLASS - tests on potential librarians. results - people orderly, but not compulsive, conscientious, slightly submissive, not anxious, less self-confident. The MORRISON STUDY - results - Librarians more sure of themselves than 'normal people', conflicts with Bryan. Discussion of the merits of the various tests - McDermott, Black, Douglas. Douglas and the Minnesota Multiphasic Personality Inventory - same problems as Bryan. The results can be regarded as defective because of numerous methodological problems. McMahon's investigation of Tasmania - confirms Douglass' views IE the male librarian more feminine than men in general. "Is femininity, then, a trait common to librarians?" - compares Bryan Douglass McMahon, Baillie and Clayton. Fisher dismisses most arguments - "All passive, weak qualities are viewed as feminine". Recap - unpopular image. Presence of traits questionable because of the methodological problems associated with the studies that produce them. DISCUSSION OF THOSE DOING PERSONALITY TESTS - McDermouth, Douglass. Fisher concludes - "average intelligence, little tendency towards innovation, degree of submissiveness". McDERMOTH TESTS - "power and toughness missing", "not proved that the librarian is authoritarian." GENERAL DISMISSAL OF WORK. DISCUSSION OF "Librarians are poor leaders and resistant to change - Morrison, Fine, presthus, Hamilton, "have a common interest in the attitude of Librarians to change". SLADEN TESTS - "only when he cheats does he get anything like the results he is looking for - definitely a case of the psychologists's sight being coloured by stereotypical images". His findings prove how ludicrous psychological research can become, we can dismiss the results as redundant. There do not appear overwhelming reasons why we should view the Librarian as lacking in leadership qualities and resistant to change. One cannot say the personality of the librarian is mainly responsible for hierarchical structures, or for the suppression of new managerial ideas and/or new technology within libraries".

4) THE VERDICT - psychological approach in doubt; small samples, picture so confused to render it virtually useless. Tests, therefore inappropriate and inadequate. No attempt to link individual and the social.

5) THE WAY FORWARD - search for traits fruitless, and best abandoned. True that problems and difficulties arise whatever approach used. But sociology more valid tool than psychology if wanting to increase knowledge of libraries, etc. Popular myths concerning the Librarian will continue to multiply as long as the media see fit to perpetrate them EG Taggart, Coronation St. No evidence to support the argument that the majority of librarians have a distinct personality type - results, if accepted show libraries populated by staff with varied interests and attributes.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Distinct Personality Type Abstract: B

The author looks at the notion of stereotypes and considers the particular image of librarians that exists in today's society which appears to be an image of "fussy old woman of either sex, myopic, repressed", and portrayed in books and television as social outcasts, shy and ineffectual.

In psychological studies, especially the "trait" approach, Alice Bryan (1), after testing 157 and 1651 female librarians, concluded Librarians score below average in terms of leadership and self-confidence, but average as regards masculinity as opposed to femininity. From the same survey - public librarians were found to be insecure and inadequate in social situations, and exhibited less leadership qualities than the average university student.

However Douglass (2), in his personality tests of 545 students in 17 library schools, did not find his subjects more anxious and less self-confident than "normal" people. (Problems such as what is "normal" of course apply here, as with most such studies). With such conflicting results it seems that the psychological approach to librarianship has little to offer, and it is concluded that it is difficult to make any sense of such findings in terms of the organisation of the library as a whole.

McDermoth (3) even allowing for problems associated with personality tests was not able to prove that the librarian is authoritarian, nor that the librarian's personality is a vital determinant of hierarchical organisational structures. She provided no link between personality and social environment. Continually the psychologists come up with conflicting reports; and often these statistics are manipulated to obtain the type of results they are looking for.

On the evidence reviewed it is not possible to state that the librarian is a distinct personality type, and the usefulness of the whole psychological approach to librarianship is put in doubt. The studies could be faulted on several levels, and the pictures produced were so confused as to be virtually useless. The search for consistent personality traits proved so fruitless that the author considers it would be best abandoned.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Distinct Personality Type Abstract: C

Psychology was first used to study the personality characteristics of librarians and the effect these had on their library service and organisation by Alice Bryan. She suggested a distinct personality type. An analysis of the last 30 yrs research will show if a profile is evident, as well as if the works offer a constructive response to any traits that exist. Libraries do have an image which is dull and uninspiring, they are staffed by "fussy old women of either sex" and used by "unfortunate characters". This image is encouraged by media and other misrepresentation. Librarians image ambiguous as both severe and diffident. Psychologic studies are concerned with personality which is subjective, the one area of personality most used in research in this area is trait. It's an unfortunate choice as it assumes results from general behavioural patterns without taking into account time, personal experience and place. This area of personality, trait, has been used in research by a number of people including Douglass, McDermouth, and McMahon's who have achieved results which vary considerably. Very few surveys showed similar results. There were problems with the survey both with standards - what is a "normal" score and with the numbers and methodology involved. The effects the librarians traits had on the organisation of a library were equally inconclusive. These surveys have brought the use of psychology research in this area into doubt.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Distinct Personality Type Abstract: D

The article sets out to answer the question, is the librarian a distinct personality type?, by a process of analysing the findings of psychological research conducted over the last 30 years, and a critical review of the methodologies used. The author also addresses the question whether or not psychology has anything constructive to say about the library as an organization.

The popular stereotype is examined and the author concludes that, in popular imagination, the librarian is seen as both diffident and severe. Using this hypothesis David Fisher reviews the major studies of the last three decades to ascertain how much fact there is in the stereotype, and how far the researchers have been affected by stereotypes. In discussing personality the author points out that the word is rarely defined, and that most of the researchers assume an "unspoken" consensus of opinion of meaning.

David Fisher is highly critical of the research methods used, and concludes that on the evidence reviewed "it is not possible to state that the librarian is a distinct personality type". "The utility of the whole psychological approach is put in doubt". There is not a distinct library personality.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Distinct Personality Type Abstract: E

This article analyses the possibility of a distinct librarian personality which fits in with the stereotype image held in society of librarians. A number of "trait studies" from the psychological approach to librarianship are examined. Conflicting results found in the studies has led the author to the conclusion that it is not possible to state that the librarian is a distinct personality type. Rather than adopting the "trait" approach, there should be more emphasis on a sociological approach in order to increase knowledge of librarians and libraries and the interaction between the two. The stereotype image of the librarians will continue as long as they are portrayed as such by the media. Libraries employ staff like any other organisation with a variety of personalities, characteristics and interests.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: A

1) Information Science: Emergence and Scope

The study of communication of information in society. Information transfer has developed and flourished in the Urban environment - cities. The city as it develops becomes the centre of a network of communications.

2) Factors creating information demand

- need for administrative information
- the growth of commerce and the need to identify potential markets and sources of supply
- educational needs of teachers, students and administrators, brought about by ability to read and write
- literacy

3) The study of information transfer

Information transfer concerns the processes involved in the transfer of information from sources to users. This includes publication, printing distribution, analysis, storage, retrieval and delivery to user. Information systems as a whole have to take account of potential users and their great variety of needs. The system should seek to disseminate all documents. The system should further save the time of the reader and staff. To cope with growth in information handling, the system should co-operate, share resources and the overall system development.

The Information System and Information Science

Information Science at first emphasized practical skills in the knowledge and experience of information sources, the organisation of documentary sources and the handling of enquiries. It has become necessary for Information Scientists to acquire skills in system analysis, design and evaluation as well as management skills. Information Science seeks to increase our understanding of information in areas such as

- 1) The behaviour of people as generators, recipients and users of information
- 2) The problems particularly associated with the functions of information storage, analysis and retrieval
- 3) The organisation of Information Systems and their performance in transfer
- 4)

<unfinished>

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: B

Information science is identified as the study of communication of information in society. The urban environment is considered to have been an area where information transfer developed and flourished. Population is studied in terms of the generation of new ideas and the need for forms of social control and administration. Trade is also identified as being a key factor in the development of information transfer as it encourages travel and communication and attracts new people of various cultures, all with a need to communicate in order to find the information they require, because of this cities become communications centres. Noted that in the earliest cities information transfer was already apparent as various forms of writing have been found and libraries also existed. Recently telecommunications have overcome the distance gap allowing all countries to communicate with each other. Commerce between countries created an information need and due to this specialist occupations developed in most areas and created their own information needs. Expansion of education created vast information needs for both teachers and administrators. Information transfer is defined as all processes involved in transferring information from sources to users. There are many forms of information and vast amounts available and so handling techniques developed and these in turn became crafts. Noted that as well as an information system gives service to all potential users it should also seek to disseminate all of its documents. In order for libraries and information centres to keep pace with all of the information available and the increasing number of potential users, they need to co-operate and share their resources. Information transfer is described as a relationship between people.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: C

The emergence of information science can be identified with the communication of information the changes of society. An appreciation of the social environment, and its relevant activities, can be associated with the subsequent emergence and scope of information as a science intrinsic to contemporary social developments. The comparatively recent developments of the heterogenous society have vast implications. The concentration of the population in certain areas, the increase in trade (consequently specialist developments) result in an ever increasing competitive environment. These characteristics induce rapid change, and this is seen as the major factor in the emergence of information control as an invaluable commodity today.

The generalisation, dissemination, and distribution of information is increasingly being seen as intrinsic to social development. Growth in commercial traits, technological innovation and a subsequent necessity to improve communication channels, create immediate information needs. An increasingly "literate" society demands a variable information input. These factors create information demand.

Information as a science aims at transferring relevant information from source to users.

The ever widening scope of retrieval procedures has resulted in significant practical developments. These have developed into applied skills e.g. the practice of classification, innovations which include the work of H.E. Bliss, J. Dewey, Ranganathan. Constant speculation on these fronts has resulted in practical applications, e.g. Ranganathan: Laws of Library Science.

As a result applied information retrieval systems appreciate the behaviour of knowledge and literature and its application to the "user".

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: D

Information Science is defined as the study of the communication of information in society. The author suggests that information transfer has developed in an urban environment for several reasons, namely the large number of people involved in such a social organisation, the high population concentration leads to a high density of innovators producing original information, and the need for a level of control and coordination over the population as a whole.

As cities are not self-sufficient, trade, travel and communication occur with outsiders, gradually extending the influence of the city over a wider area. As the cities' population ebbs and flows with traders, it becomes more cosmopolitan selecting, blending and cherishing information from all inhabitants.

To maximise resources, specialists appear, with their own information needs. However, they also have information needs to promote themselves.

The location of cities at intersections of transport routes and at breaks in transformation encourage the spread of information across boundaries.

The growth of education has gradually produced a literate population able to exploit information (figures on literacy growth and a table are included).

Volume and variety of documentary information is examined, with the techniques and technologies involved in production examined.

It is suggested that information science itself involves several different approaches, from subject organisation, through to bibliometrics, and social surveys of the use of books and libraries. Ranganathan's laws and any implications they may have for the

<unfinished>

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 2 Abstract: A

The chapter sets out to examine the role of information within society. It shows firstly how information permeates all our lives and proceeds to expand on each section of the communication chain.

Within the first part of the chapter, a great importance is placed on the wealth of information that is used in everyday life. Through this, the chapter seeks to show that the communication of information is an important process within society. The changes that occur in society are also linked in with this, concerning both individuals and organisations.

The chapter then sets the tone for the rest of its content, by outlining the environment in which information works.

The first link in the communication chain to be dealt with is the receivers of information. They are discussed with reference to the needs and abilities of individuals.

The second link is the information source. Within it, the chapter discusses the differing types of sources and the difficulties in supplying actual information.

The final link is the communication channel. The chapter identifies these different channels and then the constraints that shape them.

In conclusion, the chapter links the communication process back into the problems of transferring information within society.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 2 Abstract: B

Deals with information transfer and how it fits into a social context. Begins with a great deal written about communication, and how communication is interactive. Aspects of industrial society; how each of us depends on communication and absorbing information from various groups, organisations, and forms (e.g. media). All groups and associations are interlinked, and there is a continual flow of information from them to other groups/associations. Disruption of these groups would cause chaos, and yet all of them are competing against each other. Perceptual innovation caused by all this information flow. Effect on individual - increases social mobility. Information needs of the individual society, from different angles - e.g. "personal", "administrative", "technical" etc information. The information environment, and the great amount of information that the individual is bombarded with every day from books, magazines, advertising, radio, television, etc. Only some of this information is absorbed incorrectly. An individual will usually absorb or pay attention to a message if it is informative, comprehensible and relevant to his or her needs. Sources of information, how information is passed on. It is sometimes expensive and involves a lot of effort to impart information - there must be some return for this effort, and the fact that there may be some loss needs to be considered. Channels of communication linking information sources and recipients. The information system as a whole: the barriers and constraints to information flow, the failure to meet information wants. Information as a commodity - the estimate of demand for information is always rather uncertain, so that information transfer is often not profitable.

Appendix 6.4.1: Students' Information Science Abstracts:

Abstract Set: Vickery and Vickery, Chapter 2 Abstract: C

The communication of information is seen as the interconnection of source, channel and recipient. People are involved in all three areas, and as they change, society changes, so there is a continuing evolving pattern of informative communication.

Organisations are interdependent, there is a flow of information and resources between them keeping society going.

Communication can be in the form of informing, instructing, commanding or influencing.

Although surrounded by information we are selective in our attention. Whether communication takes place depends on information want, if we can foresee a use for it.

Every channel is a market yet when information is transferred from source to recipient, it is still available to both.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: A

A five page article, with pictures, by Dr Robinson, lecturer in geography, at Sussex University, and Dr Williams, a reader. Outlines factors leading to soil erosion: changes in farming methods; heavy autumn rainfall; steep slopes being cultivated; removal of natural boundaries; modern machinery. History of flooding in Brighton area is discussed, particularly Rottingdean flood of 1987. The build up and results of that flood are discussed, giving rainfall figures and cost of damage. Blame is put to farmers for bad farming techniques. The European Community would like to propose changes, as do conservationists. Developments have been made to keep the landscape such as designation in '86 and '87 of much of the South Downs as environmentally sensitive area. Also farmers agreeing not to use fertilizers; coaxed by financial inducements. Conclusions drawn make it clear that erosion is inevitable without changes in land use for which the farmer would have to be adequately compensated.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: B

1 Purpose

- the article discusses major problems caused by erosion in the South Down area
- the article states the causes of erosion - intensive farming practices are responsible
- the article outlines the risks posed by soil erosion and intensive farming practices
- the article states various attempts made to change intensive farming practices

2 Method

- The article is meant to be read by farmers, agricultural experts and practitioners
- Article is easy to abstract because it clearly outlines:
 - 1) Causes of erosion
 - 2) risks posed
 - 3) makes some recommendations for possible solutions

3 Summary

Soil erosion is a major problem in the Southdown area. The major causes are

- 1) lack of ground cover provided by cereal growing
- 2) fewer use of ley grassland in rotation
- 3) few checks on surface water

Risks posed are

- 1) houses are likely to be inundated
- 2) loss of traditional [chalk] and vegetation
- 3) destruction of archaeological sites

Suggestions for a change in farming practices listed are:

1) Farmers can receive payments for voluntary maintaining and converting arable to grassland

2) Farmers are being offered financial inducements to reduce excesses in acreages (production).

4 Aspect

The article is exhaustive providing statistical details and examples of actual cases and areas of concern in the South Down

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: C

An article dealing with the problems of soil erosion due to heavy rainfall in the South Downs area and intensive farming practices. Lack of ground cover provided by cereal growing has led to serious erosion and consequent flooding.

The South Downs are no longer a vast open grassland. The grassland is restricted to the steepest slope and the last [n] decades have seen increased soil erosion and flooding in the arable fields on the down. This is due both to an increase in the extent of arable and to the fact that many cereal crops are now sown in AUtumn instead of Spring giving the soil little protection from the heavy erosive impact of the Autumn rains. Erosion is also increased because less ley grassland is used in crop rotation weakening the soil structure. Hedges and boundaries have been removed to enlarge fields making few checks on the surface rain water and farmers are also producing finer and smoother seedbeds making storage of excess water minimal.

Planning policy in Brighton has been to concentrate housing in the valleys and leaving the upper downs as farmland but now many of these areas are being used for cereal growing the houses are liable to be flooded. The worst example of this occurred in the village of Rottingdean last year.

The European Community does not require the cereals grown on the Downs and which are the main cause of the increased erosion and wants to concentrate cereal cultivation in the least cost area of production. It has been suggested that farmers in the Downs should change to low intensity livestock rearing. A step towards this was the designating in 1986 and 1987 of South Downs as an environmentally sensitive area in which farmers receive payments for converting arable to grassland. This should reduce risk of serious erosion although there are still problem in areas near towns which are outside the [ESA] but which [are] pose the greatest flood threat where there are no economic alternatives to arable farming. The only long-term solution is a change of land use but this requires adequate compensation for the farmers involved.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: D

Increasing intensive use of farmland on the Southdowns in Sussex is leading to severe soil erosion, which is causing major floods. The problem is now being taken up by the EEC who are trying to convince farmers to farm less intensively to allay growing mountains of grain.

Extensive use of arable farmland; new trends to plant in Autumn, the wettest season; fewer rotations in ley grassland; removal of boundaries to enlarge fields and the farming of steeper slopes are all weakening nature's ability to combat erosion.

Effects being felt in planning policies of housing in Brighton, which is now at high risk. The worst flooding occurred in Rottingdean, an expanding village causing widespread and costly damage.

Southdowns is now an Environmentally Sensitive area. The first step [in/is] trying to combat the situation and discussions between farmers and ESA will evolve solutions that will satisfy both parties.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: E

This article explains why severe flooding has occurred on the South Downs in the last ten years. It links the main reasons for this with farming practises on the Downs.

The increase of arable farming, the removing of hedges and other boundaries and the lack of nutrients in the soil are all put forward as reasons for soil erosion, which is the main cause of all the flooding.

The article gives Rottingdean as an example of how these factors combine to cause a disastrous flood.

The article also goes into ways of preventing the erosion. It points out that making the downs an Environmentally Sensitive Area is helpful in this. However, the most important idea put forward is to encourage farmers to change their methods, in respect of arable farming.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Soil Erosion Abstract: F

Deals with floods in the Sussex downland, and describes the effects and the damage caused by the floods that struck towns like Rottingdean, Hove, Lewes and Worthing in around October '87.

Reasons for the floods has been pinpointed to the arable farmers in the area. The floods are due mostly to erosion, as Sussex farmers have been using the land too extensively. The increasing erosion and runoff partly reflects the continued increase in the extent of arable fields, but it is also due to major changes in management of the arable land. Farmers now sow their cereal crops in autumn and not in spring as they had done before. Autumn-sown cereals grow more slowly than spring-sown cereals and provide the soil with little protection from the erosive impact of the heavy autumn rains. Farmers are also using fewer ley grasslands in their rotations - this reduces the amount of organic matter within the soils, which weakens their structure. Farmers also plough sloping fields up and down the slopes instead of across, which increases erosion. Hedges and grassy boundary banks have been removed to enlarge fields - fewer checks on surface water running down the slopes. Finer and smoother tilths for seed beds also increases erosion.

Householders in the downland area say that farming practices has led to erosion and therefore to the floods. The farmers need to be encouraged to change from intensive arable cultivation to low-intensity livestock rearing. In '86 and '87 the South Downs was designated as an Environmentally Sensitive Area which should help reduce the risk of erosion.

Flood protection schemes, such as earth dams, are unsatisfactory and an expensive way of dealing with flood hazard. The only sensible long-term solution of the flooding problem is a change of land use.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: A

This article examines how crucial drug trafficking is to the economies of Bolivia, Peru and Columbia. Few detailed statistics and reports are available on exactly how dependant their economies are on this trade but figures suggest that retail sales of South American cocaine in North America and Europe were \$22 billion in 1987 of which South Americans receive \$3 billion. Like any other business it needs capital, a distribution system, it has overheads and provides jobs. Profits are fed back into the economy which is encouraged by the three governments. The revenue from this industry has helped each government with their balance of payments and consequently their foreign debts. However, economic problems have occurred including inflations, corruption and erosion of authority. The article concludes that unless the west makes the drug less lucrative little hope remains for relatively drug free related economies in Latin America.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: B

A three page article outlining the massive profits to those dealing in the cocaine drug industry; shows the profits that can be made by South American producers, and North American and European distributors as well as how these profits are laundered back into the countries concerned with legitimate business. This article supplies various facts and figures of the cocaine industry, as well as some of the steps currently being undertaken by American and European governments to combat these industries and the effect of these "drug busting" techniques on the South American Governments and their currency. A good general reading article on the basics of the cocaine industry on the streets today, and includes reference to similar article, and graphs, maps and illustrations. Also includes pictures.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: C

Cocaine is crucial to the economies of Bolivia, Peru and Columbia, with retail sales to North America and Western Europe exceeding \$20M. Yet organisations like the IMF fear acknowledging some countries earn large amounts of foreign exchange from drug trafficking. Coca money is invested in local economies, as with any legitimate business, and comment is made regarding employment figures, the effect of cocaine income on the economy, and how wealthy Columbian traffickers have attained political power.

Finally, if cocaine is so necessary to the economies of these three countries, what can be done by the West, to make the drug less lucrative?

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: D

1987 retails sales of South American cocaine estimated at \$20 billion. Cocaine produced from coca leaf grown in Bolivia, Columbia and Peru. IMF and World Bank fearful of acknowledging that member countries earn large amounts of foreign exchange trafficking. Detailed estimates of production in International Narcotics Strategy Report and National Narcotics Intelligence Consumer Committee. Unpublished report by United States Department of Agriculture estimates cocaine revenues and economic ratios. Corruption of Columbia's political system. 1981-87 estimated production figures. Relationship between cocadollars and G.N.P. of countries involved. Massive economic assistance to these regions necessary to make control effective. Illustrated.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: E

Concerned with three major drug-producing countries - Bolivia, Peru and Columbia, and how the trade effects the economy. All countries work together in producing the drug. It suggests that drug trafficking has a huge impact on growth, employment and the balance of payment. Although these countries have fairly small revenues, the collapse of this trade would cause damage to the economy. Control of cocaine can be achieved by good communication with Western countries in order to stop drug trafficking. Small diagrams, illustrations are included.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: F

American presidential candidates, Mr George Bush and Mr Michael Dukakis have both stressed that drug-busting is high on their list of priorities but in South America the drugs trade is a multinational business. Retail sales of South American cocaine in North America and Western Europe were probably worth more than \$20 billion last year. Coca and cocaine are leading exports in Bolivia, Columbia and Peru. Officially coca does not exist as organisations such as the World Bank are afraid of acknowledging that countries earn foreign exchange through drug trafficking. Estimates of cocaine production produced by United States government but even raw data is not precise and are probably too low. Foreign exchange made from drugs trafficking is not repatriated. Cash is exported and invested abroad. Cocaine trafficking needs capital and a distribution system but also has overheads to pay including payment for raw materials and pay-offs to government officials and protection money to guerillas. Coca money is invested in local economies and legitimate businesses. Drugs trade also provides jobs and the total employed in the three countries is about 5% of the working population. Collectors buy the leaves from farmers and pay in Peruvian currency. Once the leaves have been converted into coca paste then it is sold to traffickers who pay in American dollars. The collectors then sell the dollars to money-changers for Peruvian currency. Traffickers capital is moved back and forth between home countries and foreign [boltholes] because they are afraid of their assets being seized by United States drug-busters. But coca dollars have helped all three countries with balance of payments problems and foreign debts. But when a business becomes large enough it can corrupt a country's political system and undermine the authority of the State. Coca is subject to laws of supply and demand and with extra output, wholesale and street prices of cocaine have been falling so traffickers are trying to bring in new customers and the main focus of this marketing drive is Western Europe.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Cocaine Economies Abstract: G

The benefits of the drugs trade on the Bolivian, Columbian and Peruvian economies are emphasised clearly and concisely; and although Coca and Cocaine are among their leading exports, no official statistics exist. Detailed estimates of cocaine production have been carried out by organisations, such as, the International Narcotics Control Strategy Report (INCSR) and the National Narcotics Intelligence Consumers Committee (NNICC), however, official statistics are still hard to obtain, and are rarely precise. Bolivia, Peru and Columbia produce the largest [amounts] of Cocaine respectively, and [states/stakes] that a high proportion of Cocaine revenue. However, it does not follow that the exporting countries receive a high proportion of the profits. For example, between 1981 and 1986, Bolivia experienced a severe economic slump even though their cocaine exports were high. An explanation of how the 'coca dollars' are invested back into the respective countries is detailed and obviously well researched. Cocaine farming also provides jobs and the cocaine revenues are high; in Columbia, cocaine exports were equivalent to 22 - 48% of legal exports in 1984; 26% in Bolivia, and 6 - 16% in Peru. The introduction of new government policies to invest capital back into the home countries has caused a fearful [stir] among traffickers, and many are now bringing profits back into their countries.

The occurrences of economic distortions, the corruptions of a country's political systems and 'the erosion of the authority of the state' have all had important economic consequences for these countries. The article asks the question whether the 'cocaine and cocaine dollars are crucial to the economies of the three South American countries?' and comes to the conclusion that it has, especially where unemployment is concerned.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: A

Decline in number of higher education students will cause staff shortages, problem already felt this year. Number estimated to drop by 11,000 between 1992-1998. Single market Europe may increase problem. Will mean new methods of recruitment and flexibility of positions so they can change to suit individual. It will be necessary to diversify recruitment eg, mature students, a largely unrecognised group due to negative stereotyping. Secondary problem retaining staff, particularly women. Possible solution is giving foreign graduates work permits, other solutions ie encouraging more students in problem areas too long term. If employees recognise danger of 'brain drain', and many do not, they are unsure how to deal with it.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: B

The future steep decline in the numbers of 18 year olds entering higher education will cause severe problems for employers. Many employers have not realised this, and those that have, have been largely unable to solve the problem. Selection processes for recruitment will have to change in order to recruit sufficient people and maintain high quality. An attempt to pinpoint new, less obvious sources of recruitment, such as mature and overseas students must be made. Employers must rid themselves of prejudices towards age. The situation may well be exacerbated by the advent of the single European market.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: C

Brief article predicting that with the fall in student numbers in 1992, owing to the decline in 18 year olds entering higher education, employers will have to use more imaginative and flexible recruitment techniques in order to attract graduates. Suggests that selection processes will have to change in order to include what are presently low-consideration groups, including women and with special reference towards mature students. Considers that there is a complacency and lack of awareness by employers to any potential problem. The survey reveals "a negative stereotyping" of older graduates and finds "considerable difference in practice between the public and private sector".

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: D

Deals with the combined effects that the predicted decline in graduates and the 1992 plans for a single European market will have on employees.

Various methods of overcoming such problems are suggested, Brian Putt believes that radical changes are needed in some areas i.e. a relaxation of work permits for overseas students which will mean that 'employment gaps' will be filled.

Pat Raderecht suggests the use of alternative strategies and recruiting from less obvious sources, i.e. non-traditional students.

Jobs should be more specifically defined and selection processes changed. The introduction of creches in the workplace will mean that more women will be employed.

Another previously unacknowledged source of employment is mature graduates the numbers of which are increasing. This outlines a tendency amongst employers to employ younger rather than older people. This 'negative stereotyping' should not continue in the light of the decline in graduates, a recent survey reports, also outlining the necessity for a 'more favourable' reaction to mature students in most areas of employment.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: E

With the future steep decline in the number of 18 year olds entering higher education there will be severe problems for employers. They will face new demands and a call for imagination to recruit sufficient people and maintain high quality.

A relaxation of work permits could fill some employment gaps. Flexi hours and home working should be considered and jobs made to fit the people available. Creches and nurseries help improve the retention of staff and one relatively untapped source of supply is mature students who often enter higher education as a career advancement.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: Brain Drain Abstract: F

The future aging population will cause extreme problems for employers in the near future if they do not readjust their recruitment and retention policies. The number of 18 yr. old students will fall drastically during the next few years, and that coupled with the single European Market will put pressure on companies to maintain high standards.

Those employers who have realised the situation see the need for a closer definition of the work and a tighter division of labour, but in some areas this will not be enough. Too many companies are basing their changes on traditional methods and ideas which will take too long to implement. Any significant changes will have to appear in the selection and retention processes, and for this to be successful, stereotyping barriers in the cases of women and mature students will have to be removed. Surveys indicate that employers have mistaken attitudes, based on no practical experience at all; although some companies, especially within the Private Sector are beginning to recognise this untapped potential.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: A

Impartially reviews the debate on whether IQ is decided by hereditary or environment from 1969 to the present day. Traces the arguments of the 'hereditarians' who believe 50-60% of IQ is inherited and of their opponents who argue that the environment is the major influence on IQ. Both sides agree that there is correlation between the social class of parents and the IQ of their children but point out that differences in IQ within these classes still exist, as they do between generations, nationalities (specifically American and Japanese) and ethnic groups. Objective judgement is made difficult by obscure methods and statistics used by both sides. This lessens the usefulness of the research especially since the important issue is how to get the best performance out of any child in education.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: B

Deals with the question of the IQ "nature/nurture" debate and the arguments surrounding it. Includes reference to various papers of psychologists research into IQ development and the opposing views between hereditarians and environmentalists.

Refers to issue of differences between groups and whether class affects IQ levels. Author Richard Lewontin with researcher Micheal Schiff suggests there is no evidence of IQ relating to class and more importance should be given to schooling.

Main argument between James Flynn, Environmentalist from University of Otago in New Zealand and Chris Brand a lecturer in psychology at Edinburgh University and a hereditary. Issue covered is the difference of IQ levels between generations Flynn believes there is a gap between them. Bland disagrees writing in Nature July 1987 say differences between generations could be related to various factors. Argument between Flynn and Richard Lynn about differences in IQ levels between American and Japanese. Lynn believes that Japanese have higher IQ Lynn disagrees with new evidence that Japanese have no higher performance IQ than American whites.

Hereditarians now looking at brain mechanisms and environmental variation. Steven Rose Director of Brain and behaviour Research group believes education is the way to maximise performance and educational potential.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: C

The debate of IQ formation by either hereditary or environmental factors is discussed, highlighting major theories for and against each stand point.

Initially proposed in 1869, the debate has swung between each faction, from claims of the heritability of IQ being approximately 80% to environmentalist claims that it is impossible to isolate the genetic influence from the environmental.

The factions are equally opposed when examining IQ differences within and between discrete groups. The environmentalists claim that large rises of IQ level between generations implies environmental influence, while the hereditarians claim that such differences are also visible within generations.

Differences in IQ score between Chinese and white-Americans are also investigated, concluding that the American environment can eliminate the IQ advantage that Japan is supposed to have over America.

The article concludes that despite the level of obscurity imposed by the form of research ie methodological and statistical formats, the true interest is not whether IQ can be inherited, but whether it is possible to maximise the IQ that a child may aspire to via influences in the educational environment.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: D

Debate that has been going on for perhaps the longest time in the history of behavioural science.

Francis Galton instigator. Published in 1869 "is intelligence inherited. Many hereditarians now put emphasis on heritability at around 50-60 and these results have demonstrated.

If IQ [is] rise between generations and are more apparent than real this is due perhaps to increased stress in the classroom. Studies have shown that among the younger generation, the average Japanese IQ is 111. Changes will take place and hereditarians are delving around aspects of brain mechanisms and environmental changes.

In conclusion the question is not the inheritance of IQ but what we have to do in the education of any child to maximise performance.

Another Attempt->

The IQ "nature/nurture" debate has been probably the most unpleasant slugging match in the history of behavioural science.

Francis Galton's Hereditary Genius, published in 1869 is regarded as the modern instigator of the "is intelligence inherited?"

Many hereditarians now put the heritability estimate at around 50-60 per cent. Results demonstrate.

And if the remarkable IQ rises between generations are actually more apparent than real - perhaps due, he suggests, to factors like increased stress in the classroom or test techniques.

Richard Lynn, Professor of Psychology at the University of Ulster at [Coleraine] has done studies which appeared to show that, among the younger generation, the average Japanese IQ is around 111.

Hereditarians are now delving around in aspects like brain mechanisms.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: E

The intelligence quota (IQ) 'nature/nurture' debate has been running since the last century. The most hostile discussions began in 1969. There are two groups involved: the hereditarians, who believe IQ is inherited, and the environmentalists, who believe IQ is learned.

There have been many papers and articles for both arguments which have become more bitter as time passes.

Two authors, James Flynn and Richard Lynn, have had long running arguments through technical journals about their beliefs.

The arguments have become quite technical and it is now very difficult for non-specialists to make objective assessments of the arguments.

Steven Rose, the Director of Brain and Behaviour Research Group at the Open University has described the whole area as a 'non-issue' pointing out that it is perhaps more important to maximise the educational potential of children.

Appendix 6.4.2: Students' General Knowledge Abstracts:

Abstract Set: IQ: Nature/Nurture Abstract: F

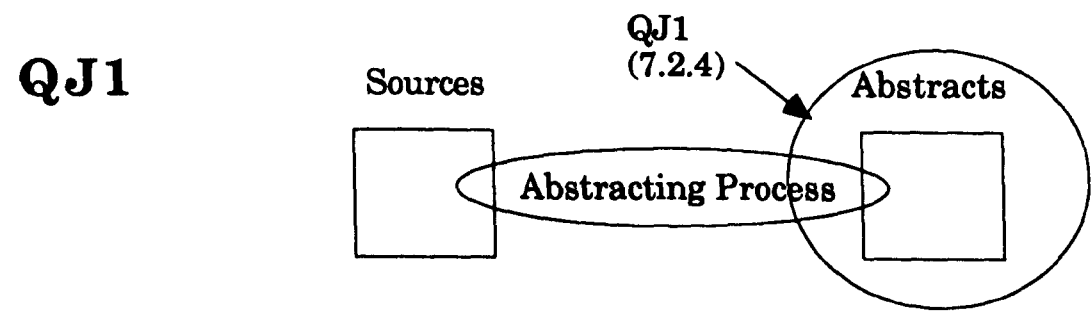
The article is about the IQ nature/nurture debate, as posed by Francis Galton in 1869: "Is intelligence inherited?". In 1969, Arthur Jensen concluded that IQ is 80% hereditary and implicated genetic factors to account for white negro intelligence differences. In 1974, Leon Kamin attacked these findings and hereditarians now estimate that 50-60% of IQ is inherited and the rest is genotype environmental. Both sides agree with a correlation between social class or parents and the IQ of children. Richard Lewontin, in 1986 with Michel Schiff said no conclusive evidence of genetics to class difference in IQ. Chris Brand has dismissed this as "essentially flat-Earthist tract". There has been a paper which has collected data from 14 nations and reveals an IQ from 5 to 25 points in a [<undecipherable>] generation. A study between American whites and Japanese shows with an IQ of 111 and white Americans of 100, and Japanese to be good at video visual work. Some hereditarians say nutrition is more important, such as Steven Rose.

Appendices to Chapter 7:

Survey Instruments

Appendix 7.1: Questionnaire QJ1

The first judgements questionnaire, QJ1, was designed to elicit the opinions of model consumers of Information and Library Science abstracts, and collected both qualitative and quantitative information. The following diagram shows that QJ1 was meant to gather only abstracts product data (see section 7.3.2 in Volume 1):



Schematic Diagram of QJ1

QJ1 is represented overleaf exactly as it was given to informants.

ABSTRACTING QUESTIONNAIRE: J1 (Set 2) Name:

Instructions for this Questionnaire

For this questionnaire, I would like you to put yourself in the position of someone having to read a number of abstracts. The abstracts which are included here are all summaries of articles or book chapters on Library and Information Science, so the subject matter should be reasonably familiar to you all. I am assuming that you will NOT have read the original texts, and are therefore representative of those people who use abstracts and abstracting services primarily to save themselves time in deciding what must be read and what can safely be ignored.

Altogether there are 4 questionnaires for you to complete, one for each set of abstracts. I have tried to design the questionnaires so as to take up as little of your time as possible.

This set comprises 5 abstracts, each written by a different novice abstractor. These 5 abstracts are all summaries of the following journal article:

Mchombu, K.J. (1984) "Development of Library and Documentation Services in Tanzania" Information Processing and Management 20 (4) pp 559 - 569

What I would like you to do is to RANK these abstracts according to how helpful you believe them to be. Please write the code letter which appears below each abstract next to its appropriate ranking. For example, you might consider C's attempt to be the most helpful, A's to be decidedly unhelpful, with B's somewhere in between. In this case you would write:

1.	C
2.	B
3.	A

Now please fill in your own judgements here:

1.
2.
3.
4.
5.

Please use the space on the back of this sheet to indicate reasons for your ordering

Please turn over

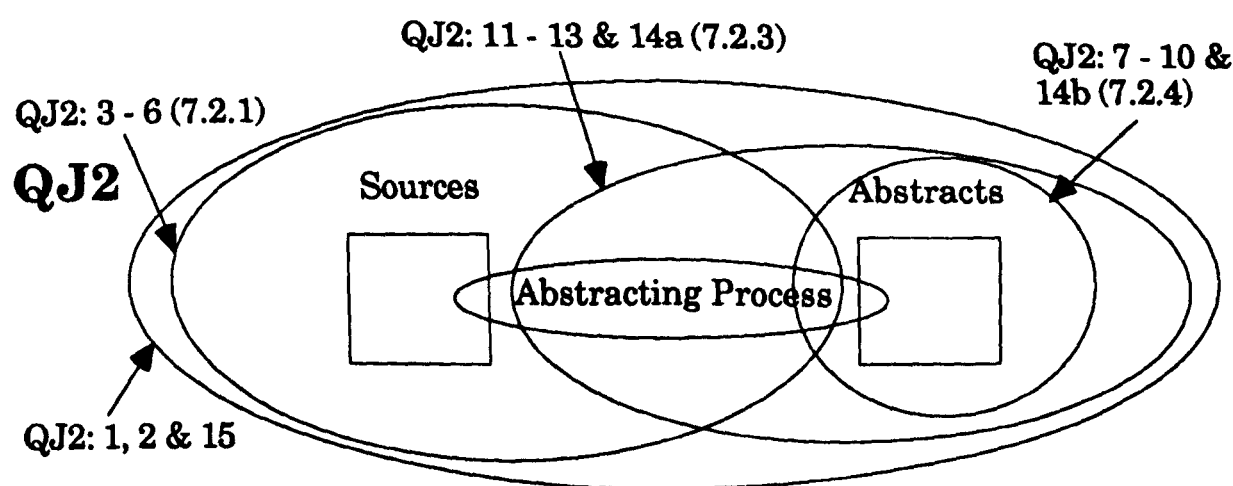
ABSTRACTING QUESTIONNAIRE (continued)

Finally, have you remembered to fill in your name overleaf?

Thank you for filling out this questionnaire

Appendix 7.2: Questionnaire QJ2(1)

The second judgements questionnaire, QJ2, was designed to elicit the opinions of the student abstract writers, and, although exclusively qualitative in nature, was altogether more complicated than QJ1, as the following diagram shows (see section 7.3.2 in Volume 1):



Schematic Diagram of QJ2

There were two versions of QJ2, but these are only minimally different. QJ2(1), represented overleaf, was designed for those 16 students who wrote one abstract as part of the experiment, while QJ2(2), represented below, was given to the 13 students who wrote two. The questions in each are extremely similar and sometimes identical, the only difference being that in QJ2(2) the words 'abstract' and 'original' are made plural.

QJ2(1) is represented overleaf exactly as it was given to the students.

ABSTRACTING QUESTIONNAIRE: J2(1) Name:

1. How difficult did you find writing the abstract?

2. How successful do you think you were?

Please turn to page 2

3. Which bits of the original did you find hardest to summarise?

4. Can you give reasons why you think this was so?

5. Which bits of the original did you find easiest to summarise?

6. Can you give reasons why you think this was so?

Please turn to page 3

7. Which bits of your abstract do you think are most successful?

8. Can you give reasons why you think this is so?

9. Which bits of your abstract do you think are least successful?

10. Can you give reasons why you think this is so?

Please turn to page 4

Page 3

11. When writing your abstract, what strategies did you adopt when deciding what information to include?

12. When writing your abstract, what strategies did you adopt when deciding upon the order in which to present the information?

13. When writing your abstract, what strategies did you adopt when deciding how to express the information?

Please turn to page 5

Page 4

14. Suppose you had to do the exercise again. What changes do you think you would make

a) to the strategies you adopted while writing your abstract?

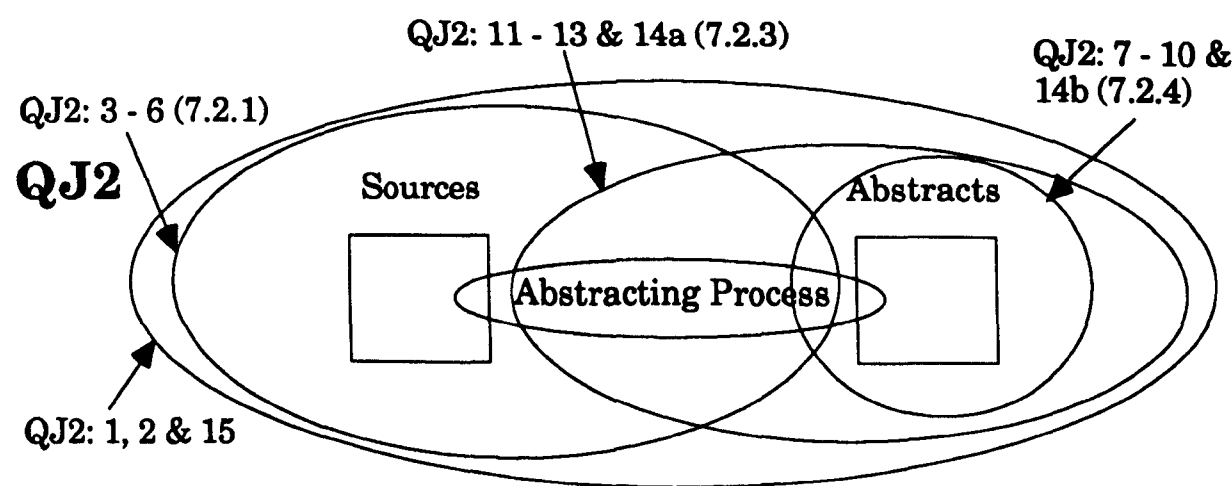
b) to the actual abstract itself?

15. Is there anything else you think I should know about your work, or your feelings towards it? (Please continue overleaf if necessary).

Thank you for filling out this questionnaire

Appendix 7.3: Questionnaire QJ2(2)

The second judgements questionnaire, QJ2, was designed to elicit the opinions of the student abstract writers, and, although exclusively qualitative in nature, was altogether more complicated than QJ1, as the following diagram shows (see section 7.3.2 in Volume 1):



Schematic Diagram of QJ2

There were two versions of QJ2, but these are only minimally different. QJ2(1), represented above, was designed for those 16 students who wrote one abstract as part of the experiment, while QJ2(2), represented overleaf, was given to the 13 students who wrote two. The questions in each are extremely similar and sometimes identical, the only difference being that in QJ2(2) the words 'abstract' and 'original' are made plural.

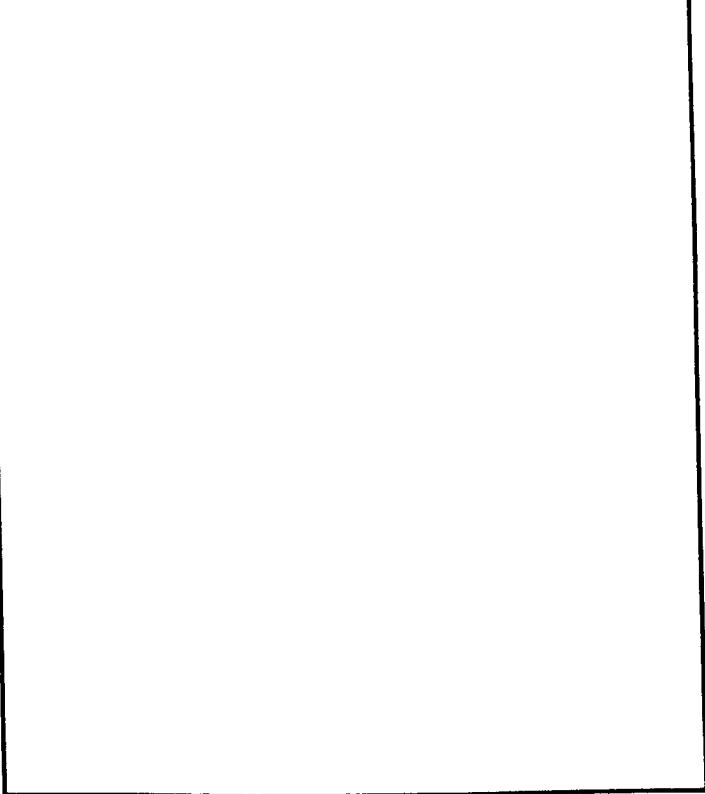
QJ2(2) is represented overleaf exactly as it was given to the students.

1. How difficult did you find writing the abstracts?

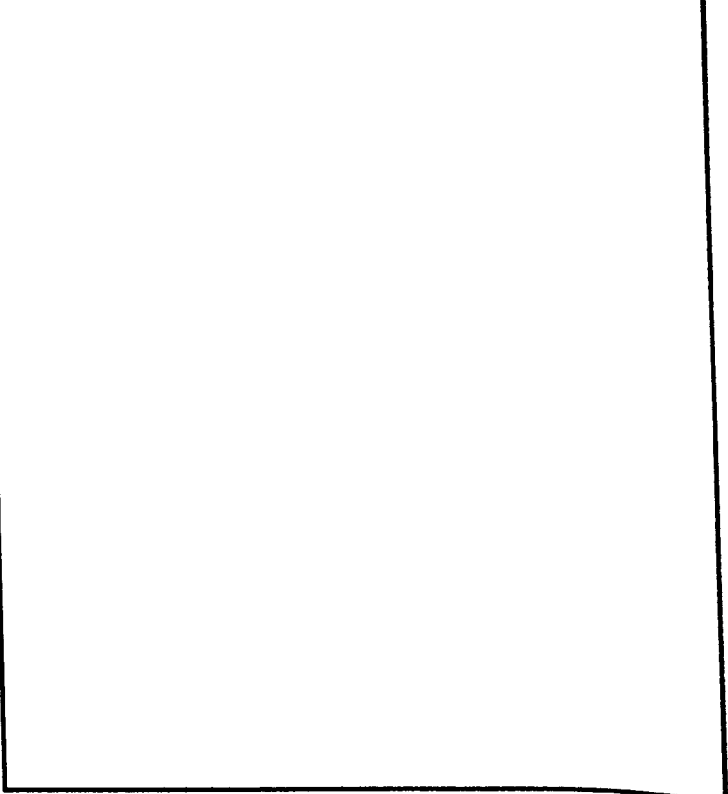
2. How successful do you think you were?

Please turn to page 2

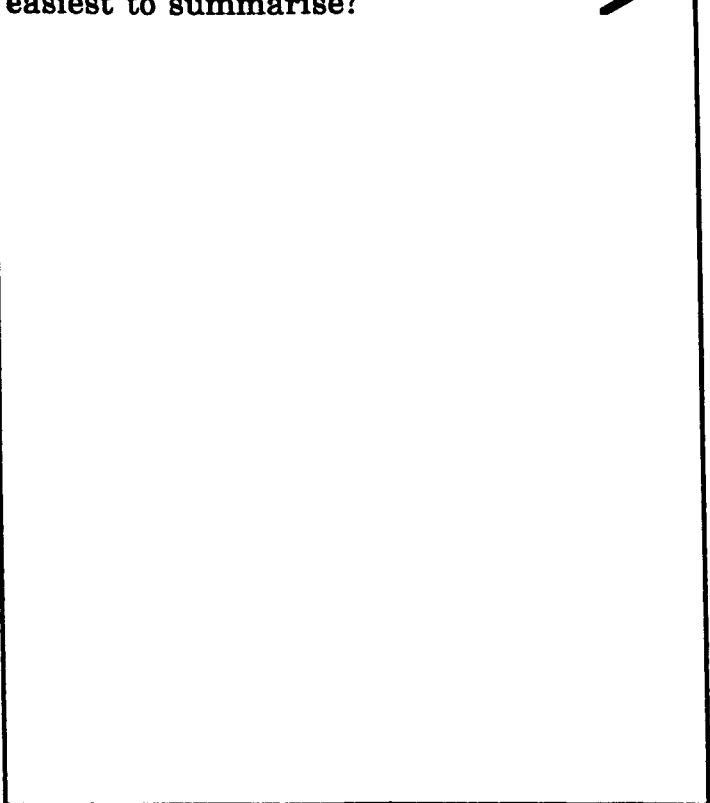
3. Which bits of the originals did you find hardest to summarise?



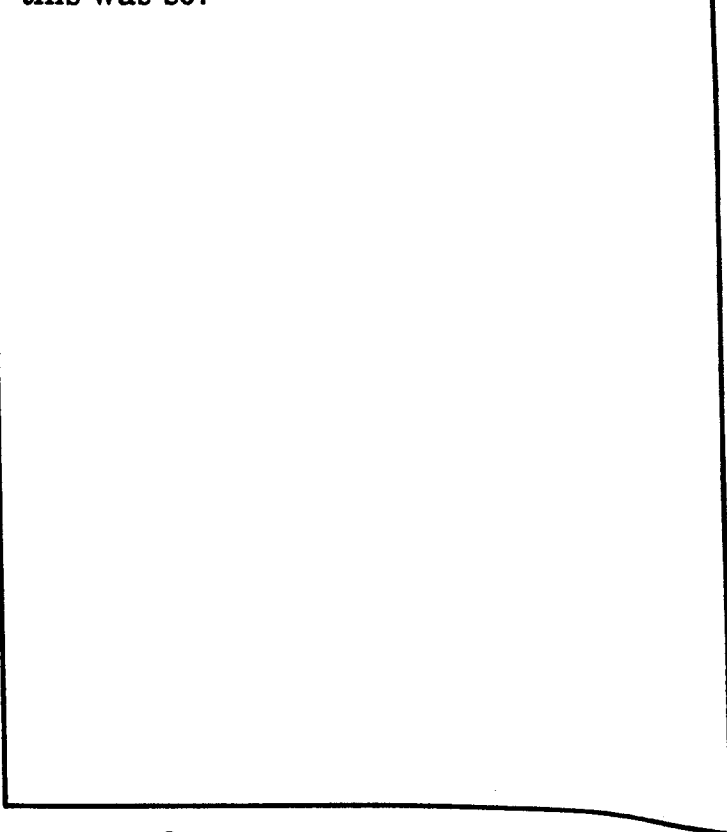
4. Can you give reasons why you think this was so?



5. Which bits of the originals did you find easiest to summarise?



6. Can you give reasons why you think this was so?



Please turn to page 3

7. Which bits of your abstracts do you think are most successful?

8. Can you give reasons why you think this is so?

9. Which bits of your abstracts do you think are least successful?

10. Can you give reasons why you think this is so?

Please turn to page 4

Page 3

11. When writing your abstracts, what strategies did you adopt when deciding what information to include?

12. When writing your abstracts, what strategies did you adopt when deciding upon the order in which to present the information?

13. When writing your abstracts, what strategies did you adopt when deciding how to express the information?

Please turn to page 5

Page 4

14. Suppose you had to do the exercise again. What changes do you think you would make

a) to the strategies you adopted while writing your abstracts?

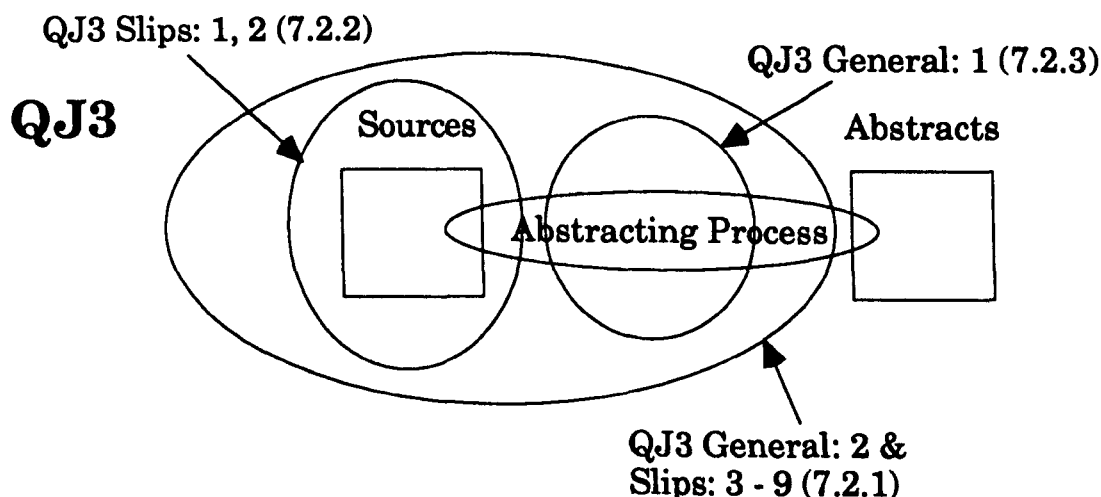
b) to the actual abstracts themselves?

15. Is there anything else you think I should know about your work, or your feelings towards it? (Please continue overleaf if necessary).

Thank you for filling out this questionnaire

Appendix 7.4: Questionnaire QJ3: Slips

The third means of collecting judgements, QJ3, takes the form of two very different questionnaires: a number of 'QJ3: Slips' and 'QJ3: General' (originally, each questionnaire had a single, small piece of paper attached on which informants were asked to record their judgments, hence they were called 'slips'. This particular lexicalisation has been retained even though current versions stretch to multiple numbers of A4 sheets).



Schematic Diagram of QJ3

Both were administered to the two expert informants, the Information/Library Science teachers. QJ3 elicits both consumer- and producer-type judgements (see section 7.3.2 in Volume 1).

There are eight slips, labelled 'QJ3: Slip for S1a' - 'QJ3: Slip for S4b'. The only variation between the eight is the wording for the source type in some of the questions, whether journal article, book chapter, or newspaper item. One of these is represented overleaf, exactly as it was given to the two Library and Information Science lecturers.

1) How would you evaluate this journal article as an instance of its particular type?

Very successful	
Successful	
Moderately Successful	
Not Very Successful	
Very Unsuccessful	

2) Please give reasons for your judgement.

3) How easy/difficult do you think it is to summarise this journal article?

Very easy	
Fairly easy	
Moderately easy	
Fairly difficult	
Very difficult	

4) Please give reasons for your judgement.

Please turn to page 3

5) Which bits of the journal article would you expect to be most difficult to summarise?

6) Please give reasons.

Please turn to page 4

7) Which bits of the journal article would you expect to be easiest to summarise?

8) Please give reasons.

Please turn to page 5

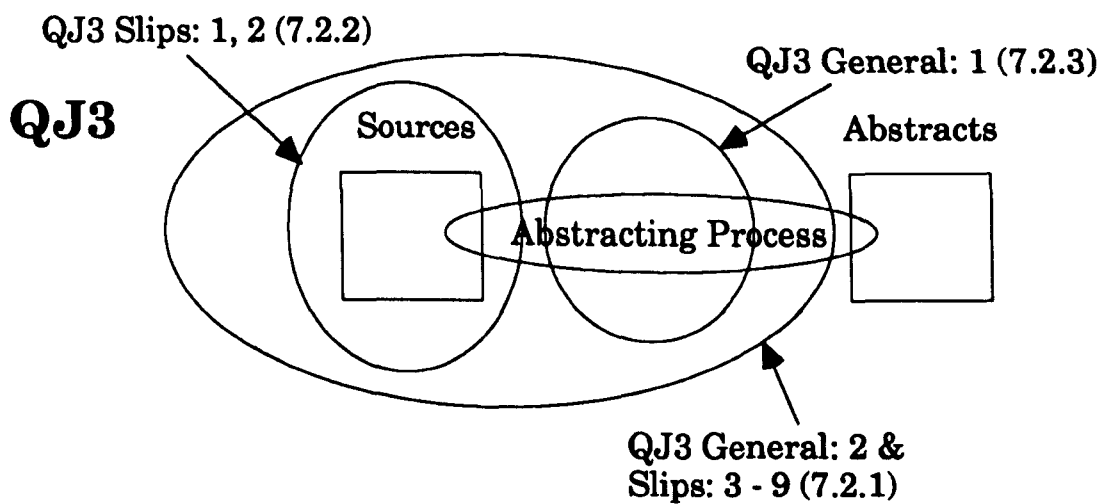
Page 4

9) Do you have any further comments on the journal article, or its "summarisability"?

Thank you for filling out this questionnaire

Appendix 7.5: Questionnaire QJ3: General

The third means of collecting judgements, QJ3, takes the form of two very different questionnaires: a number of 'QJ3: Slips' and 'QJ3: General' (originally, each questionnaire had a single, small piece of paper attached on which informants were asked to record their judgments, hence they were called 'slips'. This particular lexicalisation has been retained even though current versions stretch to multiple numbers of A4 sheets).



Schematic Diagram of QJ3

Both were administered to the two expert informants, the Information/Library Science teachers. QJ3 elicits both consumer- and producer-type judgements (see section 7.3.2 in Volume 1).

Unlike the slips, there is only one version of QJ3: General. This is represented overleaf, exactly as it was given to the two Library and Information Science lecturers.

1a) When writing abstracts yourself, what strategies would you adopt when deciding what information to include?

1b) When writing abstracts yourself, what strategies would you adopt when deciding upon the order in which to present the information?

1c) When writing abstracts yourself, what strategies would you adopt when deciding how to express the information?

2a) Do you perceive any differences between the eight source texts from the point of view of the strategies you would adopt for deciding what information to include?

Please turn to page 3

Page 2

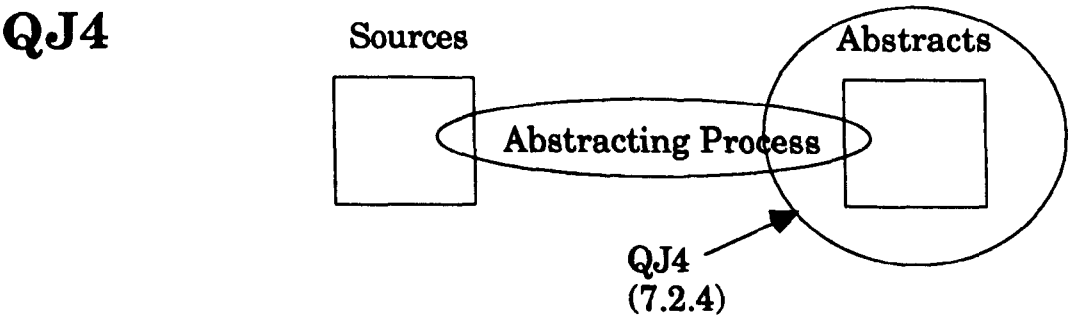
2b) Do you perceive any differences between the eight source texts from the point of view of the strategies you would adopt for deciding upon the order in which to present the information?

2c) Do you perceive any differences between the eight source texts from the point of view of the strategies you would adopt for deciding how to express the information?

Thank you for filling out this questionnaire

Appendix 7.6: Questionnaire QJ4

The fourth and last judgements questionnaire, QJ4, is identical to QJ1, saving some minor changes in rubric. Once again it involves abstracts viewed primarily as product data, and elicits judgements of success relating to the abstracts of the four General Knowledge source texts (see section 7.3.2 in Volume 1):



Schematic Diagram of QJ4

This was done for comparative purposes, since it was considered potentially advantageous to be able to investigate, for example, the degree to which the subject matter of the original, its specificity, the abstractor's familiarity with the subject, or the match between the presuppositions of the abstractor and those of the reader, affect the writing of abstracts.

QJ4 is represented overleaf exactly as it was given to informants.

Instructions for this Questionnaire

For this questionnaire, I would like you to put yourself in the position of someone having to read a number of abstracts. The abstracts which are included here are all summaries of general interest magazine articles or of newspaper items. I am assuming that you will NOT have read the original texts, and are therefore representative of those people who use abstracts and abstracting services primarily to save themselves time in deciding what must be read and what can safely be ignored.

Altogether there are 4 questionnaires for you to complete, one for each set of abstracts. I have tried to design the questionnaires so as to take up as little of your time as possible.

This set comprises 6 abstracts, each written by a different novice abstractor. These 6 abstracts are all summaries of the following magazine article:

Robinson, D. and Williams, R. (1988) "Making waves in downland Britain"
The Geographical Magazine LX (10), October 1988, pp 40 - 45

What I would like you to do is to RANK these abstracts according to how helpful you believe them to be. Please write the code letter which appears below each abstract next to its appropriate ranking. For example, you might consider C's attempt to be the most helpful, A's to be decidedly unhelpful, with B's somewhere in between. In this case you would write:

1.	C
2.	B
3.	A

Now please fill in your own judgements here:

1.
2.
3.

4.
5.
6.

Please use the space on the back of this sheet to indicate reasons for your ordering

Please turn over

ABSTRACTING QUESTIONNAIRE (continued)

Finally, have you remembered to fill in your name overleaf?

Thank you for filling out this questionnaire

Appendix 8.4.1: Success Judgements

Abstract Set: Distinct Personality Type
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	'worst because too long'	LENG
2	5	'too long and rambling - confusing'	LENG READ
3	5	'is far too long and very disjointed which makes it difficult to read'	LENG READ
4	5	'Uppercase irritating. Incomplete, telegraphic sentences irritating. Too long'	LENG READ SYNT TYPO
5	5	'far too long and appeared confusing'	LENG READ
6	5	'far too long. Separation into titled information units doesn't help me at all. Doesn't flow enough. Too jerky, to get an easy gist of the contents'	LAYO LENG READ
7	5	'too long and disjointed, points lost in confusion'	LENG READ
8	5	<p>'- too long, with too much individual detail - in idiosyncratic note form, with confusion of references - badly punctuated, with irritating misuse of uppercase - badly constructed - certainly not easy to scan quickly The only plus points would be that it does have a beginning and an end, however imperfectly expressed (the opening and closing paragraphs do provide an introduction and conclusion)'</p>	CONT LAYO LENG PUNC REFS STRUC TYPO

Appendix 8.4.1: Success Judgements

Abstract Set: Distinct Personality Type
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	'was not as long [as A] but referenced too much - read the paper for this'	CONT LENG
2	4	'more detail than required'	CONT
3	1	'is fairly easy to read and v. informative'	CONT READ
4	1	No Comment	
5	2	'although longer was still very informative'	CONT LENG
6	2	'B and D - liked these two the best. Concise, just right length. Although B gives more information, the citations tended to distract from the author's paper itself. No need for citations, I feel'	CONT LENG REFS
7	1	'succinct, well-expressed abstract, giving appropriate amount of detail'	CONT LENG READ
8	2	'Good, but wordy, opening and close. Short paragraphs make B readable, but goes into too minute detail on sources examined. Sources numbered, but no references supplied (would not have been appropriate in abstracts, anyway)'	CONT PARA READ REFS STRUC STYL

Appendix 8.4.1: Success Judgements

Abstract Set: Distinct Personality Type
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'was OK - not too long but loses out because of poor conclusion'	LENG ?STRUC/CONT
2	3	'better ordered but still not clear as to salient points of article'	STRUC ?CONT/READ
3	4	'C and D are a bit waffley'	CONT
4	4	'poor grammar and punctuation. Too conversational'	PUNC STYL SYNT
5	3	'C and D failed to catch the attention and appeared bland and boring'	READ
6	3	'single paragraph didn't help me much. Didn't give an easy to digest resume'	PARA READ
7	3	'very awkward style, clumsy but did give relevant information'	CONT STYL
8	4	'one long paragraph - difficult to scan and absorb. No clear plan/progression evident. Sentences poorly constructed. Why contract to "yrs"?'	PARA READ ?STRUC SYNT TYPO

Appendix 8.4.1: Success Judgements

Abstract Set: Distinct Personality Type Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'wins on length, wording is concise yet informative, ends with conclusions'	CONT LENG STRUC
2	1	'seemed to extract key points and present them in clear ordered way'	CONT READ STRUC
3	3	'C and D are a bit waffley'	CONT
4	3	'not enough information. What is the "popular stereotype"?'	CONT
5	4	'C and D failed to catch the attention and appeared bland and boring'	READ
6	1	'B and D - liked these two the best. Concise, just right length. Although B gives more information, the citations tended to distract from the author's paper itself. No need for citations, I feel. I feel D was best for myself'	CONT LENG REFS
7	2	'reads well, but seems to be short on detail'	CONT READ
8	1	'Concise introduction, middle and conclusion'	LENG STRUC

Appendix 8.4.1: Success Judgements

Abstract Set: Distinct Personality Type Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	'is brief but at the expense of telling you about the paper itself'	CONT LENG
2	2	'as for D but not quite as good - possibly just a bit too short'	CONT LENG READ STRUC
3	2	'very brief. It gives just enough information to clarify if the whole article is likely to be interesting or not. (I could do without the underlining)'	CONT LENG TYPO
4	2	No Comment	
5	1	'was short and to the point'	LENG ?CONT/READ
6	4	'too short. The underlining didn't help me at all'	LENG TYPO
7	4	'seems very short, vague and "woolly", not enough detail and clarity'	CONT LENG READ
8	3	'short, but would have benefited from better conclusion (the author's conclusion is given in the third sentence and the remaining half merely elaborates on this) and more substance Underlining is quite inappropriate and unhelpful'	CONT LENG STRUC TYPO

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 1
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	'is totally hopeless - the layout is confusing and has no real structure'	LAYO STRUC
2	4	'too long; difficult to see what the writer was trying to communicate'	LENG READ
3	4	< global comment > 'all give a good idea of what the chapter is about ... it is purely the style which influences my ranking them in order' 'too long. The structure is odd - 1; 2; 3 followed by an un-numbered paragraph'	LENG ?PARA STRUC
4	4	'more an outline than an abstract'	?
5	4	'well set out, but long. I found that I liked the set-out of A but that it was too long even in its unfinished state'	?LAYO/STRUC LENG
6	4	'found this very hard to get the overall context of the chapter. Didn't like the headings'	CONT LAYO READ
7	3	'Gives lots of useful detail, but too long, not coherently expressed'	CONT LENG READ
8	4	'Formless (no clear introduction or purpose seen). Note-style disjointed and unhelpful. Being "unfinished", it lacks any conclusion and loses credibility (an abstract should provide a complete overview'	READ STRUC STYL

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 1
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'isn't too bad but not as good as D!'	
2	1	'Gives a clear picture with a logical progression in the argument'	READ
3	1	'easy to read. It gives the impression of being an impartial description of the content of the chapter'	CONT READ
4	3	'very long sentences'	SYNT
5	3	'ok'	?
6	3	'found very tedious to read this one'	READ
7	2	'concise account, reads well but could be more specific'	CONT LENG READ
8	2	'B is not easily read, but its individual sentences are clear and well-constructed and it appears to cover the whole chapter - unlike abstracts D and A' 'one long paragraph makes it hard to scan and digest. No clear plan - appears to be attempt at precis, rather than an abstract (object of chapter not apparent)'	CONT PARA READ SYNT

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 1
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	'is a bit wordy and has a poor conclusion'	STRUC STYL
2	3	'unclear and difficult to follow what writer is trying to say'	READ
3	2	'gives a different emphasis than B - it seems to pick out the practical side of things. I think I got this impression because the last paragraphs are so different. I marked C down because the first sentence confused me. I read it 2 or 3 times before going on to the rest of the summary'	CONT READ
4	2	'seems to be too much a selection of extracts'	READ
5	1	'more informative [than B]'	CONT
6	2	'similar to D, but not structured as well'	STRUC
7	4	'very vague, comes across as pretentious and unspecific e.g. "heterogenous society", "practical applications", "variable information input" etc etc'	READ STYL
8	1	'well organised, though includes too much detail' 'the most helpful'	CONT STRUC

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 1
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'wins: good structure and conclusion'	STRUC
2	2	'start unclear, fine in the middle but seems about to launch into undesirable detail at the end'	CONT READ
3	3	'has too many one-sentence paragraphs and no end'	PARA STRUC
4	1	'is the most coherent'	READ
5	2	'I thought D was good but because it was unfinished I did not know if it would be too long. It may have scored higher if it had been finished'	LENG
6	1	'found this the easiest to read and remember. Good length, well structured'	LENG READ STRUC
7	1	'good, clear account, giving an appropriate amount of information'	CONT READ
8	3	'appears to be reasonably well laid-out, but readability marred by rambling sentences, "Unfinished" - like A, it lacks the conclusion which most readers would seek in an abstract'	?LAYO/STRUC READ STRUC

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 2
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'good, concise and structured'	LENG STRUC
2	3	'could be more concise, but even so, writer is unlikely to convey a useful picture'	CONT LENG
3	3	'has too much repetition of "The chapter" in it'	MISC
4	1	'good'	
5	3	< global comment > 'Once again the choice was difficult. The final rating was done by considering which abstract caught my attention' 'B had better content but A was set out better' < not much to choose between A and B >	CONT ?LAYO STRUC READ
6	1	'by far the best. Well structured, good flow of ideas. Right length'	LENG READ STRUC
7	1	'seems to be quite coherent, though could be shortened, e.g. too many phrases like "the chapter then sets the tone for ..." etc - superfluous. The conclusion is not well explained!'	LENG MISC READ STRUC
8	2	'well-constructed, with an opening summary and clear conclusion and the body broken into easily read pieces. However, the description of the treatment of each "link" is padded out with generalities (more of a precis, perhaps) ... more leisurely readers might prefer the descriptive style in A [over C]'	CONT READ STRUC

Appendices to Chapter 8:

Results of the Data Collection

Appendix 8.1: AS' guidelines handout; used for 4 November 1988 lecture

ABSTRACTS

- | | |
|---------------------|---|
| 1. Purpose(s) | Define. |
| 2. Method | Read through several times, paying particular attention to intro., summary and/or conclusions. Answer questions, e.g. What is the article about? For what type of reader? Who else may be interested? Why? Special features which make it worth abstracting? Relevance to work of users? What new information or conclusion does it contain? |
| 3. Length and Style | Be clear, concise and accurate; avoid telegraphic style. Consistent in spelling, tense, mood and person. Prefer direct statement to indirect, consistent with above. Use present tense for conclusions, generalizations and content. Past tense for work done and observations made before writing of article being abstracted. Abbreviate only after name, phrase etc. has been spelled out in full. |
| 4. Treatment | Do not repeat information given in title. Brief but informative summary of the contents and conclusions of the article and refer to any new information it contains. Abstract should be self-contained. "Concrete" subjects. Include place, sponsor, authority, designer, date, method, materials, cost, future developments, special features. Research papers: include nature of study (e.g. basic research, stat. analysis) methods used, conditions (e.g. experimental, economic or social) results (new information or data). "Theoretical" subjects (philosophical, impressionistic, historical, etc.) Indicative rather than informative. Viewpoint of author, authority, history, background, influence and development of idea. Give main thesis or arguments, note any bias, quote concrete examples and state where possible, give a brief account of conclusions. |

- | | |
|---------------------------|--|
| 5. Aspect | Standpoint of article (e.g. theoretical, statistical, political) and treatment (exhaustive, brief). Indicate bias, for whom written, author's credentials. Quotes may be used to show author bias. Where synopsis is used check with original paper. |
| 6. Links | Link together related articles, etc. with references. Link items together in one entry where possible if they deal with the same event, paper, etc. |
| 7. Bibl. details of works | Brief - basic citation mentioned in abstract |
| 8. Symposia | List authors and titles with brief abstracts of papers if necessary |
| 9. Layout | Citation; abstract; bibliogs., illus. |
| 10. Index terms | Key words often underlined |

Appendix 8.2: Code Definitions

CONT	Level and appropriacy of information provided in the abstract. Amount and usefulness of detail given. Coverage. Fidelity of abstract to original. Specificity. Clarity of information itself. Accuracy.
LAYO	The arrangement of the material. Headings; formatting; white space. Other physical aspects of design, but excluding PARA and TYPO.
LENG	The size of the abstract, as might be measured by, for example, the total number of words.
MISC	Rag-bag. Anything not covered by the other categories. Try and use sparingly.
PARA	The division (or not) of the abstract into paragraphs; their arrangement, size, and so on.
PUNC	The use (or misuse) of punctuation.
READ	The degree to which the abstract is easy or pleasant to read. Flow or coherence of writing. The degree to which the parts combine to form a recognisable and unified whole.
REFS	Comments concerning references or citations (or the lack of them) in the abstract.
STRUC	The arrangement and interrelationship of parts (or the lack of them) in the abstract. Construction. Organisation of the text, for example, Introduction, Body and Conclusion. Ordering of these elements.
STYL	The way in which the abstract is expressed, separate from its intrinsic meaning or content, for example, formality. Tone. Appropriacy of style selected.
SYNT	The internal construction of sentences. Grammar.
TYPO	The typographic appearance of the words: the use of capitals, underlining. Abbreviations may also be coded here.
?	To be used only as a last resort.

Appendix 8.3: Instructions for Coders

**Please can you help me to code some data
to help me make sense of it?**

The point of having codes for qualitative data is to try and make you see the wood from the trees; they're not going to magically create order out of chaos, but they make the sheer bulk of data (i.e. loads of people's opinions) seem less intimidating. By assigning codes, it enables the researcher to spot more easily areas of agreement and disagreement between informants. How many people are saying what kinds of thing? How often? Do certain things go with other things?, and so on. In other words, they help you get a feel for what's going on, and help you to spot patterns in the data.

Unfortunately, all this comes at a certain cost. To begin with, one doesn't always know what codes to use, and how many. The type of codes used will typically be constrained by the type of research you're doing, the slant you adopt, and the questions you're most interested in. While it's impossible not to a) introduce subjectivity at this stage, and b) lose information, the books recommend certain bits of advice that may help minimise the associated bad points of coding. These are: try and define your codes, and get other people to code your data as well as yourself. This helps you see things you might otherwise miss. I would very much appreciate your help in checking your intuitions against mine.

What I Would Like You To Do

Can you please read and think about how I've defined the codes (see separate sheet)? Try and ask yourself, which are most closely related? Do any include the others? What exactly makes the difference between similar ones? Try and draw yourself a little map if it helps. Or redefine things in your own way.

Now please go through my stacks adding your own codes, revising your opinions if you need to, and checking for inconsistencies. The general idea is: try and work out what the informant is talking about, and render it in the form of one or more codes, if possible. You can use as many codes for one single comment as you think are justified. Sometimes you won't want to write any codes for a person's comments. When you have multiple comments, arrange them in alphabetical order. Don't forget, you may want to write more than one code for an informant's single sentence. Maybe even for a single word!

If you think a person is talking about something for which I haven't devised a code, stick that part of the person's comment down as a MISC. I'll be very interested to see what you put in this category.

If you are unsure whether or not some part of a person's comment truly counts as an instance or a particular category, mark that category down with a ? in front of it. For example, someone saying "I thought this abstract was pretty badly presented", you might put ?LAYO/?STYL/?READ, or something like that.

Finally if you're completely stuck, or if you find the codes completely unworkable for that particular comment, and you can't even say it's a ?_CODE, just put ?, and leave it at that. But try not to do this too often.

Because of the way people filled in their questionnaires, I've occasionally had to duplicate their comments appropriately. For example, if someone said "I thought C, D and G were mainly sky-blue-pink" I'd write that comment three times in each of the comment boxes. Similarly, some people have made general comments pertaining to a number of abstracts, together with specific ones for particular examples. Hopefully, you should be able to decipher which is which.

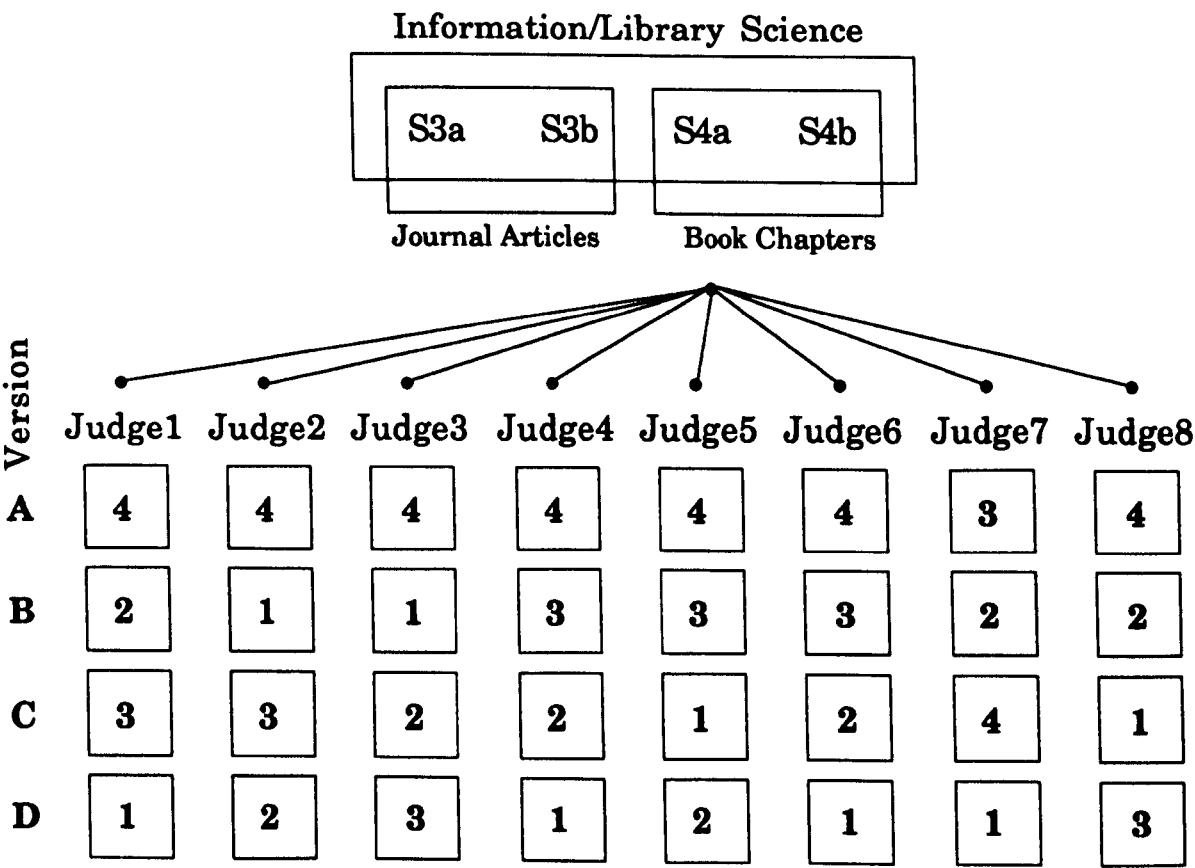
Before you start to do your coding, I recommend at least two or three thorough read-throughs of the two stacks. Just go through and think about them in your head. Gradually start to fill in some codes. Try and adopt a "stepwise refinement" methodology. Dart about between the codes. Try and be consistent. If someone's comment strikes you as being similar to one you remember from earlier, check to see how you coded the earlier one. Skip around. Feel free to make revisions, but always try and revise for the better.

When you're finished, I think it would be fun to spend some time discussing where we agree and disagree. That way I should end up with more reliable results.

Thank you very much for your help!

Appendix 8.4: Consumers' Judgements Data

The seventeen Information Science abstracts were given to eight Information Scientists to evaluate. The twenty five General Knowledge abstracts were given to six members of BT's Human Factors Division to evaluate. Chapters 7 and 8 in Volume 1 describe how informants were asked to provide both qualitative and quantitative data. The following diagram shows how the four abstract versions written for source text S4a (Vickery and Vickery, Chapter 1), for example, came to receive eight sets of rankings, one from each judge:



For example, of the four abstracts written for Vickery and Vickery, Chapter 1 (S4a), Judge 2 most preferred version B, then D, then C, and least preferred version A.

The judgements data is represented immediately below, with each abstract version occupying one whole page. Ranks are given in the same way as the diagram above. The seventeen Information Science abstracts are listed first (8.4.1), followed by the twenty five General Knowledge abstracts (8.4.2).

Informants were asked to give reasons underlying their rankings, and so the qualitative data is presented alongside the quantitative data. Codes are also provided as a means of quantifying the nature of the judges' verbal comments: these are given above in Appendix 8.2; see section 8.5.3.2 in Volume 1 for a discussion of why they were used.

Appendix 8.4.1: Success Judgements

Abstract Set: Tanzania
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'WINS! a model of good abstracting - whatever that means'	
2	4	'Quite short and to the point, quality of the writing not too good'	LENG/READ ?CONT ?SYNT/STYL
3	5	'too disjointed. I prefer proper sentences'	READ SYNT
4	5	'incoherent'	READ
5	4	<informant writes she decided by "information content"> 'ok'	CONT
6	5	'very jerky portrayal of concepts. Didn't flow at all'	READ
7	1	'seemed to summarise the points well without excess detail. Well set out'	CONT ?LAYO/STRUC
8	3	'well constructed overall, with a brief introduction and conclusion, but marred by poor punctuation and ill-made sentences. These greatly detract from easy reading and quick comprehension - both desirable in an abstract (see the penultimate paragraph, for example). "A" contains needless repetition that obscures the meaning (e.g. "solutions" and "solution" in the conclusion)'	MISC PUNC READ STRUC SYNT

Appendix 8.4.1: Success Judgements

Abstract Set: Tanzania
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	'the worst - short but totally <"point like"> to read'	LENG READ
2	1	'very short but a good summary keeping only to the essentials'	CONT LENG
3	3	'a bit too brief but I suspect if I was browsing through a list of 30 that would be more of an advantage'	LENG
4	4	'excerpts not an abstract. Not enough <inf>[ormation]'	CONT READ
5	5	<informant writes she decided by "information content"> 'ok'	CONT
6	4	'didn't like the one paragraph approach. A little short, but a bit better than A'	LENG PARA
7	3	'very concise, well expressed but not enough information of : specific nature'	CONT LENG READ
8	2	'Brief and to the point, but would be more readable if broken into more than one paragraph. Good sentence construction with opening verbs providing impact. "Yrs" is an unnecessary contraction'	LENG PARA SYNT MISC TYPO

Appendix 8.4.1: Success Judgements

Abstract Set: Tanzania
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	'not so bad but too wordy'	STYL
2	3	'more wordy but a fair summary'	CONT STYL
3	2	'is OK but I prefer the style of E. In C the first sentence has no verb in it'	STYL SYNT
4	3	No Comment	
5	3	'more informative' [than A, B]	CONT
6	3	No Comment	
7	4	'too many individual details'	CONT
8	1	'well constructed and clear, although a little too detailed and wordy in places, perhaps (e.g. the first sentence of the last paragraph might well have stopped at "change"). Presumably a "with" was omitted from before "accountability" in the penultimate line'	CONT READ STRUC STYL

Appendix 8.4.1: Success Judgements

Abstract Set: Tanzania
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	'why read the paper ...'	
2	5	'badly written, unclear. Not very good at all'	READ
3	4	'I didn't like the style of D very much - too chatty possibly'	STYL
4	2	'doesn't appear to be impartial'	CONT
5	2	'even more informative [than A, B, C]'	CONT
6	2	'can't choose much between these two [D and E]. I find E better structured and easier to read, with flowing concepts'	READ STRUC
7	5	'inconsistent - seemed to vary from vague "jargon" to excess detail - no analysis'	CONT
8	5	'fragmented and uncohesive. Suffers from omissions (it is quite inappropriate to conclude with "etc.") and verbosity'	MISC STRUC

Appendix 8.4.1: Success Judgements

Abstract Set: Tanzania
Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'waffly in the middle but OK everywhere else'	CONT
2	2	'well written, clear and understandable'	READ
3	1	'E is informative, easy to read and has a beginning, middle and end'	CONT READ STRUC
4	1	No Comment	
5	1	'better again [more informative than A, B, C, D]'	CONT
6	1	'can't choose much between these two [D and E]. I find E better structured and easier to read, with flowing concepts'	READ STRUC
7	2	'reasonable mix of detail and analysis'	CONT
8	4	'well constructed on the whole, although the author's recommendations in the second paragraph would probably have been better as a conclusion. Unnecessary repetition (e.g. "it is suggested that ...") and verbosity detracted from E's appeal'	MISC STRUC

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 2
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'is more wordy but content OK'	CONT STYL
2	2	'could have been better written in parts but understandable on the whole'	READ
3	2	'seems to be padded out with examples and it is disjointed to read'	CONT READ
4	3	'disjointed'	READ
5	2	'B had better content but A was set out better' < not much to choose between A and B >	CONT ?LAYO/STRUC
6	2	No Comment	
7	3	'A rambling, incoherent account, giving little useful information'	CONT READ
8	3	'one long paragraph of disjointed sentences - very unhelpful'	PARA READ

Appendix 8.4.1: Success Judgements

Abstract Set: Vickery & Vickery, Ch. 2
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	'is very difficult to read'	READ
2	1	'short, direct, confident. Helpful to the reader'	LENG STYL
3	1	'is very clear and concise. It highlights the basic points simply'	CONT LENG READ ?STYL
4	2	'gives the impression of leaving out information that might be useful, although I like the style'	CONT STYL
5	1	'was by far the most readable'	READ
6	3	No Comment	
7	2	'reasonable account, though a little vague and "stating the obvious" rather than describing specific points. The conclusion again seems confused/confusing'	CONT READ STRUC
8	1	'commendably brief and pithy - conveys the high points of the original ... C is given preference over A on account of its success in summarising the chapter in the most concise way, although it must be acknowledged that more leisurely readers might prefer the descriptive style in A [over C]'	CONT LENG

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'most preferred (A) chosen because it was information ordered "logically" and concisely. Short time to read with maximum information packed in in that space. Everything you need to know about that particular topic (note that I wouldn't have realised this if I hadn't seen the others)'	CONT STRUC
2	6	'note form unhelpful. Solid block of text. Poor'	?LAYO/STYL PARA
3	3	'short and concentrated on describing the paper and its intentions'	CONT LENG
4	3	'D, E and A were very concise and explained what the article was chiefly about without going into too much detail'	CONT LENG
5	3	'gives useful info. on the article - length, author, but too terse'	CONT LENG MISC
6	1	'clearly the winner because: well written, good explanation of conclusion (hard hitting), main emphasis on soil erosion. Says how long the article is and who it's by. Bad bits: I'm not sure of the connection between fertilisers and soil erosion (2nd to last sentence) - this seems to be wandering off the point'	CONT MISC READ STRUC

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	6	'Least preferred [B] because it looks messy. It doesn't "invite" you to read it. If I saw this in "Soil Abstracts" or something I wouldn't even bother to scan it'	LAYO
2	1	'The only one that I would find useful in deciding whether to read the article is B - it not only gives the data, and argument, but also allows some judgement to be made on the validity of arguments (stats are available)'	CONT
3	2	'Abstract B provided a structured representation for the paper that would be very helpful for highly focused research'	STRUC
4	6	'The first section on its own is an excellent abstract. The rest of the information is unnecessary'	CONT
5	2	'Liked layout under headings, good to give audience for article'	LAYO MISC
6	4	'I don't understand what the headings mean, but it seems a good list of contents of the article. What do square brackets mean? Shouldn't it be [topsoil] not [chalk]? No authors/length of article'	CONT LAYO MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	No Comment	
2	4	'The others were much of a muchness - I tended to favour those that were clearly written, and which started out by linking erosion and flooding. Some didn't. Liked white space, and a clear opening sentence, together with target readership. Disliked excessive note form, bad English, focus on low level detail, not pushing central argument'	CONT LAYO MISC READ STYL STRUC
3	5	'There was very little to choose between the two abstracts [C and F]. Both are quite lengthy and lacking structure'	LENG STRUC
4	5	'F and C were too long and contained detail which is not appropriate for an abstract'	CONT LENG
5	1	'Good coverage and level of detail - easy to read'	CONT READ
6	6	'Too long. Obviously written by someone with no knowledge of farming - "lack of growth cover provided by central growing" - bit strange/inaccurate. Also "hedges and boundaries ..." sentence is a bit funny.'	CONT LENG READ

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	No Comment	
2	2	'The others were much of a muchness - I tended to favour those that were clearly written, and which started out by linking erosion and flooding. Some didn't. Liked white space, and a clear opening sentence, together with target readership. Disliked excessive note form, bad English, focus on low level detail, not pushing central argument'	CONT LAYO MISC READ STYL SYNT
3	1	'D was great. Short, sharp, clear paraphrasing of the information I might have needed to gain an opinion of the paper'	CONT READ
4	2	'D, E and A were very concise and explained what the article was chiefly about without going into too much detail'	CONT LENG
5	5	'Too note like in places - in particular, purpose of 2nd para not made clear at the start, i.e. it should say something like "Problems are"'	?MISC SYNT
6	5	'ok - jumps straight in without saying what is being abstracted ... 2nd sentence a bit strange'	MISC READ

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	No Comment	
2	3	'The others were much of a muchness - I tended to favour those that were clearly written, and which started out by linking erosion and flooding. Some didn't. Liked white space, and a clear opening sentence, together with target readership. Disliked excessive note form, bad English, focus on low level detail, not pushing central argument'	CONT LAYO MISC READ STYL SYNT
3	4	'Abstract E was overly brief. The reader is left with only a vague idea of the paper's content'	CONT LENG
4	1	'D, E and A were very concise and explained what the article was chiefly about without going into too much detail'	CONT LENG
5	6	'Too short and lacks detail'	CONT LENG
6	2	'2nd because very good, clear, summary, nice and short and to the point. Main emphasis is on the flooding here, not the soil erosion. Placed second because the conclusion isn't so well summed up and it doesn't say how long the article is or who it's by'	CONT LENG MISC READ STRUC

Appendix 8.4.2: Success Judgements

Abstract Set: Soil Erosion
Abstract: F

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	No Comment	
2	5	'The others were much of a muchness - I tended to favour those that were clearly written, and which started out by linking erosion and flooding. Some didn't. Liked white space, and a clear opening sentence, together with target readership. Disliked excessive note form, bad English, focus on low level detail, not pushing central argument'	CONT LAYO MISC READ STYL SYNT
3	6	'There was very little to choose between the two abstracts [C and F]. Both are quite lengthy and lacking structure'	LENG STRUC
4	4	'F and C were too long and contained detail which is not appropriate for an abstract'	CONT LENG
5	4	'Good for detail, though doesn't mention housing to any extent and first sentence not very good introduction (doesn't mention soil erosion)'	CONT STRUC
6	3	'Good, clear summary, but too long - I'm wondering whether to bother to read the article after reading this. No authors or length article'	LENG MISC READ

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'Good - outlines all issues relating to topic clearly and concisely'	CONT READ
2	1	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' 'Good. Clear. Makes central argument of the links between governments and traffickers'	CONT READ STRUC
3	3	No Comment	
4	1	'A gives a good outline of what the article is about as well as giving the conclusion'	CONT STRUC
5	3	'Quite good detail and style, though doesn't mention laundering of money through legitimate businesses'	CONT STYL
6	1	'The Winner. DESCRIBES article. First sentence good. Sums up subject of article. Last sentence is a good conclusion'	CONT MISC STRUC

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	7	'Underline is VERY unhelpful I think. "Article supplies various facts and figures of cocaine industry" - does this mean average shoe size of cocaine trafficker? Not much use. Underlining is distracting'	CONT TYPO
2	4	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' 'Gratuitous detail in places. central point missing, or not clear'	CONT READ
3	1	'Abstract B had structure. First it gave the reader the size of the article, then it underlines the keywords, and throughout the text it describes what the article does rather than trying to do what the article does'	MISC STRUC TYPO
4	3	No Comment	
5	6	'Gives details of the contents of the article, rather than the contents themselves'	?MISC
6	2	'The next-to-winner. A very DESCRIPTIVE abstract - uses words like "outlining", "shows", "supplies", "reference". It says how long the article is. It includes critical judgement of the article - good ONLY IF the abstract writer is an authority on the subject. Bad: the slant is negative. It doesn't mention that drug profits are ESSENTIAL to South American economy. What do the underlines mean?'	CONT MISC TYPO

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	No Comment	
2	2	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' '? Audience?. But very clear'	MISC READ
3	4	No Comment	
4	5	No Comment	
5	4	'Too short - style OK - Error in the \$20M figure; should be \$20B - not enough detail'	CONT LENG STYL
6	4	'Good - but bald statements mostly. Are they facts or opinions? Abstract ends with a question. Is this how the article ends or is it a question in the mind of the abstract writer? A bit short'	LENG MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	'Confusing what article is about really'	CONT READ
2	5	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' 'Poor'	
3	5	'Abstracts D and F were too long and presented the kind of details I expect in the full article. Abstract F was the stronger example'	CONT LENG
4	4	No Comment	
5	7	'Too note like and short'	LENG ?STYL
6	5	'Bad. It reads like a telegram. Just bald statements again (of facts?). It makes the article sound boring'	READ SYNT

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	No Comment	
2	3	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument'	
3	2	'Abstract E was clear and brief again describing the article rather than replacing it'	LENG READ
4	2	No Comment	
5	5	'Bit brief; lacking in detail'	CONT LENG
6	3	'OK but a bit short. Talks ABOUT the articles which is good'	LENG MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: F

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	6	'This isn't an abstract - it's an article! Too long.'	LENG
2	7	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' 'Poor. Too long and detailed on the wrong points'	CONT
3	7	'Abstracts D and F were too long and presented the kind of details I expect in the full article. Abstract F was the stronger example'	CONT LENG
4	7	'The last two were too long-winded and not well structured. They also contained too much detail which should be given only in the body of the report'	CONT STRUC STYL
5	1	'Good; quite liked intro showing US interest'	CONT
6	6	'next-to-last. Bad - it's too long - is this the WHOLE ARTICLE? Too much detail for an abstract. What do square brackets mean? This is slightly better than the worst abstract, but only because I have a slight preference for its prose style over that of G'	CONT LENG STYL

Appendix 8.4.2: Success Judgements

Abstract Set: Cocaine Economies
Abstract: G

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'Very good, but a bit long - apart from bits in brackets - what are they for?'	LENG TYPO
2	6	'I liked the first three, and could rank them, but was less happy about the last four - I didn't like them, but had few real preferences for any. Really dislike long blocks of solid text which don't focus on a central argument' 'Bad/incorrect wordings detract'	?STYL/SYNT
3	6	'Better than F, but still!'	
4	6	'The last two were too long-winded and not well structured. They also contained too much detail which should be given only in the body of the report'	CONT STRUC STYL
5	2	'Good, though missed out \$20B figure'	CONT
6	7	'the worst. It's too long (and all the other comments from F). The last sentence doesn't make sense'	CONT LENG READ STYL

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	No Comment	
2	3	'Good content. Poor formatting'	CONT LAYO
3	2	'This choice is personal. The abstract uses clear, simple English and manages to still sound as though the author is neutral in his/her feelings toward the "employees"'	MISC READ
4	4	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation'	LENG READ
5	6	'Too note like'	?STYL/READ
6	5	'Second-to-last. OK. Sounds like a telegram - Yuk! Makes the article sound boring'	READ SYNT

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	No Comment	
2	5	'Argument, not report'	STYL
3	4	'Abstract B is shorter and more concise than the two remaining abstracts [D and F]'	LENG
4	1	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation' 'Abstract B is informative and succinct. It does not go into too much detail'	CONT LENG READ
5	4	'Good style - bit low on detail e.g. what are the less obvious sources of recruitment'	CONT STYL
6	4	'Fourth best. Fairly boring - doesn't say anything new which would encourage me to read the article. Bad: I don't understand the reference to the "single Euro market" - why will it "exacerbate the situation"? Perhaps I should read the article to find out?'	READ SYNT

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	No Comment	
2	4	'Distracting underlining'	TYPO
3	3	'Abstract C has underlined the author's choice of keywords'	TYPO
4	2	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation'	LENG READ
5	2	'Good detail - underlining useful to highlight points; but wouldn't like it in an abstract any longer than this one - erroneous reference to 1992'	CONT TYPO
6	1	'the best because it DESCRIBES the article (i.e. it doesn't just make statements. So the reader can tell the difference between FACTS in the original and views of the author(s). It uses words like "predicting", "suggests", "considers", "reveals" and "finds" to describe the contents. Bad points - a bit short, - what do the underlines mean?'	LENG MISC TYPO

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	No Comment	
2	1	'Clear. Good first sentence. Good white space'	READ LAYO MISC
3	5	'Abstract D and F presented additional information that I did not feel was necessary at this stage'	CONT
4	5	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation'	LENG READ
5	3	'Reasonable detail, though fails to mention falling number of 18 year olds'	CONT
6	2	'Second best. Again, partly DESCRIBES the article. Good opening sentence - this alone might be enough to confirm interest or disinterest in the original. Bad - who is Par Raderecht - the author??'	CONT MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	No Comment	
2	6	'No feel for substantiveness of article. Poor start'	?
3	1	'Abstract E is very very brief yet manages to include the points made in all the other abstracts'	CONT LENG
4	3	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation'	LENG READ
5	5	'Mainly good coverage and detail, but failed to mention prejudice against mature candidates for jobs'	CONT
6	6	'Last. Too short and sketchy. Sounds uninteresting - I've heard it all before - not worth reading the article. In the 2nd sentence I had trouble, it sounded weird, I had to read it more than once before it made sense, the word "imagination" didn't seem to fit - I kept reading it as "immigration"'	LENG READ ?SYNT

Appendix 8.4.2: Success Judgements

Abstract Set: Brain Drain
Abstract: F

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	6	No Comment	
2	2	'OK-ish. Not good on solutions, though'	CONT
3	6	'Abstract D and F presented additional information that I did not feel was necessary at this stage'	CONT
4	6	'All the abstracts are quite short, which is good. The main difference between the abstracts is the way in which some are written well and others simply lay down a number of facts taken in isolation. Abstract F does not seem to make good sense'	LENG READ
5	1	'Good coverage, detail and style'	CONT STYL
6	3	'Third best. Fairly good. This abstract makes bald statements and I'm not sure if they are facts or the author's views. I prefer C and D DESCRIBING the article - they have a better "feel"'	MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: A

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	3	'Didn't think any of these were that good'	
2	4	'Most of these abstracts were very strangely written' 'Poor construction of sentences'	READ SYNT
3	1	'Abstract A was uncluttered by detail but incorporated the prominent points'	CONT
4	2	'A, B and C describe the contents of the report rather than give a resume of them'	CONT
5	3	'Quite good but lacks some detail'	CONT
6	5	'This is a dreadful mixture of viewpoints. E.g. first sentence "IMPARTIALLY reviews" - is this the abstractor's opinion? and "Both sides agree ..." - is this the author's opinion?'	MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: B

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	4	'Didn't think any of these were that good'	
2	3	'Most of these abstracts were very strangely written' 'very hard to follow. Strange sentences'	READ SYNT
3	3	'I feel the names and journals mentioned only serve to confuse the issue presented'	REFS
4	1	'A, B and C describe the contents of the report rather than give a resume of them'	CONT
5	2	'Poor punctuation in a few places, though covers most of the facts'	CONT PUNC
6	1	'It is often not clear which opinions are attributable to which person therefore I have placed B as the overall best abstract (although it's a bit long). It relates opinions to names and is less confusing'	LENG MISC READ

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: C

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	5	'Didn't think any of these were that good'	
2	1	'Most of these abstracts were very strangely written' 'Not too bad'	
3	5	'Abstract C could summarise the information in the second and third paragraphs rather than attempting to list all the opposing viewpoints'	CONT
4	3	'A, B and C describe the contents of the report rather than give a resume of them'	CONT
5	1	'Good style, coverage and detail'	CONT STYL
6	2	'Second. A good high-level description of the article - but no names mentioned'	CONT

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: D

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	6	'Least preferred because it looks messy to begin with. I don't think there's any need for more than one paragraph. "He suggests" - who does? It is very unhelpful in deciding whether the article is worth reading'	LAYO PARA READ
2	6	'Most of these abstracts were very strangely written' 'Awful' 'I put the one which had two attempts last, because by definition it wasn't a coherent summary'	READ
3	6	'The second attempt seemed to be hurried and sloppy. There was a lack of purpose and structure in the text'	READ STRUC
4	6	'D, E and F fail to outline the focus of the report'	?CONT
5	5	'D2 - Don't like style - gives reasonable number of facts, but they are not linked well'	CONT READ STYL
6	6	'Worst. Neither attempt makes much sense! Both have strange and confusing sentences/constructions e.g. 2nd para " ... and these results have demonstrated". What? Is this computer generated?'	READ SYNT

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: E

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	2	'Didn't think any of these were that good'	
2	2	'Most of these abstracts were very strangely written' 'Clear. Lacking detail?'	CONT READ
3	2	'Abstract E was again clear but might be a little over abstract'	READ ?CONT
4	5	'D, E and F fail to outline the focus of the report'	?CONT
5	4	'Lacking in detail on the arguments between both camps'	CONT
6	3	'Not bad, but abstract consists of bald statements - are they the abstracter's opinions or the author's? Particularly in the 2nd-to-last sentence " ... it is now very difficult for non-specialists to make objective assessments ... "'	?MISC

Appendix 8.4.2: Success Judgements

Abstract Set: Nature/Nurture
Abstract: F

Judge Number	Quantitative Ranking	Qualitative Comments	Codes
1	1	'Didn't think any of these were that good' 'Most preferred (F) because it outlined (most) of the main arguments in environment/genetics debate, in an order which was easy to follow line of argument'	CONT READ STRUC
2	5	'Most of these abstracts were very strangely written' [Of the remaining ones] I put F last because of its really peculiar closing sentence - unfair eh?'	SYNT
3	4	'Abstract F includes too many fine details and I find the second from last sentence unclear'	CONT READ
4	4	'D, E and F fail to outline the focus of the report'	?CONT
5	6	'Poor style, and difficult to follow in places'	READ STYL
6	4	'OK - but the abstract dives straight into the superfluous details of the arguments in the article - it is not high-level enough. What do square brackets mean?'	CONT

Appendix 8.5:

Transcription of first session:

4 November 1988

AS:

For those of you who have just arrived, I want to do two things this afternoon. First of all, to offer some guidelines on the abstracting exercise which you will be doing over the next few weeks. I gather that Chris has told you about this so there's no need to say any more. I'll also be saying something about general aspects of abstract preparation, particularly those which aren't covered in your practical exercises. Remember the handout which you got last year on abstracting services? I'm not going to say anything about the different types of abstract, the informative, indicative, and so on, it's all covered in the teaching package. Now you've all got the guidelines in front of you. This particular set of rules was devised by the Department of the Environment for preparing abstracts in that department, and I suggest that you follow these guidelines when you're doing your exercises over the next few weeks. The end product is published in the form of a bulletin. I've got some copies of this which I'll pass round. There are two editions of the bulletin, one is intended for internal distribution, and the other one for external. A word of comment, then, on the guidelines. There are several paragraphs which are of major importance for the exercise and others which may be ignored, so, if you would like mark, please, sections 2, 3, 4, 5 and 9. These are the ones which are going to be of most significance in the exercise. This is, as I say, simply the gist of the original document; it is somewhat longer than this, and this is certainly true with paragraph 1 which says "purpose or purposes". In any practical abstracting service, it is, of course, necessary to define strictly the purpose of the service: who are the users, what type of information do they need, what kind of abstracts are you going to prepare, and so on. Now, for the purpose of our exercise, we can assume that the consumer is going to be a practitioner, or an educated layman, rather than a subject specialist. These rules, then, are particularly appropriate for the purpose, because in the Department of the Environment, of course, the abstracts are intended for civil servants, and for outsiders who fulfil a similar type of role, administrators, businessmen, and so on. Paragraph 2, Methodology, some very useful hints here, one always starts, of course, by reading the original document very carefully. This is extremely important, because obviously the purpose of abstracting is to extract the gist of the original argument, so, it is important, then, to read this very carefully. The only comment in the methodology which is of no interest to you is the one which, it's in the second last line, relevance to the work of users. Now obviously this pertains to the people in the Department of the Environment; obviously if you're preparing abstracts for them, then obviously you must take account of the relevance of a particular document for their work. In your case, it's an abstract for a general audience, so this doesn't pertain. Length and Style. Now the first sentence is particularly important here: be clear, concise and accurate, and pay particular attention to conciseness, because when people start writing abstracts, one of the initial mistakes is to be much too verbose, to sort of write as if you were preparing an essay, and the result is then that the abstracts tends to be full of phrases like "the author states..", or "in the conclusion it is observed that..", or other unnecessary words of this kind, and all this needs to be expunged in a good

abstract. So, conciseness, very important. Clarity and accuracy, of course, go without further comment. And, for the rest, it's just desirable features of the abstract, for example, the need to observe consistency in style, spelling, grammar, and so on. So far as treatment is concerned, again, the first sentence is very important. Do not repeat information given in the title. Now one finds again with the apprentice abstractor, that there is almost inevitably a tendency to repeat what is said in the title, and this obviously needs to be avoided, because if you're preparing abstracts for a service and you repeat information given in the title in every case, you're going to take up a lot of space unnecessarily. As you can see, in treatment, the rules differentiate between a number of different types of original. A research paper, a concrete subject, theoretical subject. Again, I would suggest that you follow the rules laid down here. As far as concrete subject is concerned, this is fairly straightforward. With theoretical subjects, these do present a problem, because, quite often, of course, you've got an original which has got a detailed, dense argument, and you've got to try and convey this to the reader of the abstract. Now, they suggest here that you use an indicative, rather than an informative, abstract in this case, a very wise rule, because to provide an informative abstract demands, first of all, considerable subject expertise, and, secondly, it usually results in a fairly lengthy summary of the original. If you're going to convey the detailed argument of, let us say, a working philosophy, it does take quite a lengthy abstract. One can see this in a service like Sociological Abstracts, where you will find that the articles which cover theoretical topics tend to be abstracted in summaries of something like 1500 to 2000 words, much longer than the average informative abstract. So the result is, then, in most services, unless they are serving subject specialists, for theoretical works and similar categories, one uses the indicative, rather than the informative, type. Aspect is fairly straightforward. It simply means ensuring that you cover important aspects, or standpoints, of the original article, as you can see here, indicating whether content is theoretical, statistical, or what have you, and the depth of treatment, is it exhausted, or simply a brief survey. Bias, and so on, quite important. For example, if you get a subject has been perhaps treated by a Marxist writer, important to indicate this to show the point of view from which it has been written. The other paragraph which I have marked is layout. Obviously in preparing an abstract, it's very important to achieve consistency in layout. One wants to cite the various elements of the abstract in a fixed order, and I suggest that you follow the system which is suggested here. Start with the bibliographical citation for the original document, followed by the abstract, and then an indication of the number of references in the original article, and the number of illustrations, if any. So far as the other things are concerned, they are more or less house-rules for the Department of the Environment, and don't really concern us in this exercise. But, just to explain briefly what they are: "Links", this is simply a request to link together related articles. Obviously, if you're preparing a bibliographical service, an abstracting service, if you have related articles, then it's desirable to link them to show connection. You won't be doing this in your exercise, so you don't have to worry about it. Number 7 is bibliographical details of works mentioned in the abstract. This wouldn't happen very often, again you can ignore it from the point of view of your exercise, but it may be perhaps that in the original document the author considers at some length a specific work, and it's desirable then to cite this in the abstract which you prepare. The other thing is simply a way of ... dealing with symposia, collections of articles. And the last point: index terms. Now, obviously, if you're preparing abstracts for a specific service, it's very important that assistance should be given to the indexer, and in many services, such as the one in the Department of the Environment, key words will be underlined by the abstractor to guide the indexer in preparing the subject index to the service. Again, of

course, we're not going to be concerned with this in the exercise.

115 Anyone got any questions on the handout?
[silence]

Well, as I say, the other thing I want to do this afternoon is to look at some general aspects in the preparation of abstracts. First of all, then, the users.
120 Now, as I said earlier on, it's extremely important to identify the group, or groups, of user, and to ascertain what they require from the service. So what one needs to do then first of all is to decide on the level of presentation to be followed in the abstract. In some cases, or many cases, the abstracts are being prepared for specialists, for technicians, scholars, and so on, in which case, of course, a scholarly level must be maintained in the work. However, in other
125 cases, the abstract is maybe prepared for practitioners, for, as I say, businessmen, administrators, and so on, or for the general educated layman, in which case of course the presentation will be general, rather than specialised. Another feature one sometimes finds in abstracts, particularly
130 those prepared within a specific organisation, is what is called the "slanting" of the abstract to meet the specific needs of the user. In this case, then, the abstract is designed, usually for a comparatively small group of people who've got specialised interests. What we mean by "slanting", then, is, as I say, designing the abstract to meet this particular need. For example, one may
135 omit part of the original subject where it is of little or no interest to the user body. Or, again, in writing the abstract, one may adopt a particular point of view. For example, the user may be concerned with legal aspects of the original topic, and technical aspects would then be suppressed. Or, again, the abstract may stress certain features in the original which are of particular
140 importance to the group of users. That, then, is what is meant by slanting abstracts. As you can see, it doesn't really concern you in this exercise; you will be preparing abstracts which relate to the overall coverage of the original document. The second thing I want to look at is quality control in abstracts, because, obviously, if they are going to do their job, if they are going to convey
145 the gist of the original document to the reader, then high quality is essential; otherwise, of course, the information will be misleading. There are several aspects to this, the first of these is accuracy control. Accuracy control, then, relates first of all to information content. The abstractor, then, must be able to recognise quickly what is new and important in a document, because this is
150 usually what needs to be conveyed in the abstract. So he should be able to pick out what is new and important. And he must also have the ability to express the content clearly and in a purposive manner, in other words, directed towards the needs of the user. As far as accurate content is concerned, it's controlled to a large extent by three factors. First of all, the qualities and
155 qualifications of the abstractor. Obviously the need for qualifications varies from one service to another; in some cases abstracts may be prepared by an information officer or a librarian who doesn't have high subject knowledge in the field, but, in other cases, where the abstracts pertain to complex subject matter, or are designed to meet the needs of subject specialists, then the
160 abstractor himself must be well qualified to produce work of a suitable quality. So, that's the first factor, then, the qualifications, qualities, of the abstractor. The second factor is the effectiveness of the training methods employed in educating the abstractor. This is very necessary where, for example, subject specialists may be employed to prepare the summaries, but they are not
165 necessarily going to be ideal abstractors, unless they receive effective training. The third element, factor, is continuing guidance in the writing of abstracts where necessary. This usually means, of course, good, sound editorial policy, an editor, or editors, who provide feedback to the abstractors on the quality of the abstracts. Another aspect of accuracy control is the control of terminology

170 or vocabulary. Vocabulary control is particularly important in retrieving
abstracts from a file, and it's downright vital in the case of mechanised
systems. To an increasing extent today abstracts are being prepared for
inclusion in automated systems and in most cases today these systems offer a
full text searching facility; one can search for terms in the full text of the
175 abstract. This raises two points about vocabulary control: first of all, the more
obvious one perhaps, it is highly desirable to achieve consistency in choosing
key words for original documents with a comparable subject content. So,
where then two documents have a similar subject content, so far as the
abstract is concerned, this should be reflected in the choice of the same key
180 words. The other aspect is the need to identify all the key words required to
bring out the concepts covered in the original document. Obviously this is
desirable in both manual and mechanical systems, but in manual systems,
one can get round this, because, of course, it's easy to browse through the file
to find the information which you require. It takes a little longer if the subject
185 index isn't up to the mark, but the file is searchable. In the case of a
mechanised system, of course, browsing is difficult and expensive, and the
user depends on an effective and efficient retrieval system, and, as I said, this
means, then, choosing key words which will enable him or her to retrieve
required documents. Now, investigation has shown, in fact, that systems don't
190 always achieve this desirable level. I found the results of one investigation
which looked at both these aspects, both consistency in choice of terms for the
same subject, and also at the extent to which a full range of key words was
offered to cover the total content of a document. They found in fact that, in the
case of abstracts with a comparable content and similar key words, success
195 was only achieved in between 7% and 20% of the originals consulted, a pretty
poor record... The other factor is, of course, this business of using sufficient
key words to cover the full subject content, and in this case, the measurement
was overall 62%, and individual papers vary between 45% and 79%. Again,
somewhat better perhaps than the other case, but not outstanding. The
200 question arises, how can we improve on this in a given service? How can we
ensure that consistency is achieved in choice of key words, and also, as I say,
ensure that a full range of key words is assigned to a given document? The
method employed is, of course, to build up an efficient thesaurus, a list of
terms to be employed, showing synonyms, and other relationships. It is
205 however necessary in some cases at least to go beyond a bare listing of... terms
and the relationships which pertain between these terms, especially, of course,
in subjects with a soft terminology. Subjects, in other words, where terms are
not clearly defined, where you get different interpretations of meaning,
overlapping meanings, and so on. In such cases the thesaurus needs to be
210 equipped with good scope notes, and one often finds, of course, that these are
lacking in many of the published tools.... a scope note is simply a definition of
how the term is employed in the system. You can see how important this is in
the case of soft terminology because even specialists are going to disagree about
the precise meaning of a term. So, what you have to do, then, is to show how
215 you are employing the term in your system. There's a good, a very good
illustration of this in practice. Have you come across the ERIC thesauruses
yet? [] That's a joy to come. ERIC is a database in education and there is an
ERIC thesaurus which controls the terminology employed in the system. But
in the thesaurus you will find quite a number of terms which are listed as
220 "dead terms"; they're no longer employed. The reason is that they haven't been
employed consistently in the past, so they have become useless, and they have
been abandoned. Had they had adequate scope notes in the thesaurus for these
terms, this difficulty would of course have been avoided. These, then, I think,
are the main points which pertain to vocabulary control. One other thing I
225 should mention here which I think is very important: in these mechanised
systems, high recall is of course comparatively easy to achieve, particularly of

course if your key word system is efficient. But it's also desirable to assist those who want precision in retrieval. In many cases, the person consulting the system doesn't want a great mass of documents; he requires access to the most significant items in the file. This can be facilitated by using enriched titles in the system, so in addition then to preparing an abstract, the service will also enrich the titles with extra key words which will facilitate identification of the overall subject of the document. You can see how this will help in achieving a high level of precision. If each individual title designates clearly the subject of the document, then, of course, it makes retrieval of the more important papers in a subject straightforward. Another way of doing this, apart from enriching titles, is to use the type of abstract which I mentioned last year, the NOC [Notification of Content] abstract, which is of course simply a string of key words which identify the overall content of the original... So much, then, for accuracy control in general. The next element in quality control is control of format. This, of course, is much more straightforward and obvious than accuracy control. By format, of course, we simply mean the elements which will be included in the record - the citation, the abstract, and so on - and what one needs to do, then, is to define the elements which will be included in the record, and to lay down the order in which they will be arranged. In the case of the rules which I have distributed, as we can see, the elements consist of the citation, the abstract, statement of references, and illustrations, and the order, of course, is also defined. The last element is achieving uniformity in the length of the abstract, the style in which it is written, and the treatment of the information content of the original. This, of course, may be done by producing a set of rules, or directions, of the type which I've distributed to you, indicating to the abstractor how we should deal with these issues, whether it's an indicative or an informative abstract which is required, or perhaps some mixture. In some systems, of course, they differentiate between different types of original document; more important documents will be given an informative abstract, less important ones, an indicative one. So, all this, then, leads to the setout in a directive. Well, I think that's all we need deal with today. You will be getting instructions in due course about the exercise.

Transcription of second session: 25 November 1988

265 AS:

270 When you come to do your abstracts, you will be following these rules that I mentioned last period. The main points to remember, then, first of all, don't forget that in writing an abstract, you have to provide a citation for the piece as well as writing the summary. The order in which the elements should appear is shown on the handout, so that you need a citation plus the abstract. Remember again that it's an informative abstract that you should be writing in
275 all cases, so, as far as length goes, I'm not too worried about that; the main thing is to get you to write a good abstract along the lines laid down in the handout, and, of course, also following the rules in the abstracting handout that you got in the first year, but the main piece is the one that I've just shown you. So far as length is concerned, as I say, I'm not too worried, but, being an
280 informative abstract, it should be a hundred words or so in length. It shouldn't be a couple of sentences, or something like that. But I'm not too worried; don't go counting up the words or anything like that. It should be a reasonable length, it should supply the gist of the argument in the original document. Now, Sharon will be telling you: this afternoon you're going to be looking at
285 literature for the educated layman, and you're preparing abstracts for the same type of audience. That is so, is it not?

[SH: Yes]

290 It is, right. So, it's a question, then, of directing your abstracts towards, well, someone like yourselves, the sort of summary which you would expect to find of the article concerned. So, as I say, hundred words or so in length; it should, as I say, provide the gist of the argument in the original publication. All the main points should come out, plus any measurements, or anything like that,
295 which may be [indistinguishable word: "offered"? "covered"?] indicating the content, tables, that type of thing. If in doubt, refer to the rules. Right, anyone got any questions on writing of the abstracts as distinct from... on the actual article itself.... All yours, Sharon.

300 SH:

Before you start writing, I thought I'd take you through the timetable for the next two and a half weeks. We're involved in this abstracting exercise and we'll be doing two practical sessions and two evaluations following the practical sessions. If I can just go through this with you now, today we'll start
305 off with a practical session and we'll be doing these popular items that Alex mentioned. They're both from, two of them are from newspapers, and two of them are from popular magazines. I'll go into that in a little while. We're going to get you to write the abstracts during class time. We want you to write them and leave them here before you go today. Then Alex and I will be looking
310 at them over the next few days and we'll get together next Thursday to discuss with you in two groups, not so much the success of your abstracts, but how you actually went about it, and to hopefully generate some discussion about the art of abstracting, such as it is. Right. The source types, if you see on the handout, we've got four different types of material, and we've got two examples of each.
315 But each of you will only be doing one piece of work per practical session. If we skip through to practical session one at the bottom of the first page, you can see

that I've taken the two items from the popular magazine category from
Geographical Magazine and from the Economist. The next two, the newspaper
items, are both from the Independent of yesterday. So, if you turn over, you can
320 see that this just reiterates what Alex has been saying; that the two lots today
are intended to be abstracted for an intelligent, or educated, layperson, rather
than the "layman" that Alex always refers to. Someone that isn't necessarily
going to be involved in the subjects of the items themselves. I've put here to use
your own judgement as to how long the abstracts should be - which isn't
325 strictly contrary to what Alex has to say - but obviously if the piece is only a few
hundred words itself, then there's no point in writing an abstract that's three
hundred words. So, do use your own judgement, and it will be interesting to
discuss that with you next week. I won't go too much into the details of
practical session number two, except that it's slightly heavier in terms of your
330 input. There's an article from the Journal of Librarianship, which is about the
stereotypes of librarians, which is quite interesting, and the other one is about
documentation in Tanzania, which is probably less interesting. Chapters one
and two from the Vickery book, which no doubt you've all inwardly digested by
now, will be the book chapter sections. Obviously that's going to take you a lot
335 longer than these newspaper items today. OK? The session number two, as it
says here, you'll be using your own knowledge as specialists in this field, and
communicating through your abstract to fellow professionals. So, that's
obviously a very much different approach to the one you're going to use today.
Are there any questions before I hand out the items?

340 [silence]

Transcription of third session (3a): 1 December 1988

345

350 For this session, the class was divided into two. AS's half consisted of those students who had written abstracts on either S2a (Brain Drain), or S2b (IQ) the previous week.

AS:

355 ... then as you know covered short pieces from a couple of newspapers. As I think many of you discovered, although ostensibly very straightforward, it turned out to be quite a difficult effort. The reason is, of course, that both of these were really review articles; the journalist looked at a number of contributions by authorities and simply commented on the views of these authorities. This is, in many ways, more difficult to abstract than the results of
360 a piece of research work where you've got a straightforward account of hypothesis, the nature of the experiment, the data collected to test the hypothesis, and the conclusions. So, although such things are often more complex than the article in the periodical, much easier to summarise. Looking then at each of the pieces in turn, start off with what I think was slightly the
365 easier one, the one from the Independent on the brain drain. This, of course, concerned with this problem of the declining number of students in higher education and the difficulties this poses for employers who wish to recruit graduates. The main thing, I think, in dealing with review articles is to identify the main points which arise in the work of the original writers. In
370 many cases this means repackaging the information contained in the article, because of course the journalist tends to take each authority in turn and state his or her views on the subject. So that you find related material scattered throughout the article, so it's highly desirable then to bring this together. So that's the first problem then: identifying the main features, bringing them
375 together. Another difficulty which arises is the question of whether to name the authorities or not. Now in the case of this brain drain piece, a number of views were cited without mentioning the names of publications. Whether the journalist spoke to the people concerned, or whether he simply took the information from writings, we can't say. There was mention of one
380 publication: a survey of employer attitudes, so the question arises, what should one do? Well, normally, in a case like this, it's desirable to state that the item is a review article, and to indicate perhaps the number of authorities whose views are cited. Whether or not one names the authorities would depend very much on the purpose of the abstract, the audience at whom it is directed. If
385 naming is authorities is important, this will be done, if it's a more, sort of general abstract intended at a wider audience, then probably one would not do so. And similarly with the citing of works, well, once again, it's desirable to cite the work if this is going to be useful to the intended audience. Now what sort of information, then, about the content should go into the answer? First of
390 all, of course, one needs to state the main thesis, the fall in the number of students going into higher education, which is aggravated, or likely to be aggravated, by Britain's entry into the European Market in 1992, which is likely again to cause something of a brain drain, it will attract a certain number of graduates to work in Europe. The article states that many
395 employers have not yet grasped the full implications of the fall in the number of students, and it reviews changes in employer attitudes which the authorities consider would be desirable. Now it's useful to note here that they distinguish

between palliatives- things like the recognition of flexihours and home-working which have already been introduced - will not be enough. So this needs to be brought in. And then it's desirable to indicate the main measures which they outline. In particular, you will need to mention the importance of recruiting and retaining women graduates. Now this is important. Some of you sort of mentioned the recruiting of women, others mentioned retaining; it is necessary to cover both, because they point out that you've got to recruit and retain women, and to indicate how you can help to retain them by providing crèches and so on, to accommodate children. The other group which is signalled for attention: mature graduates. Well, again, it's a particular type of mature graduate they're interested in: those who are over 30. It's implied that graduates under 30 receive fair treatment, but there appears to be discrimination practised against the over 30's. So, it's necessary in your abstract, then, to mention that it is the over 30's who face particular problems. And the other thing which is pinpointed in the article is the need to be more flexible in recruitment policies. It will no longer be possible to have generalised recruitment, in other words to attract people who can fit into a wide range of jobs at high level; it will be necessary in the future, rather, to fit the job to the applicant. So this needs to be stressed as well. Oh, the other thing which comes out from this is the need to read the article with great care because sometimes points aren't too clearly stated. Now, there's an important one at the end where it says that the survey found that the public sector plus one or two areas of the private sector were more favourable to mature students than much of the private sector. Well, at least one person got rather confused here and actually stated that the survey said that the private sector was more flexible than the public sector. This of course is the exact reverse of what is stated, but you can see the reason the mistake was made. The statement isn't too clear, it sort of talks about the public effect of being, showing greater understanding, and goes on also to add building construction and one or two other areas which are drawn from the private sector. It is a little confusing. So, one must be careful then to distinguish clearly the meaning of a particular passage. Fine. I've said enough on that one. Those of you who did that, or any others who wish to comment, please do so. Anybody got any comment to make for example on the difficulties of doing this? Did you find it difficult, easy, or what?

Student:

I found it quite difficult in a way, because a lot of it was so vague. I thought, as it was an abstract, you only had to indicate the main points, which I found quite hard to do, because there didn't really seem to be that many main points, because it [sort of quite] waffley. So, how many words would you say an abstract should be for an article []

AS:

Very difficult to generalise, [name]. You're right in a way. I asked you to do an informative abstract. In a real world situation, you'd probably find that an item of this kind would be dealt with in an indicative abstract, which would be fairly short: just simply drawing the attention of the potential user to the main content of the article. The fact that it deals with the falling number of students, difficulties posed for potential employers, with particular attention to the need to recruit and hold women and mature graduates. However, if you're doing the informative abstract, well, I did a little bit of jiggling about, and found, in fact, that to do a full informative abstract on this, you probably needed to cover, probably needed about 25% of the words in the original article; however, much higher than the norm. Simply because it is so vague. You see, if you've got a highly specific piece of research, obviously you can summarise it much more effectively in a shorter number of words. When you get pieces of work, especially in the non-sciences, periodical, er, newspaper articles, and so on,

455 they often demand more extensive treatment if you're going to cover all the
points which are contained in the original. One can cut it down a bit by
pinpointing, as I've said, the areas which seem to be common to all the
authorities: the ones which I've mentioned earlier one, this business of
concentrating on the mature students, the women, the need for selection, and
460 I think it's also important to bring out this point about the palliatives, about the
fact that certain measures will not solve the problem, but they do help. These
things like flexihours, and, what was it? home-working. Right? Anybody else
got any comment on this one?

465 [silence]

Anybody feel that there was anything in the article which I haven't mentioned
that was desirable to cover in the abstract? No. Anybody think I've included
things which shouldn't be included, then? ... Perhaps I should add that in my
470 more extended abstract I included one or two pieces of information which are
quite important, but not absolutely essential, in conveying the gist of the
original. In particular, this business of recruiting women. One of the
arguments indicates that recruiting .. women for jobs outside traditional
avenues is very limited, and points out that only five and a half percent of
475 mechanical engineers are women. So, this is something again which could be,
a point which could be made in the abstract, the need to recruit women for jobs
outside traditional sectors, such as, sort of, nursing, librarianship, teaching,
and so on. The other one, I think, is more difficult to summarise to some
extent, that was the one on nature versus nurture; the question of the
480 influence of hereditary and environment on IQ scores.

Oh, before I start on this one, there is the question of the citation of the
original....

485 [few muffled sentences not transcribed here]

Now, we come again, we've got the point again that this is a review article. The
writer has looked at a number of publications, which relate to this dispute over
nature versus nurture, and try to summarise the arguments. And the
490 principles which I tried to establish in the other article apply here. What one
needs to do is to try and establish the main points made in the article. There's
a lot of sort of nitty-gritty, a lot of small details drawn from the individual
pieces of work. We're not really concerned with these. What we have to do, as I
say, is to try and identify the main arguments which have been pinpointed by
495 the writer of the article. Again, one finds that each of the authorities has been
taken in turn, and his work commented on, so once more it's necessary to
bring together related points which are scattered in the original text. Right,
well, what are the things to pinpoint in this particular article? First of all,
then, the fact that the results of the debate are inconclusive. This is important;
500 this is one of the main conclusions reached by the journalist. Goes on to argue
that the reason for this is that judgement is made difficult by the obscure
methods employed by specialists and the complexities of the statistical data.
It's the sort of thing which arises, I'm afraid, in a lot of social science work,
the sheer difficulty of trying to reconcile varying methodologies which have
505 been employed, and to gauge the value of the statistics which have been used.
Again, as in the case of the other article, desirable to point out that this is a
review article, that it examines work done by a number of theorists. Now the
same point applies here: it may be desirable to name these theories, sorry,
these theorists in some instances where this is going to be useful to the
510 audience at whom the abstract is directed. In other cases, it is sufficient to say
that it examines the work of half a dozen or so theorists. Well, what about the

content of the abstract, then? What should it say about the original? First of all, a certain amount of agreement is recognised amongst these conflicting authorities, and it is desirable to indicate the areas of agreement. So, they find then that there's some correlation between the social class of the parents and the IQ scores and educational achievements of their children. They, again, find that individual differences of IQ within social classes and ethnic groups are far larger than the differences which exist between these groups. They also find, and this again applies to both schools, that the differences between generations in IQ scores and between nationalities are quite significant. So that's the areas of agreement, but what they do disagree over is the cause of these differences, and here it's necessary to indicate the main causes: inheritance of intelligence, genotype, environmental interactions, and pure environmental effects in determining IQ. So, there's a certain amount of agreement, but heavy disagreement about causes, why these things exist. The other thing, which I think is important, and which needs to be brought out, and I think all of you, or most of you, did spot this: it's a chap called "Rose" towards, who's cited towards the end of the article, and he argues that the important thing isn't this argument over nature versus nurture, what is vital is the need to maximise performance in education. Well, so much then for what I feel about it. Again, those of you who do it, got any comment to make on this particular item?

Student:
it got very confusing when I was reading it to actually take it in. I read it quite a lot, and because it was reduced when it was photocopied it was quite difficult to read. And trying to wade your way through it and work out what the arguments were got quite difficult. Because it got quite technical at times, which, if you know nothing about IQ, and I don't, it's quite difficult to work out exactly what the main points were.

Student:
I think the vocabulary, I mean like hypo- hypothyroidism, I haven't got a clue what that is so how am I supposed to write about it. Is it important? I don't even recognise what it is....

AS:
... Well, of course, there is the point that in an ideal situation you'd have reference books to hand, and you could check up on the these things. But, er, you have raised an important point here that in newspaper articles, they are brief, the argument is concentrated and it tends often to be more difficult to sort out questions than it is in longer pieces. The longer pieces take a greater time to read, but are easier to follow. And this is really quite dense. As with the employment one, I would suggest that one should on the whole ignore specific points; what we're trying to get at are the areas of agreement and disagreement between the two schools. Not to worry too much about specifics. One or two of you got round this rather adroitly. For example, quite a point is made about the contrast between American and Japanese IQ scores, again considerable difference of opinion of course as to the meaning of these measurements. Well, it's not the sort of thing one wishes to dwell on, but nevertheless it occupies a paragraph or two of the original argument, so mention should be made. [name] got round this very well indeed. She mentions, of course, nationality as one of the criteria or difference, and adds in curves.. "(with special reference to.. America and Japan)" and that gets round it rather nicely. It indicates to the reader that there is a little more information about these two nationalities than others in the piece. This is a way of drawing attention to specific points which are covered in some detail in the original. Anyone else got a point they would like to make on this one?

570 Student:
[untranscribed sentences concerning citations]

AS:
[untranscribed sentences concerning citations]

575 In this particular exercise, one or two of you did get very much bogged down in detail. For example, the article starts off with a great screed about Francis Galton, and the origins of this particular debate. One can ignore that because it doesn't really convey information of any great significance. The main thrust of the article is towards current views about the differences between the nature and the nurture schools, and one can concentrate very much on these. It's

580 fatally easy, I'm afraid, in dealing with review articles, to be too much concerned with details in individual works. And, as I said, in connection the nationality one, if there is a considerable amount, or a reasonable amount, of information on a specific issue, then it can be mentioned in an aside. But the

585 main thing is to identify the main points and get those down. The other thing. One or two of you quite legitimately mentioned that the hereditarians have produced a rough measurement of what they consider to be the importance of heredity in IQ measurement. But, in fact, two figures are given, one of 80% if I remember rightly, and the other 60%. Now, those of you who cited the 60%

590 were in the right, because what has obviously happened as it says in the article, they started off with a figure of 80%, but the general consensus now is 60%. So, if you are going to put this point in, you can forget about the older figure; include simply what is now the agreed estimate.

595 Student:
Can I ask a question? It's a review article. In your abstract, are you allowed to put in a review element in it? I mean, I don't think much of the way this article is actually constructed. You know, it just, sort of, seems an awful long time talking about the history of it, and then it sort of carries on, citations and

600 things, and seems to be going, just badly put together. I mean, are you actually allowed to say that...?

AS:
Well, that's a good point, [name], but the answer to that is, on the whole, "no".

605 Abstracts are usually expected to be strictly descriptive. However, exceptions may be made in certain institutions. One sometimes finds that evaluation is offered. But by and large a distinction is drawn between review articles and abstracts. The abstract summarises the content of a document, it's in review articles that comment is made on values.

610 Student:
When you're considering the keywords that you use in the abstract, should you be consistent in the terms that you use? So, say in the first one, should you use, you could use "older graduates" or "mature students", should you try to

615 stick to the same one, or would it be better to use both terms, in that it would be, erm, if somebody was searching it, they would be able to find both terms in it, that would presumably be better?

AS:
Yes, certainly .. if the abstract is going into a machine system, with full text searching, it's desirable to offer as many avenues as possible. In some cases, of course, the abstractor may have the aid of a vocabulary list, and you would use the terms which were employed in the vocabulary list. But, if you're abstracting without a tool of this kind, then yes, offer as many approaches as

625 possible.

Anybody got any other comments they would like to make?

Well, I trust you all got something out of the exercise. You've now got some
630 idea of what is involved. The exercise you'll be doing tomorrow does
supplement this. You'll see the difference. What you'll be doing tomorrow is to
look at higher level articles intended for a more specialised audience within
information science. And I suggest, I think you'll probably find it easier in
some respects to do this than the current exercise. It may take a bit longer to
635 read the thing, but you'll find actually summarising it a less mindbending
exercise. But much of this is obviously subjective. It's a question, as I say, of
trying to pinpoint the main thrust of the article. There are differences of
opinion here. [name] brought out the point that there are great variations in
the length of abstracts, even in a journal, shall we say, which always offers
640 informative abstracts. One can sometimes find quite a difference. I have got a
handout somewhere, which I haven't distributed this year, which has
contrasting abstracts for the same piece from different abstracting journals.
And in some cases the difference is quite significant, so take heart! There is
quite a strong subjective element in this.

645 Any further comments? No.

650 **Transcription of third session (3b):**
1 December 1988

655

For this session, the class was divided into two. SH's half consisted of those students who had written abstracts on either S1a (Erosion: Geographical magazine), or S1b (Cocaine: the Economist) the previous week.

660

SH:

665

The point about this morning's exercise is to go over what you did last week. Some of you did this Economist thing, and some of you did the Geographical magazine. I've got your originals here which I'd like to hand back to you; they're actually not marked at all. We did take some copies which I've been using to actually analyse, but these are all your originals back. So if you could pass them round... I'll just briefly go through what the two items were, as you only did one each. The Geographical magazine paper was about conservation and erosion in the South Downs, and the cocaine piece came from the Economist. What I'd like to do now is to get some general discussion going on how you found writing the abstract, what your methodologies were, how you set about it. I know Alex has actually given you a handout... purpose, method, length and style, and so on, it's pretty apparent when I looked through them that not all of you actually used that when you were doing the abstract. Is that generally true? Yes. Perhaps we can talk through the implications of those notes as well. Let's talk about the Geographical magazine piece first. Which of you did those?... Can I ask one of you to comment on your initial reactions to the paper? Did you find it a difficult thing to abstract?

670

675

680

Student:

Yes. It was so long, I thought "oh no". I wasn't expecting such a long article to have to abstract.

685

Student:

It was long but it was interesting...

690

SH:

Yes. But it was quite a general treatment, wasn't it? So it wasn't technical at all.... So how did you set about making it more manageable?

695

Student: Reading it through and underlining in pencil the main things which I thought was more relevant; and finding after you've read it through that perhaps that wasn't quite what the whole article was meant to be writing about.

700

SH:

Yes. A lot of people went through the item, and the abstracts seemed to follow the way the text went, i.e. they'd gone through and made notes, rather than trying to make it into a cohesive piece. Did people find that quite difficult to actually put it in your own words, really, and to change it around?

705

Student:

The temptation was very it was a very [hard] temptation not to write down words that they actually had in the article. Definitely.

SH:

Yes. Because it's quite easy to spot when you've got them all next to each other you can see that people have picked up on various pieces of the text. One of the problems with this, and the other item, was that, although mainly in the cocaine item I have to say, is that people went into too much detail... What did you feel about that? There was one example in this particular item on erosion that picked up on Rottingdean. A lot of people wrote a lot about that, rather than actually sort of being more general about it. Was quite easy to get bogged down in detail. It's very difficult, though, because we're really writing this piece for someone who wasn't a Geographer, who didn't know anything really about erosion, or conservation, or farm management. Did you find that - we didn't give you much information on who you were writing it for - did you find it difficult to actually write, you needed more information about who you were writing it for? Sue, what did you think about that?

Student:

Well I did the cocaine one to start

SH:

Oh yes, that's true, didn't you. Somebody who did the Geographical one.

Student:

It wasn't that so much as trying to work out, you couldn't, it was difficult to work out what detail to include and what not...

SH:

But that's obviously related to who it's intended for. Someone who is a Geographer wouldn't have had to have had the reasons for erosion explained to them. They would know that it was because of crop rotation, and so on. I think that's an important thing to bear in mind when you're writing an abstract, is where the abstract is intended to go, not just for the audience, but in which sort of publication. If it went into a very scholarly type of abstract journal, it's a much more different treatment than it would be for someone who needed to know a lot from the abstract itself.

Student: Don't people actually presuppose that you should have some sort of substantial knowledge of the subject []?

SH:

In the specialist services yes ... yes, but I think we did say that this particular piece was, there are services which are meant for general people to read and as such you would probably be abstracting a whole wealth of material, not just on this particular subject. But I mean the Geographical magazine is very popular, you might pick it up in Smiths, and so on, it's not intended for the specialist. But although it would be abstracted for specialist sources as well. But it would be very interesting to actually compare those two; if I had given you this piece and said, if you had a Geographical background, write it for someone who was also a Geographer, which is what we're coming onto next week when you'll be doing library and information topics, so you both have a specialist knowledge of that, and also you're writing for a very specific audience. They all look totally daunted by that.... Did you feel that you had sufficient time to do that item?

Student: No, I'd have liked longer.

SH:

What would you have done with the extra time?

Student:

I'd just have had time to sort of think through it a bit more, instead of thinking "oh, I've only got an hour to write this in, I've got to get this all down in time".

SH:

Mm. Does anyone else feel the same about that?

Student:

Yeah. Because I used every last second.

SH:

Yes. The deadline. One of the things I got reading through these abstracts on the downlands was that nobody really picked up, in fact the article didn't pick it up, but it was implied quite a lot, was about the economics of the situation. Did anybody else think about that? And it was all about land use. Basically they're planting too much arable, for those of you who didn't read the item. But why were they actually planting too many arable crops when the EEC were saying that they don't want any more? It was those sort of economic implications which didn't come out in anybody's [abstracts]. Though it was principally about erosion and conservation, that's a very important underpinning, and something perhaps that could have been brought out, even just in a sentence. Some of you when you were commenting upon the, what are they called?, "Environmentally Sensitive Areas", were not very exact in the way that you reproduced that, and there was quite a lot of detail missed off, not in terms of lots of sentences, but just quoting it in the way that the article quoted it, which is quite important. If you try and imagine from the point of view of someone retrieving that item, if they were looking for that specific term and it didn't occur in there, in an index that was generated from that abstract, it would have been difficult for them to actually track that item down, that's something to bear in mind, which is something I want to come on to at the end really when we talk about abstracts in general. What about the form of the abstract? A lot of you didn't look at Alex's notes in great detail. But did you generally find that the structure was coming out in a particular kind of way? In terms of introduction, and conclusion, and the body of the text. How did you set about putting a structure on it? Anybody like to say anything about that?

Student:

Well I found that when I was, when I was doing mine, I did the cocaine one, I sort of skipped the middle pages practically, I just used bits from the beginning, the first page and the last page. I didn't really use much from the []

[general agreement]

Student:

I think, if we're talking about the cocaine one, I think that... that was the whole point, wasn't it? There was so much in that one, and, as you read it, you began to realise well a lot of this is just detail which you don't need to put in to it

SH:

Yes. So when people talk about indicative and informative abstracts, it's often not a straightforward case, is it?

Student:

No. You need to, with that one, there was so much information in it, there was

820 no way you could put into that length of abstract, you just wanted to give an indication of what it was about so that people would then just grab it. And no way were you really meant to put any of that detail in.

SH:

825 So you think of sort of like general things to put in like

Student:

It would attract attention more than

830 SH:

Yes. Yes. I mean everybody picked up, all the cocaine ones, picked up on the major statistics which were quite good. I think it's quite a good idea to give a bit of an idea of what's going on. But there was a lot of detail in that. Did people, what did people feel about that? They just sort of ignored it in your case, or got

835 confused by it, or didn't really know what to put in?

Student:

I didn't really know what to put in, what to exclude. There was just so much

840 SH:

Mm. But writing it for the audience you were writing it for gave you a clue as to not to put too much in

Student:

845 I can't even remember what the audience was supposed to be for the cocaine one...

SH:

850 They were the same. They were all general items. Yes. Yes. How did you find it?

Student:

I just went for the things that I thought people would be searching for; if they were economists, or, at least, looking for economic points, they're normally

855 looking for facts and figures, which is the things I went for. Because they were the headings they would presumably be looking under. Or I would, I mean, if I was looking for economic information, that's the way I would go into it. I assume everyone else thinks the same [laughs] dangerous. No. Sue and I don't

860 SH:

Oh good, an argument

Student:

865 Well, no, because I thought that an educated layman, I was taking it from the Economist as if I was writing it for a, say, newspaper. You know, I was taking it out of it being for the Economist, or, mind you a lot of non-economists read the Economist, but taking it out of that economic environment and putting it, say, for an item in a financial place of a newspaper, or the fact that it was

870 drugs, just putting it, you know, taking it out of the economic side of it, and just mentioning it as a general item in perhaps one of the main newspapers

Student:

875 But there was too much in that for it to be a really general item. I mean there was far too much weight in that, and it's referring to some quite interesting papers as well.

Student:
But the whole point then is that you can, if it attracts attention, if certain
aspects, you think "oh well that might be a bit more interesting" then they'll
880 grab the article itself.. it's not meant to be read on its own... I don't feel as if it's
meant to be, you're not meant to read the abstract as if it was just a shortened
form of the original, it was more a case of just trying to attract attention to the
main article.

885 Student:
Yeah, but to do that, you've got to hit on certain points.

Student:
But then you're doing it for the educated layman, not for

890 Student:
Yeah

SH:
It is a difficult area, isn't it?

895 Student:
It was. It was so complicated, very involved

900 Student:
It was a complicated article, yes.

SH:
Did anyone feel daunted by the terminology used? I mean, when I was reading
905 through, I mean I'm not an Economist, there was..

Student:
I mean, this is, you know, it's the sort of stuff I enjoy. I mean

910 Student:
I don't know what did you think, because you did it as well?

Student:
It was very long. I mean you had to wade through it, and I tended to miss out
915 the middle bit because it was bogged down in details. I mean I skipped through
it, but I didn't include it. I concentrated on the beginning and the end, really,
relating it to the cocaine economies, you know.

Student:
I mean, it was very typical of the stuff I did on my placement, the F.T., you
920 know, doing their research in papers, it's very much their sort of stuff

SH:
Mm. On general points about abstracts, you all use abstracts in other parts of
925 the course [general laughter] Say "yes"!

Student:
No, never, I shouldn't think

930 SH:
Do you

Student: Never

935 SH:
OK.. do you use abstracting sources generally?
[general negatives]

940 Student:
No. You don't have to on this course [laughter]

Student:
I shouldn't think any of us ever have, have we? Let's be honest about it

945 SH:
No. You don't go to LISA?
[general negatives]

950 Student:
Does anyone?

Student:
955 Only if you're looking for an article that, you know,

Student:
To go to LISA, you'd have to be desperate, absolutely desperate..

960 Student:
British Humanities Index

Student:
Much better

965 Student:
Yeah.

SH:
970 I'm trying to look at the abstract from the point of view of the user just for a moment; perhaps it will bring out some points that we can relate back to writing them, but if you don't use them, it's a bit of a dead-end, isn't it? One of the points I wanted to come on to was that the abstract itself doesn't exist in isolation normally, and this exercise took it out of context. First of all, you were

975 writing.. for a theoretical audience, which some people obviously found a little bit difficult, but what about the things that normally top and tail the abstract, that would give you more clues if you came across the abstract as to whether it was the sort of thing that you wanted? Can anybody sort of suggest what those sort of things could be?

980 [short discussion of citations and indexing terms]

SH:
This comes onto another point. Are abstracts useful?

985 [silence]

Student:
990 Since we don't use them, we're really

SH:
No!

995 Student:
not valid enough to comment

Student:
I mean we seem to have survived this far without ever having used one in our lives

1000 SH:
But you're going to be in a position where you are actually supplying these items for users

1005 Student:
Well, abstracts would be useful if you've not got a mechanical way of getting information. If you're talking about a, you know, hardcopy storage somewhere, then obviously you're not want to search through books, or journals, to find a particular article. Then an abstract would be useful, you
1010 know, as a quick, as an index in effect, into what else there was. But if you're online, and if you've got access to a database

Student:
I mean you should be able to pick this up from a database with about four
1015 keywords. The whole article, without any trouble at all, and that's the way most of us will be working, I would have thought

Student: Depends... I mean some people scan through articles like this, hundreds possibly a day, and they need abstracts to be able to [initiate] a kind of
1020 [...]

SH:
Depends on your recall and precision ratio, doesn't it? But if you do have a list of a lot of items, and you need to be able to weed them out, what other way could
1025 you do it?

Student:
I would add more keywords in, yes. I would just keep going until I got down to what I wanted

1030 SH:
So you'd go for the precision, rather than

Student:
1035 Yes, if I was looking for that particular article.

Sue:
Yeah. If you're looking for something generally on cocaine

1040 Student:
you'll come up, but I mean if you narrow it down, you're going to come up with that anyway. I mean it's such a specific thing, I don't think they're be any problem finding it

1045 SH:
Mm. So, you're saying really that good indexing is the thing

Student: yes

1050 SH:
This is all a bit depressing

Student:
Well, is it not?

1055 SH:
Well, it's not, really.

Student:
1060 You've worked in a special library that might require abstracting or indexing.
What is the usage in the real world?

SH:
1065 I think that the abstract focuses attention. People come along and they say
they're looking for items on the cocaine economy; if they're specialists in that
area, then they're not going to want a general material. If a search is done on
those two subjects, say using two or three keywords, and a lot of material
comes out, then they're going to need something more to go on, rather than
putting in words which might then exclude items they could be interested in.
1070 Because you're narrowing it down all the time. But the other clues that you
would get in that particular circumstance is that if there was something on
the cocaine economies in a journal which wasn't economically biased, which
you weren't particularly interested in economics, then you would go by the
citation and the indexes, rather than the abstract, perhaps. So, it's a marriage
1075 of all of the different items. But if you're doing it online, as opposed to
manually, then it's obviously much more flexible; you can add words in, take
words out, I think if people are working mainly manually, then the abstract
becomes quite important. That's certainly what I found in my own experience.

1080 Student:
Well that would follow, wouldn't it?

Student:
yes.

1085 Student:
The fact that, you know, the future is heading towards online, that abstracts
would just die away

1090 SH:
Mm. The only thing that online sort of, looking at an abstract online, doesn't
seem to have the same feel somehow; that's a very subjective response, that
you're actually looking at proper words

1095 Student:
But then you wouldn't look at the abstract actually on the screen, would you,
because it would cost too much

[laughter]

1100 SH:
Maybe not. Maybe not.

Student:

1105 You just want a few, you know, the citation and a few keywords perhaps
printed out to give you an idea of whether you might be interested in it, I would
have thought.

SH:

1110 Has anybody got any sort of general comments about these papers?

Student:

What should we have concluded then? I mean what was the ideal?

1115 SH:

It's not for me to say.

Student:

Well how can we improve then?

1120

SH:

By doing more.

Student:

1125 I think that's the problem actually. It came as a bit of a shock to us last Friday
to have to actually index these great big long articles, not index, abstract these
great big long articles, and we've never ever done it before, and as we don't look
at them very much, we had no idea what we were doing really.

1130 Student:

If you were working in a reference library, then you'd do them every day, don't
you? Probably do about ten every day, something like that

SH:

1135 It's a useful skill to develop, not just for articles, but for reports or things you
have to do for management, and so on. The thing that you didn't have which
you would have if you were doing abstracting regularly would be some sort of
house style; but you were deliberately weren't given any guidelines like that.
But I mean narrative style obviously varies a great deal. People didn't really
1140 know how to phrase things, whether it was proper sentences, or just sharp
pointers, or whatever. You would have more guidance if you were doing it
professionally, or regularly, or whatever. I know Alex talks about the
Department of the Environment guidelines, and so on, which is not just about
what to include, it's very difficult to give people an idea of what to include. It
1145 depends on the article, it depends who it's for.

Student:

Should we have gone into more detail, then, for the cocaine economies?

1150 SH:

I think not, no.

Student:

Well we were given a limit of a hundred words.

1155

SH:

Well, no, I did actually say that you could do it as long as you wanted to

Student:

1160 So you should have just concentrated on relating it to the economies, really, not
the actual drug trade itself

SH:
Is that what you think with hindsight?

1165 Student:
Well, no, I'm asking you

[laughter]

1170 SH:
Well, I'm asking you. We've obviously got some disagreement here, though,
because you included a lot of figures, didn't you in yours... because you felt that
was what was required with your experience

1175 Student:
Yep. That's the way I would search for something. I mean, that's what would
be important to me if I were looking for this sort of information

1180 SH:
Mm. So it's a difficult thing to judge if you're doing a whole range of subjects,
potentially for a whole range of people.

Student:
1185 Mm.

Student:
I tended to think the opposite, that you don't want to overwhelm people with
lots of figures. Perhaps one or two to direct them to the size of the operation, or
1190 whatever. I hate, I would hate reading a bunch of figures [] but it depends, as
you say, what the audience is.

Student:
Depends entirely what the audience is, what you're doing it for, yes.

1195 SH:
Right. Well, unless anybody has anything else to say about it...

Student:
1200 Did you do it?

SH:
Erm, No.

1205 [laughter]

I took some notes this morning, and I wrote down one figure, and that was
about it. But I mean I didn't put it in sentences, I just put some keywords
down, keywords and phrase

1210 Student:
Is that a good technique then?

SH:
1215 Well, I mean...

Student:
Write down the keywords and then create an abstract from that?

1220 SH:
It's very difficult. What I would do is read through the article, then read it
through again jotting material down, and then take it from there. But you've
got some more work to do on this, so I obviously don't want to give you the SH
approach to abstracting. I want to see what you make of it. I know it is quite
1225 difficult. In fact, when we get back together in the larger group, Alex will go
through what the other group have done. They did two items from the
Independent, it was very significant that most of you, most of you, finished a
lot quicker than the people down there. They found it very difficult, and they
were shorter items. I think what you were saying, that with a longer item like
1230 this depending on who you're doing it for, you can often cut corners

Student:
Well it was obvious though actually; the fact that we were sitting next to people
with the shorter articles, that they must be comparable or else she wouldn't
1235 have picked them, so it, the longer ones must have been half rubbish

[laughter]

Student:
1240 Just common sense, wasn't it? []

Student:
No, half of this is just gossip, just talking, and half of it could go. Straight
away, that it was just, you know, detail. But it must match the others
1245

Student:
Rash supposition

SH:
1250 It is rather

Student:
Well I am, aren't I? That's me all over

1255 SH:
But, I mean, I think the thing emerges that, I mean, articles, all articles are
different. I mean that sounds really stupid to say it, but they are. I mean
there's no way that you can, you can go to a particular item and say, well, you
know, something, take something from the third, seventh and fifth
1260 paragraphs, and put, and reproduce the conclusion. It's got to be more
distilled than that. And that's the difficulty.

Right.

1265 Student:
So what do we do now?

1270 SH:
I think we wait for Alex to finish.

Student: [do you want me to] turn this off?

1275 [click]

Transcription of fourth session: 2 December 1988

SH:

Can I have the originals back, please? If you got them back. And the people that Alex gave photocopied, marked abstracts, can we have those back as well? We'll give you copies back for your own reference... The people that I saw yesterday who didn't get a marked copy back from me will get one of those back soon when I've done it... I'm going to come back at three o'clock, and if you finish your abstract before then, obviously you can leave. Could you leave your abstract on the front, and actually number it? You'll see the one in front of you and add one. Quite complicated, but I'm sure you'll get the hang of it; and anyone who's taking sheets home, can they mark those as being done at home? So this week we've got the so-called learned items. We've got two journal articles, both to do with different aspects of librarianship or information work. And also two chapters from the latest Vickery and Vickery epic. I know some of you will have a positive advantage here, because you'll have read it cover to cover anyway [mumbles of "naturally", and "bedside reading"]; don't let this upset you

Student:

Are we doing this for the educated layman?

SH:

N-, if you read your handout, it says that you're doing them as specialists for specialists...

Transcription of fifth session: 8 December 1988

SH:

At the end of the session in our discussion of the abstracts that you did last week I'll talk to you more in detail about why we're doing what we're doing but I don't want to prejudice our discussion so I'll tell you later... We decided not to split you into two groups today because there aren't that many of you and the pattern for this session follows the last session we had in here discussing the abstracts you wrote in the last session. You did two book chapters and two individual papers from Library journals and we'd be interested to know your reactions to the papers you did in that session; how you'd compare them with the ones you did in the first session and any general comments you might have. I'm afraid you're going to have to introduce yourselves by name because we're taping it again. I know this makes bit of a sort of an artificial element to the discussion but it will help later. Alex is going to start by talking about his chapters.

AS:

Just a brief word about the people who did a chapter from the monumental piece on Information Science by Vickery. The first point and a very important one is that nobody, even those who produced very competent abstracts, managed to produce anything resembling a competent citation. It's very important indeed of course that the citation should be as sound as possible, after all it is an essential ingredient of an abstract. If the unfortunate user wants to get back to the original, he certainly wouldn't get much help from some of yours.

[laughter]

SH:

May I say at this point this was particularly galling as I did do the CIP entry at the front of each of the chapters which you could have used for your citation

AS:

I think possibly what it is, I, er, obviously you don't cite passages from books on many occasions in your own work. However, an example is shown on the handout on citation which you ought to have been using when you were preparing the abstracts.

SH:

Which we told you about last time [laughs]

AS:

Right. Some of you did indeed produce a citation ... but one needs to identify the particular section of the book which has been abstracted. So it's a question of in this case the author of the chapters, of course exactly the same as the author of the book, and there's no need to repeat the name twice. The best way of doing it is to cite the author first of course then the title of the chapter, then of course "in", colon, and the title of the book plus the place of publication and the date. Beautifully underlined of course to indicate that that is the bibliographical [] finishing up of course with the inclusive page numbers for that particular

1370 chapter. As you're doing the chapter, one could also indicate that there are
diagrams within the chapter. Well, as I say, it is imperative that you give a
standard citation for the component which you are actually abstracting. Now
turning to the abstracts themselves, the problem here is trying to summarise
the content of the chapter and there are one or two comments which are worth
1375 making. First of all, in one or two cases, there was a tendency to dwell over
zealously on the earlier part of the chapter. This is a common failing in
abstracting when one starts off; you read the thing through, you may even
know the salient points throughout the chapter which you wish to cover, but
once you start writing there's a tendency, as I say, to become rather obsessed
1380 with the earlier part of the chapter, to devote so much time to this that you
maybe haven't got [] space to deal adequately with the rest of the passage that
belongs to the chapter. So it is very important then to read it through carefully
the first instance and make sure that you pinpoint or signpost the elements
which you intend to cover in your summary, and make sure you give a fair
1385 crack of the whip to each section. Now in this particular work the author has
been very helpful; he has divided each chapter into sections and it's a good idea
in fact to use these section headings as headings, sub-headings, in your
abstract. Then you can just simply cover the relevant details under each; it
does help quite a bit, quite legitimate, you're not creating breach of copyright or
1390 anything like that. And it does of course help to ensure that you give fair
coverage to all elements. Now so far as the actual coverage of chapters is
concerned, there are two chapters involved. I think probably you gave them a
choice, did you?

1395 SH:
No. No. Certainly not.

AS:
You assigned chapters to individuals. Most of the items I answered dealt with
1400 chapter one. There were two on chapter two, but as none of the perpetrators
are here this morning, we can deal with those fairly quickly. In actual fact
chapter two was quite well done, a reasonable summary. Chapter one in some
ways was more difficult because it is just simply really an introduction to the
book, and his aim in writing the chapter is, as I say, is, first of all,
1405 introductory, and secondly, a brief historical look at the way in which
information science has developed. This is really what one needs to convey, a
look at the development of information science. So what I've put down here as
being desirable in coverage begins of course with the factors which create
demand, and several of you who did this really made a meal of this part of the
1410 chapter, and, as I say, tended to downplay the rest. All one needs to say is
factors creating demand, he does of course stress the growth of cities as
creating needs which have to be supported by information. The need, for
example, for administrative information, a city also stimulates the growth of [
1415], technological innovation, growth of education, and social welfare, all these
things then demanding information support, particularly of course as the city
becomes a more and more complex institution. So that's the sort of first
section. The second section is the study of information transfer and Vickery
here notes first of all three areas of development in the study. One can simply
note these quickly: the subject organisation of recorded knowledge, the
1420 quantitative study of bibliographical production, and social survey methods.
Later on he offers a more detailed review of the implications of Ranganathan's
five laws of library science so far as documentation or information transfer is
concerned. There is no need of course to go into details of the five laws, simply
mention that he studies the implications of these laws for information
1425 transfer. And then the third section which tended to be rather neglected, as I
say, in some of your abstracts. In this Vickery looks at information systems

and information science. He does two things really in this section: first of all, he examines the complete cycle of information functions which operate between the generation and the reception of information, little diagram there as well. What one needs to do then again is just simply state that he examines these, you can't expect an abstractor to go into detail. But you have alerted the reader to the fact that an examination is made of each of these functions. And the other thing he does is to take a sort of bird's eye view of the development of information science from the inculcation of practical skills to academic discipline. In a sense it's as an academic discipline that he employs the term in the rest of the book. And that I think is all one can convey even in an informative abstract. If you are prepared to provide a sort of fuller informative abstract, I would suggest that one could include the list of topics which are examined in detail in the rest of the book. I wouldn't expect it in this particular exercise, but a great deal would depend on the audience for whom the abstract was intended, of course... [couple of seconds recorded over here] So that's the first one. As I say, the second chapter, the two people who did that, did it pretty well actually. They did touch on the main themes that arose in the chapter. Once again Vickery offers help with this division of the thing into subsections which facilitates abstracting. The one criticism I have here: in one case the verbiage could have been cut down quite considerably. For example, periodically the abstractor says "in this part of the chapter", or "within the chapter", or "the chapter thus sets the tone", and so on. There's no need to keep on repeating this business about the chapter. We're well aware that the abstract is restricted to a particular chapter, and all that can be cut out. But apart from that, as I say, quite well done. The only other point, something which could have been readily overlooked in this particular chapter, he is much concerned with the economic determination of the transfer process, the fact that economic factors loom very large in the transfer process. But on the other hand, he doesn't say a great deal about this in the chapter itself, and this could be overlooked. But in giving the summary it is necessary to draw attention to the fact that he does lay this emphasis on economic determination. This is quite a big thrust in the rest of the following. So it's important then to detect where possible important elements which may not be covered too heavily in a particular section of the book; but it is desirable to mention them where the author lays great stress. Anybody got any points, questions, or anything they wish to raise on this, especially, of course, those of you who had a crack at chapter one.

[silence]

My comments make reasonable sense, do they? Fine. Over to you Sharon.

SH:
Right. The last two source types were taken from journals, library and information journals. One was from the Journal of Librarianship and it was called "Is the Librarian a Distinct Personality Type?": the second was from Information Processing and Management, and was called "The Development of Library and Documentation Services in Tanzania: Problems of Strategy and Tactics". Alex's general comments pertain to these two source types as well, although I do have to say that most people did cite the articles, if not in the standard form preferred by the Department, at least in an acceptable form. Obviously people's handouts on citation weren't close to hand at the time. But nevertheless there was more than enough information to be able to track the item down, so that's obviously quite an encouraging one. And that was for both of those source types. The comments about weighting - dealing more with the start of the actual article - also apply to these. I suspect people either got bored, or they ran out of time. Also quite a bit of evidence of note-taking, this would be

perhaps your normal approach to reading an article, you would be
1485 summarising it for your own research purposes, rather than trying to convey
the essence of the item to another audience. So those are the points to bear in
mind. The actual structure of the abstracts, the way they emerged, were, most
of the abstracts were actually rather successful, and not putting you down at
all, I think this was possibly due to the fact that both articles were quite well
1490 structured in that you could actually go through the article and, as Alex says
in his chapter headings, with these, with particular headings on topics
throughout the paper, you are led through the paper. If you only had a short
amount of time, you could have easily gone to the conclusions and drawn out
the threads from that. And there is some evidence that people did actually use
1495 that particular device. It's something that I know my little group talked about
last week; so perhaps that stuck. The subject coverage of the abstracts was
reasonably good as well, following what I've said about the structure of the
paper. The Tanzania item was particularly well structured and abstracted.
Most of the points that were in the paper came out. For those of you who didn't
1500 look at this particular paper, I mean the title is fairly self-evident, but it was
really trying to contrast the fact that inappropriate techniques were being used
in Tanzania for the development of library and information services, when in
fact they were inappropriate because of economic, and social, and cultural
constraints. And all of those points came out in all of the abstracts that were
1505 done on this paper. So that was quite good. I think it was reasonably well
written and quite easy to follow. Most people didn't fall into the trap of citing too
many figures [laughter] - she said pointedly - I mean there were a few around
which could have been used to illustrate a couple of points; but generally
speaking it looks like people did actually read through the items quite well, but
1510 perhaps then fell back on the note-taking sort of idea. Some people did actually
just sort of lift particular sections, changing the odd word here or there, which
isn't a copyright problem. But it's tempting to do that when you see a
particular sentence that just fits what you want to say. A little bit of the
verbiage as well; which is a problem, you need to cut down on the, toppings
1515 and tailings really, and go straight for the nitty-gritty. The copies of the paper
that I gave out actually had the abstract blanked out, at least I hope it did, and
it would be very interesting for you to have a look at this later and compare that
with the ones that you did. This abstract would have been an author-created
one, rather than from the journal people themselves. But on the whole I think
1520 that was done really well. The other paper, I think was much more difficult. It
would be interesting to get your comments on that. "Is the Librarian a Distinct
Personality Type?". Unlike the summary form that the other paper was trying
to give on the development of library and information centres in Tanzania.
This one was much more of a review of other people's work. Basically it was
1525 trying to give you a critical assessment of investigations into the nature, the
psychology of the librarian. Which is pretty fascinating [laughter]. So over the
last twenty-five, thirty years there have been a number of studies about
particular types of people who have been attracted to the profession and what
personality traits they show. She takes a deep breath there. What the paper
1530 was trying to show, I mean it was actually written by a sociologist who
subsequently became a librarian, was looking at how images of the librarian in
general day to day life have actually effected the psychologists' view of
librarians that they were then investigating the bias that in fact was
introduced into studies. The problem with the abstracts that quite a lot of you
1535 picked out different people's research into this area, which for me was far too
detailed for an abstract. The idea was to illustrate that this paper was a survey
of particular types of work. I felt that the detail was a little inappropriate. The
next section of the paper was looking at methodologies and examining how
this particular research was done, as I say, introducing these ideas of possible
1540 bias. In a way sort of channelling not only your view, but the psychologists'

view as to what types of people librarians are. What this paper actually then does is to sort of knock down an awful lot of the research, and then expands it into looking at organisational types and behaviour relating to librarians. In fact it's quite a critical paper and that didn't always emerge from your
1545 abstracts. But, as I say, it was rather a difficult paper to do. It was again quite well structured, so you could have skipped through and looked at the sections. You started off by looking at stereotypes, you're looking at then the chapter is called "psychological approach" so that is looking at particular types of research. It goes onto focus on a particular type of research that's proved quite
1550 irksome. And then, after all that, you see that's the main body of the text looking at those different sorts of studies; but from that you should have distilled two or three sentences just giving a flavour of the sort of work that's being examined, rather than any particular detail on one piece. That's got through that lot. It's got a section called "The Verdict" which is where he's
1555 bringing all of the bits together about the work, about the problems involved. So that would have been quite a good section to have gone to. And then his conclusion is actually more of a "where do we go from here?" piece highlighting the problems and calling for more rigorous research into the area. There were a number of clues there which you could have followed. But
1560 on the whole, apart from overlong abstracts which resorted to notes about different sections, most people tackled it in a reasonably successful way. OK? Are there any questions about those two particular pieces of work? Comments?

[silence]

1565

AS:

Actually I think it needs to reinforce the abstracting we did last week on the extracts from newspapers. The first one obviously has an argument and it's easy to sort of identify this and summarise it. The second one is a review of
1570 research, a review of literature: much more difficult to abstract because of course it's looking at a range of work, evaluating it, reaching a conclusion. As Sharon says, all one can do is to summarise the area which it is investigating, perhaps identifying all or the main pieces of work which were examined, and then stating the conclusions of the author. But it's obviously a good deal easier
1575 when a paper relates to a specific piece of research, a particular investigation, you can, as I say, then identify what the author is driving at, state his hypothesis, the data or experiments which he used, and the conclusion which he reached.

1580

SH:

The difference between those two pieces is this at least is classically structured, so that you can follow it through and you are led to conclusions and to summaries within the paper itself. Whereas in the newspaper item I think that was a particularly difficult one. Is there anybody here who actually did
1585 those two, the, was it the nature and nurture paper... and the personality type? Did anybody coincidentally get the two to do? No. That's a shame... What about any general comments about the work, contrasting the work in the first week of this exercise and the second? You'd obviously had some experience of writing abstracts after the first exercise; did you then subsequently find it
1590 easier or more difficult to write abstracts on the second part of the exercise?

Student:

I think the length came as a bit of a shock.

1595

SH:

The length of the second items

Student:

After the first one.... just the time it took to read it properly. Read it through twice; it was just a shock.

SH:

Yes. Yes.

AS:

Well it does show you one of the reasons why abstracting services are comparatively slow in appearing. It takes quite a long time to do the work, even when it's shared amongst a number of people.

SH:

Either people cut down on the amount of reading they were doing and just went for the sort of [bullet] points or not, I'm not sure. But it's quite significant that everyone finished within the time. And I think from people's comments, they found some of the newspaper items more difficult to do. Now I don't know whether that's related, I don't know - dissension over here - whether that's related to the subject area. Did you feel more comfortable about working in your own subject areas than you did in the first week when you had the Geographical Magazine and the rest of it? Anybody any comment on the subject which you were doing?

...

Student:

No it's not the subject; it's just the writing, style of writing. Some things are written, some things are more coherent than others. I mean they just sort of [.....] some writers are better, they write more clearly than others do.

AS:

I think even more than the actual, I mean obviously writing styles do come into it, but I think a lot, as I've said before, stems from the structuring of the article. If it's a piece of, if it's a specific piece of research, normally it's bound to be well-structured because the writer starts with a hypothesis, as I say, he has to work through his thinking or his experiments and so on, and then reaches a conclusion. On the other hand, if you're abstracting a book, or a chapter of a book, quite often perhaps the author's looking at the development of a subject, or making a critical analysis of work which has been done: much more difficult to get the general drift, to provide a reasonable summary which will convey the gist of the original to the reader. And of course an added factor as Rattan has said is style. Another point which I made last week particularly with the newspaper articles was the fact that the actual structure of the article was poor and it was necessary in writing the abstract to draw together related themes which had been split up in the article. In many cases they just simply looked at each specific work in turn, and more or less repeated the same information in relation to each. Obviously if you start doing this in an abstract, not only does it look bad, but of course it becomes very lengthy, very wordy, and doesn't convey any more information to the user. You've got to repackage the thing to make it more suitable.

Student:

Can I just say, when you do an abstract, does it have to be sort of a continuous piece, can you sort of split it up [.....] I mean does it have to be sort of a continuous piece?

AS:

1655 Well of course the point is in practice the answer is no: I mean you can split it
up. But in, when you come to an abstracting service, quite often there's a
premium on space. They're trying to keep down costs, and so the result is they
want the narrative to be as compact as possible. So writers will be instructed
1660 not to put things in sort of paragraph form, to write it all together into a solid
block. However, you do sometimes find abstracting services, particularly those
dealing with research, structuring the abstracts into sort of three sections:
hypothesis, experiment and conclusion. It does vary quite a bit. But in many
cases today they are very much concerned with cost and the result is the
1665 writers are instructed to be as compact as possible in their handling of the
material.

Student:
Does that mean that the length of the two abstracts done over the two weeks
should be about the same?

1670 AS:
The length of

Student:
1675 Of the abstracts that we produced, considering the different length of the
articles.

AS:
Not necessarily, no. I mean they don't, a certain amount of control obviously is
1680 kept on length, but it all depends really on the content of the original. If it's, as
I say, a single piece of research, the essence can often be conveyed fairly
briefly. On the other hand, if it's a fairly complex book, or a complex chapter of
a book, you can do one of two things: you can either just simply offer a brief
indicative abstract which simply identifies the subject content a little more; if
1685 you want to go further than that, you usually have to produce something much
more extensive. So, in say producing an abstracting service, they will certainly
lay down rules about making the narrative as compact as possible, but they
won't necessarily say you've got to restrict yourself to a certain number of
words. All depends on the nature of the content.

1690 SH:
Mm. Quite often if it's a particularly important piece of work in a book or a
conference proceedings form, then what happens in commercial services is
that you have a series of linked abstracts which actually do go into to the same
1695 length, the same amount of detail, that you would do for one particular item,
but that you would have one of those for each chapter or section. It does rather
depend on the central nature of the source; what the house style is of the
commercial service, and so on. The other point that I wanted to bring out,
perhaps just to re-emphasise, is that the sorts of papers that I was talking
1700 about go through quite a rigorous set of sort of peer analysis and control. The
whole process of getting a paper into a journal such as these two takes quite a
long time; obviously goes through a board of editors, the work is also edited by
staff members, the whole thing is structured, again using house style for a
particular journal, so you've actually, it's a much more rigorously controlled
1705 piece than a newspaper item would be... that might make it easier for you to
work with.

AS:
1710 The other thing which is worth mentioning in fact is where an abstracting
service covers a very wide range of literature at different levels of presentation.
They often have rules regarding the length of abstract to be provided in each

case. A very good example is the big Russian abstracting journal. They report on new textbooks as well as research articles, but they have very different rules regarding the handling of these. Fresh research is treated through
1715 informative abstracts; new books are usually just simply given an indicative abstract; a textbook is merely given a bibliographical citation. So they deal down rules in that respect depending on the sort of importance, the originality, of the original piece. In most abstracting journals however the work is usually simply original material or work at a higher, uniform level of presentation, so
1720 that doesn't arise.

SH:
That was the same rules as at the Agricultural Bureau where I worked as an abstractor, in that we would treat different types of material in a slightly
1725 different way. Any more comments?

[silence]

AS:
1730 Do you feel happier now at the end of all this about writing abstracts, or not? Be honest. No.

Student:
I feel ten times worse

1735 [laughs]

SH:
1740 [name] has this block.

Student:
I have a block. I was all right for the first one. I thought the second one was far...

1745 SH:
Yours was chapter two, wasn't it, of the

AS:
Chapter one, [name]'s

1750 SH:
Was it. Chapter one. Mm [laughs]

Student:
1755 I know there's no hope. There's no need to make it quite so obvious.

SH:
I'm sorry.

1760 AS:
There's always hope. I mean, sometimes, one girl who finished up being one of the best cataloguers we've ever had, was absolutely hopeless, in days when we dwelled rather more on cataloguing than we do today because of course it was the days before centralised cataloguing, etc. I mean in the first year she
1765 had considerable difficulty in deciding what a specific subject was, made an awful mess of it, but by the end of the course she was a really good cataloguer. So, you may well finish up as the star abstractor of INSPEC or something [name].

1770 SH:
But I mean what do you feel about the skill itself? Do you feel it's going to be
useful in a wide variety of jobs?

[inaudible]

1775 AS:
This is the problem of course. Trying to do it in vacuo is very, very difficult.
Normally of course you are preparing abstracts for a specific audience, and
you are well aware of what they need to know.

1780 Student:
I don't even think it's really terribly relevant to the course so far...

Student:
Is it something that we just have to know?

1785 AS:
Well I think the problem is this: because of this chap coming in and doing his
research it's gone out of context a bit. It should really come in when we start
1790 dealing with current awareness service. It is an integral part of course of
current awareness activity. It is true that on a course like this obviously we're
not teaching you abstracting, it's just something which comes into the course;
all one can do really is give you taste of what it's all about. And if later on you
have to do abstracting in an institution, then you will need training, education
1795 in the area.

Student:
I don't see how you'll teach a computer how to do it

1800 AS:
The point is computers can't do it; that is the basic point. Well it can, but not
nearly so effectively as a human abstractor.

SH:
1805 I hope you're listening to this, Tim.

Student:
[inaudible]

1810 SH:
Well maybe that sort of neatly brings me on to - thank you girls - to tell you just
a little bit about what it's all been about. Obviously Alex, as part of the
resources section of the course, would have been going into abstracting
1815 anyway, but the timing obviously has proved a little bit irksome to you and to
him. And it's been fairly intensive over the last couple of weeks. What it's all
been about. Well, I think we've got as much of a lack of context as you have,
because we're not allowed to know too much either because our evaluation of
your work is also under scrutiny, and is also part of the research. So you're not
1820 alone as guinea pigs, we also are being looked at. Tim Gibson, who you've seen
flitting around in the sessions, is from the rather frighteningly named
department, Human Factors Division, of British Telecom Research at
Martlesham. He's interested in all sorts of highfalutin things to do with
Natural Language Processing, and he's a linguist. What he's doing, he's put
1825 forward a rather ambitious project, which is a very long-term one as far as I

can see, in which he's looking at automated text analysis and abstract provision... What he's looking at is, obviously given that there's so much material these days and there is still an emphasis on abstracting as a current awareness tool, looking to see, given that market, whether there are particular
1830 pieces of software that can be written to enable the very considerable human involvement to be cut down. What your work will go towards, and it's just a small data set as part of his research, is to look and see how abstracts are written by really people who don't know how to write them [laughter] how they're evaluated by [laughter] how they're evaluated, what the criteria are for
1835 a successful abstract, and in doing this research, I mean, Tim refuses to discuss it with me to any great length, what he actually wants. Obviously he, I was saying last week that I didn't want you to know too much because I didn't want you to prejudice the outcome. It's the same with myself and Alex, really. Alex knows even less than I do about what we're doing

1840 AS:
Absolutely nothing.

SH:
1845 [laughs]
So what's going to happen now, is that copies of your abstracts, anonymous I might add, and also our comments on them will be looked at Tim as part of his research, and I've asked him to come back and give us a session next term, or whenever he manages to get through it, to talk to you in more detail about the
1850 work he's doing and what's happened to the work you've contributed to it. So I do apologise about you not knowing very much about what we're doing, and leaving it until this point to tell you a little bit more about it. It's probably still as clear as mud, but then you've got it third hand. So if anybody has any comments on being used like this?

1855 Student:
I don't think he's going to get an awful lot from us.

[laughter]

1860 SH:
As long as I get the odd dinner out of it, it'll be all right. It's strange actually because he approached Chris late last year I think and finally, when I arrived, I got landed with it. He did produce a paper, a copy of a paper that he
1865 produced, and he gave that to Chris, and I was under strict instructions not to read it, but unfortunately I've got it here. And I don't understand very much of it at all. It's all about structuring, and whether you can predict, and which bits are important. I mean what we've found is that you, depending on the context going on, who you are, how it's written, what it's about, how it's structured
1870 will determine how you write the abstract. And it is difficult to see that you could get any sort of a lift-up from a machine in that way, unless they're going to be brighter than we are.

Student:
1875 I don't see why not, because you could put in certain parameters, for example ...

SH:
1880 But how do you choose parts that then convey the essence of a paper? I mean where do you find them? I mean they're not always line 46, or..

AS:

1885 What happens is this. I mean what the experiments they've done up until now, they've usually put in a string of weighted index terms, and quite often the computer has to do complicated calculations where a particular score is arrived at in a certain passage this will be reproduced as part of the abstract... whether or not this conveys the essence of the original is largely accidental. It depends on the language which has been used by the writer ...

1890 Student:
Well why do you have to have an abstract that is a paragraph, or that flows?

AS:
1895 Well, you don't have to. There are such things as "telegraphic abstracts", the NOC's which I mentioned to you, which is just simply a string of keywords. Unfortunately this isn't very meaningful always to the reader. It's probably most helpful as an indication whether or not the informative abstract is worth reading. You see we've reached the stage now where even scanning an abstracting journal is pretty time-consuming, particularly if they're
1900 informative abstracts. So that you have to help the user to decide whether or not he needs to read a particular abstract in its entirety. NOC's, telegraphic abstracts can be useful for this. Getting back to your business about the use of machine systems, they probably work best in areas where abstracts are most easily written, in other words, abstracts of pieces of research on highly specific
1905 projects. As you can imagine, a machine wouldn't be able to make much of chapters in Vickery's book because you could extract your passage, but it certainly wouldn't convey anything like the essence of the complete chapter or book. Again, as you go outside the natural sciences, it becomes more and more difficult to use machines for analysing and summarising literature...

1910 [tape changes over here]

What you'd need to do I think is to have people writing, writing the originals making sure it contained passages that would provide the information needed.
1915 So they'd have to be working with a thesaurus, and all that sort of thing... They've been doing quite a lot of work on this, but, as I say, they keep running in to these sorts of problems. You've got to use, the same thing tends to arise when you search even humanly prepared abstracts by machine. Unless there has been consistent use of terminology in the original abstracts, the machine
1920 just doesn't portray what you want.

SH:
Perhaps if they tightened up on automatic indexing, synonym directories which would automatically scan the full text of an item and then translate that
1925 into whatever system terms were being used which would depend on the audience, then that would cut down an awful lot of effort. But it's difficult to see that the abstract as a sort of piece of literature will go on much longer as there seems to be too much of it about, too much work to do.

1930 AS:
An analogous field is machine translation. They've been trying that for years, and still not very successful.
The answer to that, [name], is this: that a conscientious researcher, if he didn't have abstracts or guides to the literature, would never do any research.
1935 He'd have to spend all his time looking for and reading all the papers which might possibly be of some assistance to him. The whole idea of abstracting is to try and cope with this problem of a great mass of literature which we have today to sort of identify papers which are likely to be of use to the user. It follows three stages usually: he can exclude items which are irrelevant, he

1940 can simply use an informative abstract as a substitute for the original if the
paper is of marginal interest, and he can identify papers which need to be read
from beginning to end. And if you don't do that, as I say, the poor man would
probably finish up never actually working with his test tubes and his bunsen
burners, and so on, he'd be spending all his time reading papers.

1945 SH:

I think there's also a conceptual problem in that in that sort of literature
searching or whatever, research using documents, can actually be perceived
as being a low level of activity, and that that's where the division of labour
1950 comes, to enable that person to get on with their actual research, work is hived
off into other areas. But it is very time-consuming, and it is difficult to see how
you can cut down on that human involvement and still maintain a level of
understanding and an intelligent sifting process really. Right?
Thanks very much indeed.

Part Two

Analysis

Introduction

The Appendices contained in Part Two all concern the analysis phase of the research. Once again, the Appendices are not numbered sequentially, but refer to chapters in Part Four of Volume 1:

- Appendix 10 contains material relating to the Analysis of Lexical Texture described in Volume 1, Chapter 10: Appendix 10.1 contains a list of grammatical words; Appendix 10.2 consists of a schematic diagram of the algorithm used for the computation of Lexical Density and Lexical Variation; and Appendix 10.3 presents the manual check for a small sample of the data, the check being carried out to validate the computational technique which was used to analyse the data.
- Appendix 11 contains material relating to the Hartnett-style Analysis of Cohesion described in Volume 1, Chapter 11: Appendix 11.1 contains a list of the static and dynamic ties in Distinct Personality Type, abstract version C; and Appendix 11.2 contains a list of the static and dynamic ties in Distinct Personality Type, abstract version D.
- Appendix 12 contains material relating to the Analysis of Grammatical Intricacy described in Volume 1, Chapter 12. All seventeen Information Science abstracts are analysed into clause complexes and clauses in the manner suggested by Chapter 7 of Halliday's IFG.
- Appendix 13 contains material relating to the Analysis of Themes described in Volume 1, Chapter 13: Appendix 13.1 contains all seventeen Information Science abstracts analysed into Themes and Rhemes largely following the manner suggested by Chapter 3 of Halliday's IFG (a key is provided for the various symbols used); Appendix 13.2 tabulates the different types of Theme, according to whether they are textual, interpersonal or topical; and Appendix 13.3 tabulates the different types of topical Theme, according to whether they are discoursal, interactional or informational.

Appendices to Chapter 10:

Analysis of Lexical Texture

Appendix 10.1:

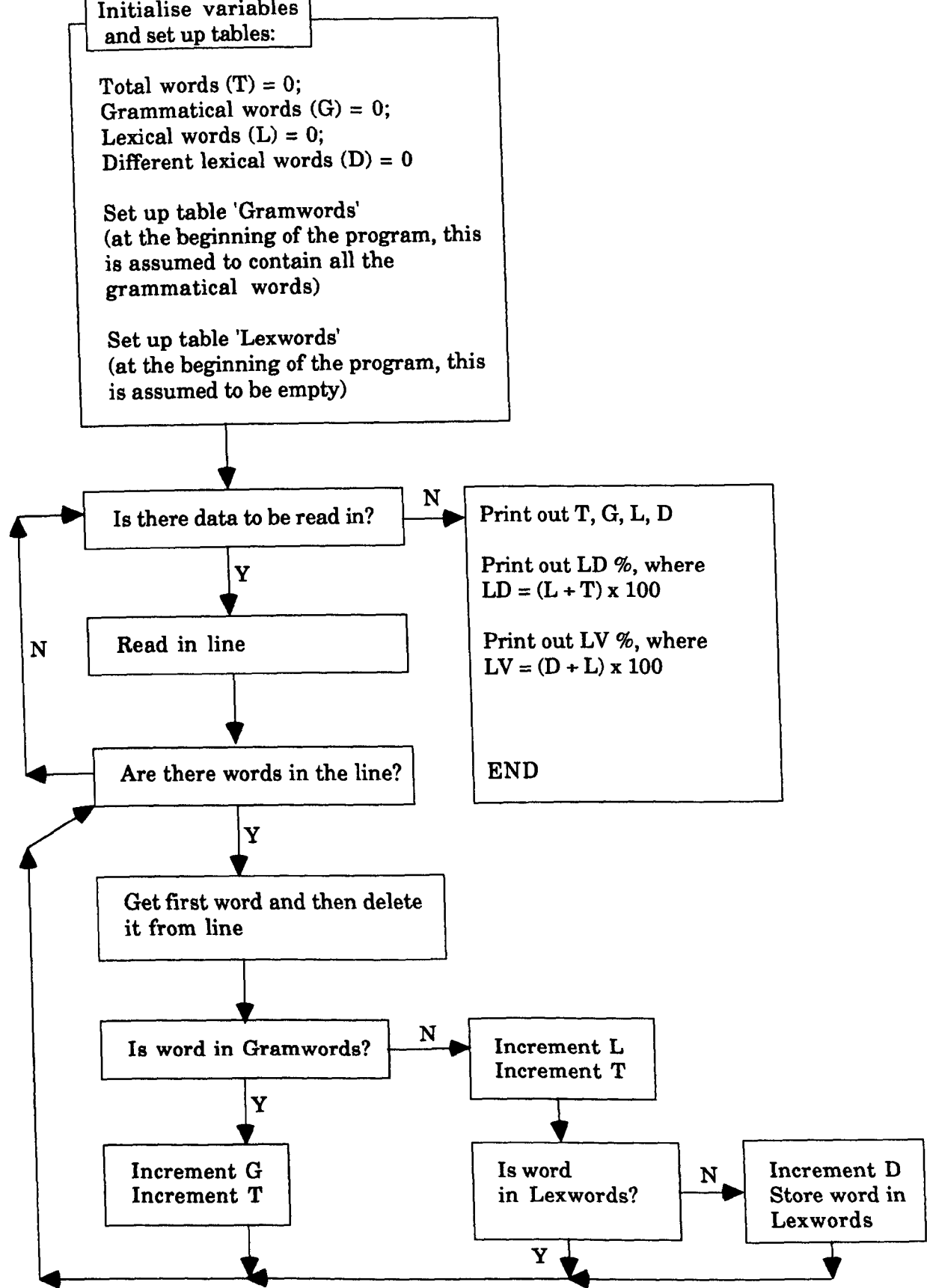
List of Grammatical Words

This list is taken from Butler's 'dictionary of grammatical words' (1985: 219 - 220). These words are stored in a table of grammatical words; any word not appearing in this table is assumed to be a lexical word.

A ABOUT ABOVE ACROSS AFTER AGAINST ALL ALONG ALONGSIDE
ALTHOUGH AMID AMIDST AMONG AMONGST AN AND ANY ANYBODY
ANYONE ANYTHING ANYWHERE APROPOS AS AT ATOP BECAUSE
BEFORE BEHIND BELOW BENEATH BESIDE BESIDES BETWEEN BEYOND
BOTH BUT BY CAN CAN'T COS COULD COULDN'T DARE DAREN'T
DESPITE DHI DIDN'T DOESN'T DON'T DURING EACH EI EITHER ELSE
EVERY EVERYBODY EVERYONE EVERYTHING EVERYWHERE EXCEPT
FEW FOR FROM HE HE'D HE'LL HE'S HER HERE HERS HERSELF HIM
HIMSELF HIS HOW HOWEVER IF IN INSIDE INTO IT IT'D IT'LL IT'S ITS
ITSELF LESS MANY MAY MAYN'T ME MHM MIGHT MINE MINUS
MORE MOST MUCH MUST MUSTN'T MY MYSELF NEEDN'T NEITHER
NEVER NEVERTHELESS NO NO-ONE NOBODY NONE NONETHELESS
NOONE NOR NOT NOTHING NOTWITHSTANDING OF OFF ON OR OTHER
OUGHT OUGHTN'T OUR OURS OURSELVES OUT OUTSIDE OVER PER
PLUS SHALL SHANT SHE SHE'D SHE'LL SHE'S SHOULD SHOULDEST
SHOULDN'T SINCE SO SOME SOMEBODY SOMEONE SOMEPLACE
SOMETHING SOMEWHERE THAN THAT THAT'D THAT'LL THAT'S THE
THEE THEIR THEIRS THEM THEMSELF THEMSELVES THEN THERE
THERE'D THERE'LL THERE'S THERE'VE THEREFORE THEREWITH
THESE THEY THEY'D THEY'LL THEY'RE THEY'VE THINE THIS THOSE
THOU THOUGH THROUGH THROUGHOUT THUS THY TILL TO TOO
TOWARD TOWARDS UHUH UNDER UNDERNEATH UNTIL UP UPON US
VERY VIA WE WE'D WE'LL WE'RE WE'VE WHAT WHAT'D WHAT'LL
WHAT'S WHAT'VE WHATEVER WHEN WHENEVER WHERE WHEREVER
WHETHER WHICH WHICHEVER WHILE WHILST WHO WHOM WHOSE
WHY WILL WITH WITHIN WITHOUT WON'T WOULD WOULDN'T YE
YEAH YES YET YOU YOU'D YOU'LL YOU'RE YOU'VE YOUR YOURS
YOURSELF YOURSELVES I I'D I'LL I'M I'VE OK

Appendix 10.2: Algorithm for the Computation of Lexical Density & Lexical Variation

START



Appendix 10.3:

Tanzania B: Manual Check

Grammatical words are shown in bold type.

Total number of words (T): 103

Number of grammatical words (G): 40

Number of lexical words (L): 63

(numbers are assumed not to be words, and are disregarded)

EXPLORES TANZANIAN LIBRARIES' DEVELOPMENT **OVER THE** PAST 20
YRS **AND** PROPOSES **AND** DISCUSSES **AN** ALTERNATIVE STRATEGY
FOR THE DEVELOPMENT **OF** SERVICES BASED **UPON** REALITY **OF**
LIMITED RESOURCES **BUT** UNLIMITED DEMAND. CONTRASTS **THE**
WESTERN LIBRARIANS' ATTITUDES **TO** LIBRARIANSHIP **WITH THOSE**
NEEDED **BY A** DEVELOPING COUNTRY LIKE TANZANIA **AND**
SUGGESTS **THAT THE** MEASURES INCLUDED **IN THE** HOCKEY REPORT
AND THE LIBRARY SERVICES ACT **OF** 1963 WERE UNSUITABLE.
RECOGNISES **THE** NEED **TO** STIMULATE BOOK PRODUCTION **AND**
ALTERNATIVE SOURCES **OF** FUNDING. PROPOSES **A** SERIES **OF**
MEASURES INCLUDING ESTABLISHING VALID MEASURES **OF**
PERFORMANCE, ADOPTION **OF A** COST EFFECTIVE APPROACH **AND**
MORE CAREFUL PLANNING **OF** DEVELOPMENT, **THAT WOULD BE**
MORE APPROPRIATE.

Appendices to Chapter 11:

Analysis of Cohesion

Appendix 11.1: Static and Dynamic Ties in Distinct Personality Type C

1) Static Ties in Abstract C

- Lexical Repetition

- only content words used

- morphological variants treated as non-repetition

area (4); 7.2, 7.2, 9, 13

image (3); 4.1, 5, 6

librarians (3); 1, 6, 12

- (6 and 12 are doubtful; probably possessives, count 6 and 12)

library (2); 1, 12

organisation (2); 1, 12

personality (5); 1, 2, 7.1, 7.2, 9

psychology (2); 1, 13

research (4); 3, 7.2, 9, 13

results (3); 8.2, 9, 10

surveys (2); 10, 13

trait (2); 7.2, 9

traits (2); 3, 12

- Demonstratives

that (1); 3 (not included in the analysis; here functioning as a relative)

these (2); 1 (anaphoric demonstrative pronoun), 13

this (4); 5, 7.2, 9, 13

those (0);

- Third person pronouns

he (0);

she (1); 2

it (2); 8.1, 8.2

they (0);

- 'definite articles (when they serve to maintain attention on a topic previously

introduced)'

the (11); 1, 1, 3, 3, 7.2, 11, 11, 12, 12, 12, 13

Analysis here will depend on how exactly the topic was previously introduced (exactly the same words?).

Of these probably only 4 count:

11, 12, 12, 12

- substitution and ellipsis

4.2 - 4.3 and (they are) used by

- continuative conjunctions

nil

- additive conjunctions

3; as well

2) Dynamic Ties in Abstract C

- Temporal Conjunctions

first (1); 1 (marginal; probably better treated as an adjunct)

- Causal Conjunctions

as (4); 8.2 a genuine one

- Adversative Conjunctions

nil

- Comparative/Superlative Adjectives/Adjuncts

most (1); 7.2 the one area of personality most used in research

Appendix 11.2: Static and Dynamic Ties in Distinct Personality Type D

1) Static Ties in Abstract D

- Lexical Repetition
 - only content words used
 - morphological variants treated as non-repetition

author (3); 2, 3.2, 5.2
concludes (2); 3.2, 6.2
critical (2); 1, 6.1
David (2); 4.2, 6.1
distinct (3); 1, 6.3, 8
Fisher (2); 4.2, 6.1
last (2); 1, 4.2
librarian (3); 1, 3.3, 6.3
library (2); 2, 8
personality (4); 1, 5.1, 6.3, 8
popular (2); 3.1, 3.3
psychological (2); 1, 7
question (2); 1, 2
research (2); 1, 6.1
researchers (2); 4.5, 5.4
stereotype (2); 3.1, 4.4
type (2); 1, 6.3

- Demonstratives

that (5); all non-demonstratives
these (0);
this (1); 4.1
those (0);

- Third person pronouns

he (0);
she (0);

it (1); dummy subject in 6.3
they (0);

- 'definite articles (when they serve to maintain attention on a topic previously introduced)' (Hartnett 1986: 145)

the (24); 1, 1, 1, 1, 1, 1, 2, 2, 2, 3.1, 3.2, 3.2, 4.2, 4.2, 4.4, 4.5, 5.2, 5.3, 5.4, 6.1, 6.3,
6.3, 7, 7

probably only 9 count:

2, 3.2, 3.2, 4.2, 4.4, 5.2, 5.4, 6.1, 6.3

- substitution and ellipsis

4.3 - 4.5 ascertain

5.2 - 5.4 points out

6.1 - 6.2 (David Fisher) concludes

- continuative conjunctions

nil

- additive conjunctions

also (1); 2

2) Dynamic Ties in Abstract D

- Temporal Conjunctions

nil

- Causal Conjunctions

nil

- Adversative Conjunctions

nil

- Comparative/Superlative Adjectives/Adjuncts

most (1); 5.4 most of the researchers

Appendices to Chapter 12:

Analysis of Grammatical Intricacy

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Tanzania

Abstract: A

N.B. Clause complexes lacking a main verb are NOT analysed: embedding and clause structure is therefore not shown.

1

Explores development of library and documentation services in Tanzania within the past 20 years.

2(1 ^ +2¹)

2.1

Based on national public library service

2.2

and deals with the real dilemma of limited resources against unlimited demand □ which has faced library and documentation services □.

3¹

Proposes alternative strategies for services □ to reach all the people, as rapidly as possible □.

4 ? : no main verb

Introduction of theories borrowed from abroad, and fitted into social context.

5(α ^ =β)

5.1

Implementation of staged development from national to village libraries is discussed :-

5.2

as blueprinted by Mr Hockey's Report 1960.

6 ? : no main verb

Need for valid measures of performance essential for monitoring progress of services.

7 (1 ^ +2¹)

7.1

Also because of limited funds maximum cost efficiency is paramount:

7.2

methods [] of increasing cost efficiency [] are discussed.

8²

[] Following from this [] is a cheap manpower base [] to economise wage bill. []

9 (1 ^ =2)

9.1

Other issues are raised:

9.2

how to eliminate financial dependency on one institution; shortage of local publications.

10 ?ungrammatical:

fourth clause difficult to interpret ($\alpha \wedge \text{"}\beta\alpha\alpha^1 \wedge \text{"}\beta\alpha=\beta \wedge \text{"}\beta x\beta$)

10.1

The author concludes

10.2

that fundamental librarianship principles [] that fit into the context of a developing country [] must be fulfilled as cost effectively as possible,

10.3

incorporating cheap manpower,

10.4

and to act effectively within industry and commerce.

11 (1 ^ +2²)

11.1

The article identifies problem areas

11.2

and pitches alternative solutions [] that are practical for a solution [] that will cope with the brutal challenges of under development [] [] .

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Tanzania
Abstract: B

1 (1 ^ +2¹)

1.1

Explores Tanzanian libraries' development over the past 20 yrs

1.2

and proposes and discusses an alternative strategy for the development of services [] based upon reality of limited resources but unlimited demand [] .

2 (1¹ ^ +2α ^ +2"β¹)

2.1

Contrasts the Western Librarians' attitudes to librarianship with those [] needed by a developing country like Tanzania []

2.2

and suggests

2.3

that the measures [] included in the Hockey report and the Library Services Act of 1963 [] were unsuitable.

3¹

Recognises the need [] to stimulate book production and alternative sources of funding [] .

4³

Proposes a series of measures [] including [] establishing valid measures of performance [] , adoption of a cost effective approach and more careful planning of development, [] [] that would be more appropriate [] .

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Tanzania

Abstract: C

1 ?: no main verb

An evaluation of the performance of the public library system in Tanzania, attempting to identify the problems and limitations imposed by the adverse economic conditions and the defects of organisation and direction within the service.

2 ($\alpha \wedge \beta^1$)

2.1

An alternative strategy is proposed

2.2

based on the assumption \square that rapid development in library and documentation services is possible within the constraints of limited resources and unlimited demand \square .

3³

Aspects of theoretical librarianship are seen as wholly inappropriate to the Tanzanian situation with a need \square to break away from the middle and upper classes/leisure avenues and more towards reconstructed ideas \square based on the library as an organisation for all classes, an instrument \square to use against illiteracy and economic backwardness $\square \square \square$.

4¹

The overall objective is \square to supply the people of a particular society with knowledge and information for social development. \square

5²

The failure of the Hockey report (1960) and the decline in issues with the departure of the Indian and European expatriates is seen as a direct result of government decisions \square to build very few very expensive libraries in the main towns \square which are used by only 1% of the population. $\square \square$

6 $(\alpha ^ + \beta)$

6.1

The alternative theory suggests the building of many low cost service points across the country

6.2

seeing them as agents for change in the forefront of economic development.

7

Perfectionist library techniques should be sidestepped as necessary.

8 $(\alpha ^1 ^ x \beta ^1)$

8.1

Methods of measuring performance year by year are strongly advocated,

8.2

using quantitative and qualitative indicators, together with accountability, particularly to those served.

Appendix 12.1: Clause Complex Analysis:

Abstract Set: Tanzania
Abstract: D

1
The article is about the development of library and documentation services in Tanzania.

2
The paper examines the needs against the source resources and against the unlimited demand.

3 (1¹ ^ +2)
3.1
Due to financial, political and moral support the library service has taken 20 yrs [] to reach 1% of the population, []

3.2
and the paper puts forward different strategies for a better library service.

4 (1 α ^ 1'' β ^ +2 1 ^ +2 +2 α ^ +2 +2'' β)
4.1
It says
4.2
the library is a precondition in an underdeveloped country, rather than a luxury

4.3
and puts forward sub-concepts,

4.4
but states

4.5
that options should be kept open.

5 (1 ^ +2 1α ^ +2 1"β ^ +2 +2α ^ +2 +2"β)

5.1
Tanzania has tried to create model libraries
5.2
but the paper says
5.3
this view lacks perspective,
5.4
and says
5.5
that librarianship should be seen as theoretical and applied.

6 (1 ^ =2)
6.1
Some principles, generalisations and assumptions, need to be "liquidated"
6.2
such as libraries are for the middle and upper classes.

7¹
The lack of a cost effect approach to limited resources means □ resources are not stretched to their maximum social benefit □.

8
Also, on economics, the wage bill should be cut.

9 (α ^ "β1 ^ "β+2α ^ "β+2xβ)
9.1
The paper advocates
9.2
that tasks should be delegated
9.3
and that there should be in-house training
9.4
to allow a healthier wage bill.

10 ($\alpha \wedge x\beta \alpha \wedge x\beta + \beta$)

10.1

However, the point is made about status anxiety,

10.2

as training would make less "professionals" in the field of librarianship

10.3

compared to other professions.

11¹ ?ungrammatical

Plans are also discussed as \square needing to create conscious awareness, instead of just shopping lists. \square

12 ($1 \wedge + 2 \wedge + 3$)

12.1

Small tasks need to be related to broader issues

12.2

and plans need to be on a short, medium or long term

12.3

and support should be obtained from other areas e.g. Trade Unions.

13 ($1 \wedge + 2^1$)

13.1

The publishing industry is seen as weak

13.2

and the paper puts forward the need for research into reader needs and \square organising writers works \square etc.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Tanzania

Abstract: E

1¹
The article deals with some of the problems and difficulties facing the Tanzanian library and documentation service.

2($\alpha \wedge \beta^1$)
2.1
It is pointed out
2.2
that the system of imported ideas and theories for a library service is not necessarily the best way of setting up such a service.

3¹
The author recommends a development of libraries based on the culture and social conditions of its own country.

4²
Therefore it is necessary to plan for short, medium and long term projects which may prevent future chaos or problems.

5($\alpha \wedge \beta\alpha \wedge \beta+\beta^1$)
5.1
It is suggested
5.2
that the library service should find alternative funding methods,
5.3
instead of relying solely on government funding which is often precarious.

6 ($\alpha \wedge x\beta 1 \wedge x\beta +2$)

6.1

Sensible use of such finance is also suggested

6.2

in order to reach a wider audience

6.3

and generate further interest in literacy and libraries.

7¹

There are several examples [] given [] .

8⁴

An attempt [] to increase literacy [] could be helped by libraries [] investing in [] publishing in the native tongue rather than in a foreign language [] understood by only a small minority of the population [] [] [] .

9¹

The introduction of resident authors and story times could help [] promote general interest in literacy [] .

10 ($x\beta \wedge \alpha\alpha \wedge \alpha' \beta^1$)

10.1

In order to reach a large number of people,

10.2

it is suggested

10.3

that cheap multipurpose buildings are used [] to house libraries initially in rural areas as well as towns [] .

11¹ ?: two separate clauses ?

The use of a "cheap manpower base" would help [] to keep costs down [] and so allow more finance for other areas of the service.

12 ($\alpha \wedge \beta^3$)

12.1

It is suggested

12.2

that these are only a few ideas [] to help [] promote the library service of Tanzania [] and help [] make it a more efficient and accessible service. [] []

13 ($\alpha \wedge \beta$)

13.1

It is suggested

13.2

that the country's underdevelopment is a challenge rather than a setback.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Distinct Personality Type

Abstract: A

N.B.

Distinct Personality Type Version A contains much that is grammatically ill-formed, and is universally dispreferred by the judges. It is also by far the most difficult of the abstracts to analyse into clause complexes and clauses. Therefore, although for the sake of completeness an attempt at analysis has been made, it must be remembered that the framework was not designed to account for this kind of nonstandard input, and so the reliability of this particular interpretation cannot be guaranteed.

1¹

Attempts to analyse the findings of psychological research □ conducted over the last 30 years. □

2 ? No main verb

Reason?

3 ? No main verb

To see if any discernible personality profile common to Librarians emerge.

4 ? No main verb

Aim?

5 ? No main verb

To establish a consistent image and then to demonstrate what effect the librarians personality has on the library organisation.

6 (1 ^ +2) ? 1) is a heading

6.1

1) Discussion of STEREOTYPES - Libraries are dull places,

6.2

Librarians are social outcasts EG The Librarian in "Sorry".

7
Stated as stereotypical images.

8 (1 ^ +2^4) ? 2) is a heading

8.1

2) THE PSYCHOLOGICAL APPROACH - Tried to define Psychology and personality,

8.2

argument centres around the fact that "How can one be so sure that one is studying Personality when it is not clear exactly what it is?".

9

Uses 'AGADA'S' work for an example.

10 (1α ^ 1"β^1 ^ =2 1^ ^ =2 +2α^1 ^ =2 +2xβ)

10.1

Concludes

10.2

that studies involving the Librarian fall mostly into the trait group -

10.3

here personality is divided into elements called traits,

10.4

and attempts are made to predict a Persons' behaviour

10.5

by measuring them.

11 ? : 3) a heading; ellipted grammatical subject

3) TRAIT STUDIES - Looks at few 'trait' approaches in depth.

12 ? : No main verb

BRYAN - Discussion of her personality test - conclusion :- that Librarians score below average in terms of leadership and self-confidence, but average as regards masculinity of attitudes as opposed to femininity, lack of nervousness tenseness/irritability and pressure for overt activity.

13 (α ^ "β)

13.1

Fisher states

13.2

that this fits in with the "diffident side of the common stereotype of Librarians".

14

What constitutes a normal score on the test?

15 $(1^{\wedge}=2\alpha^{\wedge}=2^{\wedge}\beta1^{\wedge}=2^{\wedge}\beta=2)$

15.1

Discusses Bryan's test -

15.2

concludes

15.3

that Bryan's results have been exaggerated,

15.4

and may be totally invalid.

16 *?: No main verb, assuming "tests" is a noun*

DOUGLASS - tests on potential librarians.

17 *?: No main verb*

results - people orderly, but not compulsive, conscientious, slightly submissive, not anxious, less self-confident.

18 *?: No main verb, assuming "conflicts" is a noun*

The MORRISON STUDY - results - Librarians more sure of themselves than 'normal people', conflicts with Bryan.

19 *?: No main verb*

Discussion of the merits of the various tests - McDermott, Black, Douglas.

20 *?: No main verb*

Douglas and the Minnesota Multiphasic Personality Inventory - same problems as Bryan.

21

The results can be regarded as defective because of numerous methodological problems.

22 *?: Following the style of the material above, the initial noun group probably is not the grammatical subject of the clause (also see the hyphen). Treat initial noun group as a pseudo-heading, and assume an ellipted grammatical subject.*

McMahon's investigation of Tasmania - confirms Douglass' views IE the male librarian more feminine than men in general.

23 (1 ^ =2)

23.1

"Is femininity, then, a trait common to librarians?" -

23.2

compares Bryan Douglass McMahon, Baillie and Clayton.

24 (1 ^ =2)

24.1

Fisher dismisses most arguments -

24.2

"All passive, weak qualities are viewed as feminine".

25 ?: *no main verb*

Recap - unpopular image.

26 ?: *no main verb*

Presence of traits questionable because of the methodological problems associated with the studies that produce them.

27 ?: *no main verb*

DISCUSSION OF THOSE DOING PERSONALITY TESTS - McDermouth, Douglass.

28

Fisher concludes - "average intelligence, little tendency towards innovation, degree of submissiveness".

29 ?: *no main verb*

McDERMOTH TESTS - "power and toughness missing", "not proved that the librarian is authoritarian."

30 ?: *no main verb*

GENERAL DISMISSAL OF WORK.

31 ?: *main verb only in quoted material*

DISCUSSION OF "Librarians are poor leaders and resistant to change - Morrison, Fine, presthus, Hamilton, "have a common interest in the attitude of Librarians to change".

32 ?: *main verb only in quoted material*

SLADEN TESTS - "only when he cheats does he get anything like the results he is looking for - definitely a case of the psychologists's sight being coloured by stereotypical images".

33 ($1\alpha \wedge 1'\beta \wedge +2$)

33.1

His findings prove

33.2

how ludicrous psychological research can become,

33.2

we can dismiss the results as redundant.

34¹

There do not appear overwhelming reasons \square why we should view the Librarian as lacking in leadership qualities and resistant to change. \square

35 ($\alpha \wedge \text{"}\beta$)

35.1

One cannot say

35.2

the personality of the librarian is mainly responsible for hierarchical structures, or for the suppression of new managerial ideas and/or new technology within libraries".

36 ?: *no main verb*

4) THE VERDICT - psychological approach in doubt; small samples, picture so confused to render it virtually useless.

37 ?: *no main verb*

Tests, therefore inappropriate and inadequate.

38 ?: *no main verb*

No attempt to link individual and the social.

39 ?: *no main verb*

5) THE WAY FORWARD - search for traits fruitless, and best abandoned.

40 ?: *no main verb*

true that problems and difficulties arise whatever approach used.

41 ?: *no main verb*

But sociology more valid tool than psychology
if wanting to increase knowledge of libraries, etc.

42 ($\alpha^1 \wedge x\beta^1$)

42.1

Popular myths \sqcap concerning the Librarian \sqcap will continue to multiply

42.2

as long as the media see fit \sqcap to perpetrate them EG Taggart, Coronation St. \sqcap

43 ?: *no main verb*

No evidence to support the argument that the majority of librarians have a
distinct personality type -

results, if accepted show libraries populated by staff with varied interests and
attributes.

Appendix 12.1: Clause Complex Analysis:

Abstract Set: Distinct Personality Type Abstract: B

1 ?ungrammatical (1 ^ =2²)

1.1

The author looks at the notion of stereotypes

1.2

and considers the particular image of librarians [] that exists in today's society [] which appears to be an image of "fussy old woman of either sex, myopic, repressed", and portrayed in books and television as social outcasts, shy and ineffectual [] [] .

2 (α <<xβ>> ^ "β¹)

2.1

In psychological studies, especially the "trait" approach, Alice Bryan (1)

2.2

<< after testing 157 and 1651 female librarians, >>

2.1 (cont.)

concluded

2.3

Librarians score below average in terms of leadership and self-confidence, but average as regards masculinity [] as opposed to femininity. []

3 (1¹ ^ +2)

3.1

From the same survey - public librarians were found [] to be insecure and inadequate in social situations, []

3.2

and exhibited less leadership qualities than the average university student.

4

However Douglass (2), in his personality tests of 545 students in 17 library schools, did not find his subjects more anxious and less self-confident than "normal" people.

5¹
(Problems such as [what is "normal"] of course apply here, as with most such studies).

6 (1 α ^ 1" β ¹ ^ +2 α ^ +2" β ¹)
6.1
With such conflicting results it seems

6.2
that the psychological approach to librarianship has little [to offer,]
6.3
and it is concluded

6.4
that it is difficult [to make any sense of such findings in terms of the organisation of the library as a whole].

7 (α <<x β ¹>> ^ " β ¹ ^ " β +2)
7.1
McDermoth (3)
7.2
<< even allowing for problems [associated with personality tests] >>

7.1 (cont.)
was not able to prove
7.3
that the librarian is authoritarian,
7.4
nor that the librarian's personality is a vital determinant of hierarchical organisational structures.

8
She provided no link between personality and social environment.

9 (1 ^ =2 α ^ =2x β ¹)
9.1
Continually the psychologists come up with conflicting reports;
9.2
and often these statistics are manipulated
9.3
to obtain the type of results [they are looking for.]

10 (1³ ^ +2)

10.1

On the evidence [reviewed] it is not possible [to state [that the librarian is a distinct personality type,]]

10.2

and the usefulness of the whole psychological approach to librarianship is put in doubt.

11 (1 ^ +2²)

11.1

The studies could be faulted on several levels,

11.2

and the pictures [produced] were so confused as [to be virtually useless] .

12 (α ^ "β)

12.1

The search for consistent personality traits proved so fruitless that the author considers

12.2

it would be best abandoned.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Distinct Personality Type

Abstract: C

1²

Psychology was first used [] to study the personality characteristics of librarians and the effect [] these had on their library service and organisation [] [] by Alice Bryan.

2

She suggested a distinct personality type.

3²

An analysis of the last 30 yrs research will show [] if a profile is evident, as well as if the works offer a constructive response to any traits [] that exist [] [] .

4 (1¹ ^ =2 ^ =3)

4.1

Libraries do have an image [] which is dull and uninspiring, []

4.2

they are staffed by "fussy old women of either sex"

4.3

and used by "unfortunate characters".

5

This image is encouraged by media and other misrepresentation.

6 ? : no main verb

Librarians image ambiguous as both severe and diffident.

7 (1¹ ^ =2¹)

7.1

Psychologic studies are concerned with personality [] which is subjective [] ,

7.2

the one area of personality [] most used in research in this area [] is trait.

8 ($\alpha \wedge x\beta \alpha \wedge x\beta + \beta$)

8.1

It's an unfortunate choice

8.2

as it assumes results from general behavioural patterns

8.3

without taking into account time, personal experience and place.

9³

This area of personality, trait, has been used in research by a number of people including Douglass, McDermouth, and McMahon's who have achieved results which vary considerably .

10

Very few surveys showed similar results.

11²

There were problems with the survey both with standards - what is a "normal" score and with the numbers and methodology involved .

12¹

The effects the librarians traits had on the organisation of a library were equally inconclusive.

13

These surveys have brought the use of psychology research in this area into doubt.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Distinct Personality Type

Abstract: D

1⁴
The article sets out to answer the question, [] is the librarian a distinct personality type? [], by a process [] of analysing the findings of psychological research [] conducted over the last 30 years [], and a critical review of the methodologies [] used. [] []

2²
The author also addresses the question [] whether or not psychology has anything constructive [] to say about the library as an organization. [] []

3 (1 ^ +2α ^ +2"β)
3.1
The popular stereotype is examined
3.2
and the author concludes
3.3
that, in popular imagination, the librarian is seen as both diffident and severe.

4 (xβ ^ αα ^ αxβα ^ αxβ' 'β1 ^ αxβ' 'β+2)
4.1
Using this hypothesis
4.2
David Fisher reviews the major studies of the last three decades
4.3
to ascertain
4.4
how much fact there is in the stereotype,
4.5
and how far the researchers have been affected by stereotypes.

5 (xβ ^ αα ^ α' 'β1 ^ α' 'β+2)

5.1

In discussing personality

5.2

the author points out

5.3

that the word is rarely defined,

5.4

and that most of the researchers assume an "unspoken" consensus of opinion of meaning.

6 (1¹ ^ +2 1 ^ +2 "2³)

6.1

David Fisher is highly critical of the research methods [used],

6.2

and concludes

6.3

that on the evidence [reviewed] "it is not possible [to state [that the librarian is a distinct personality type"]].

7

"The utility of the whole psychological approach is put in doubt".

8

There is not a distinct library personality.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Distinct Personality Type

Abstract: E

1²

This article analyses the possibility of a distinct librarian personality which fits in with the stereotype image held in society of librarians .

2

A number of "trait studies" from the psychological approach to librarianship are examined.

3⁴

Conflicting results found in the studies has led the author to the conclusion that it is not possible to state that the librarian is a distinct personality type .

4 (+ β ^ α ^ α x β)

4.1

Rather than adopting the "trait" approach,

4.2

there should be more emphasis on a sociological approach

4.3

in order to increase knowledge of librarians and libraries and the interaction between the two.

5 (α ^ x β)

5.1

The stereotype image of the librarians will continue

5.2

as long as they are portrayed as such by the media.

6

Libraries employ staff like any other organisation with a variety of personalities, characteristics and interests.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 1

Abstract: A

1 ?: *no main verb*

1) Information Science: Emergence and Scope

The study of communication of information in society.

2

Information transfer has developed and flourished in the Urban environment - cities.

3 ($\alpha << x\beta >>$)

3.1

The city

3.2

as it develops

3.1 (cont.)

becomes the centre of a network of communications.

4 ?: *no main verb*

2) Factors creating information demand

- need for administrative information
- the growth of commerce and the need to identify potential markets and sources of supply
- educational needs of teachers, students and administrators, brought about by ability to read and write
- literacy

5¹

3) The study of information transfer

Information transfer concerns the processes \square involved in the transfer of information from sources to users \square .

6

This includes publication, printing distribution, analysis, storage, retrieval and delivery to user.

7

Information systems as a whole have to take account of potential users and their great variety of needs.

8¹

The system should seek \square to disseminate all documents \square .

9

The system should further save the time of the reader and staff.

10 ($x\beta^{\alpha}$)

10.1

To cope with growth in information handling,

10.2

the system should co-operate, share resources and the overall system development.

11

The Information System and Information Science

Information Science at first emphasized practical skills in the knowledge and experience of information sources, the organisation of documentary sources and the handling of enquiries.

12¹

It has become necessary for Information Scientists \square to acquire skills in system analysis, design and evaluation as well as management skills \square .

13²

Information Science seeks \square to increase our understanding of information in areas such as 1) The behaviour of people as generators, recipients and users of information

2) The problems \square particularly associated with the functions of information storage, analysis and retrieval \square

3) The organisation of Information Systems and their performance in transfer

4) <unfinished> \square

Appendix 12.1: Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: B

1
Information science is identified as the study of communication of information in society.

2²
The urban environment is considered \square to have been an area \square where information transfer developed and flourished $\square\square$.

3
Population is studied in terms of the generation of new ideas and the need for forms of social control and administration.

4 ?ungrammatical ($\alpha^1 \wedge x\beta\alpha 1 \wedge x\beta\alpha+2^3 \wedge x\beta x\beta$)

4.1
Trade is also identified \square as being a key factor in the development of information transfer \square

4.2
as it encourages travel and communication

4.3
and attracts new people of various cultures, all with a need \square to communicate \square in order to find the information \square they require, $\square\square\square$

4.4
because of this cities become communications centres.

5 ($\alpha \wedge \beta\alpha \wedge \beta x\beta 1 \wedge \beta x\beta+2$)

5.1
Noted

5.2
that in the earliest cities information transfer was already apparent

5.3
as various forms of writing have been found

5.4
and libraries also existed.

$$6 (\alpha \wedge x\beta^1)$$

6.1

Recently telecommunications have overcome the distance gap

6.2

allowing all countries to communicate with each other.

$$7 (1 \wedge x^2 1 \wedge x^2 + 2)$$

7.1

Commerce between countries created an information need

7.2

and due to this specialist occupations developed in most areas

7.3

and created their own information needs.

8

Expansion of education created vast information needs for both teachers and administrators.

9²

Information transfer is defined as all processes involved in transferring information from sources to users.

$$10 (1 \wedge x^2 1 \wedge x^2 x^2)$$

10.1

There are many forms of information and vast amounts available

10.2

and so handling techniques developed

10.3

and these in turn became crafts.

$$11 (\alpha \wedge \beta + \beta \wedge \beta \alpha^1)$$

11.1

Noted

11.2

that as well as an information system gives service to all potential users

11.3

it should also seek to disseminate all of its documents.

12 ($\bar{x}\beta^\alpha$)

12.1

In order for libraries and information centres to keep pace with all of the information available and the increasing number of potential users,

12.2

they need to co-operate and share their resources.

13

Information transfer is described as a relationship between people.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 1

Abstract: C

1 ?: *ungrammatical*

The emergence of information science can be identified with the communication of information the changes of society.

2

An appreciation of the social environment, and its relevant activities, can be associated with the subsequent emergence and scope of information as a science intrinsic to contemporary social developments.

3

The comparatively recent developments of the heterogenous society have vast implications.

4

The concentration of the population in certain areas, the increase in trade (consequently specialist developments) result in an ever increasing competitive environment.

5 (1 ^ +2)

5.1

These characteristics induce rapid change,

5.2

and this is seen as the major factor in the emergence of information control as an invaluable commodity today.

6

The generalisation, dissemination, and distribution of information is increasingly being seen as intrinsic to social development.

7¹

Growth in commercial traits, technological innovation and a subsequent necessity □ to improve communication channels □ , create immediate information needs.

8

An increasingly "literate" society demands a variable information input.

9

These factors create information demand.

10¹

Information as a science aims at [] transferring relevant information from source to users [] .

11

The ever widening scope of retrieval procedures has resulted in significant practical developments.

12¹

These have developed into applied skills e.g. the practice of classification, innovations [] which include the work of H.E. Bliss, J. Dewey, Ranganathan [] .

13

Constant speculation on these fronts has resulted in practical applications, e.g. Ranganathan: Laws of Library Science.

14

As a result applied information retrieval systems appreciate the behaviour of knowledge and literature and its application to the "user".

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 1

Abstract: D

1

Information Science is defined as the study of the communication of information in society.

2 ? : *ungrammatical* ($\alpha \wedge \beta^2$)

2.1

The author suggests

2.2

that information transfer has developed in an urban environment for several reasons, namely the large number of people \square involved in such a social organisation \square , the high population concentration leads to a high density of innovators \square producing original information \square , and the need for a level of control and coordination over the population as a whole.

3 ($x\beta \wedge \alpha \wedge \alpha = \beta$)

3.1

As cities are not self-sufficient,

3.2

trade, travel and communication occur with outsiders,

3.3

gradually extending the influence of the city over a wider area.

4 ($x\beta \wedge \alpha \wedge \alpha + \beta$)

4.1

As the cities' population ebbs and flows with traders,

4.2

it becomes more cosmopolitan

4.3

selecting, blending and cherishing information from all inhabitants.

5 ($x^\beta \wedge \alpha$)

5.1

To maximise resources,

5.2

specialists appear, with their own information needs.

6¹

However, they also have information needs [] to promote themselves [] .

7

The location of cities at intersections of transport routes and at breaks in transformation encourage the spread of information across boundaries.

8 ($1^1 \wedge =2$)

8.1

The growth of education has gradually produced a literate population [] able to exploit information []

8.2

(figures on literacy growth and a table are included).

9¹

Volume and variety of documentary information is examined, with the techniques and technologies [] involved in production [] examined.

10 ($\alpha \wedge \beta$)

10.1

It is suggested

10.2

that information science itself involves several different approaches, from subject organisation, through to bibliometrics, and social surveys of the use of books and libraries.

11¹

Ranganathan's laws and any implications [] they may have for the <unfinished> []

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 2
Abstract: A

1

The chapter sets out to examine the role of information within society.

2 (1¹ ^ +2)

2.1

It shows firstly [how information permeates all our lives]

2.2

and proceeds to expand on each section of the communication chain.

3¹

Within the first part of the chapter, a great importance is placed on the wealth of information [that is used in everyday life] .

4²

Through this, the chapter seeks [to show [that the communication of information is an important process within society]] .

5 (α¹ ^ =β)

5.1

The changes [that occur in society] are also linked in with this,

5.2

concerning both individuals and organisations.

6 (α ^ xβ¹)

6.1

The chapter then sets the tone for the rest of its content,

6.2

by outlining the environment [in which information works] .

7¹

The first link in the communication chain [to be dealt] with is the receivers of information.

8

They are discussed with reference to the needs and abilities of individuals.

9

The second link is the information source.

10¹

Within it, the chapter discusses the differing types of sources and the difficulties [] in supplying actual information [] .

11

The final link is the communication channel.

12¹

The chapter identifies these different channels and then the constraints [] that shape them [] .

13¹

In conclusion, the chapter links the communication process back into the problems [] of transferring information within society [] .

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 2

Abstract: B

1¹

Deals with information transfer and [how it fits into a social context].

2²

Begins with a great deal [written about communication], and [how communication is interactive].

3 ? : *no main verb*

Aspects of industrial society; how each of us depends on communication and absorbing information from various groups, organisations, and forms (e.g. media).

4 (1 ^ =2)

4.1

All groups and associations are interlinked,

4.2

and there is a continual flow of information from them to other groups/associations.

5 (1 ^ x2)

5.1

Disruption of these groups would cause chaos,

5.2

and yet all of them are competing against each other.

6 ? : *no main verb*

Perceptual innovation caused by all this information flow.

7 ? : *no main verb*

Effect on individual - increases social mobility.

8 *?: no main verb*

Information needs of the individual society, from different angles - e.g. "personal", "administrative", "technical" etc information.

9 *?: no main verb*

The information environment, and the great amount of information that the individual is bombarded with every day from books, magazines, advertising, radio, television, etc.

10

Only some of this information is absorbed incorrectly.

11 ($\alpha \wedge x\beta$)

11.1

An individual will usually absorb or pay attention to a message

11.2

if it is informative, comprehensible and relevant to his or her needs.

12 *?: no main verb*

Sources of information, how information is passed on.

13 ($1\alpha 1 \wedge 1\alpha + 2 \wedge 1x\beta \wedge + 2 1 \wedge + 2 + 2^1$)

13.1

It is sometimes expensive

13.2

and involves a lot of effort

13.3

to impart information -

13.4

there must be some return for this effort,

13.5

and the fact \sqcap that there may be some loss \sqcap needs to be considered.

14 *?: no main verb*

Channels of communication linking information sources and recipients.

15 *?: no main verb*

The information system as a whole: the barriers and constraints to information flow, the failure to meet information wants.

16 ($\alpha \wedge x\beta$)

16.1

Information as a commodity - the estimate of demand for information is always rather uncertain,

16.2

so that information transfer is often not profitable.

Appendix 12.1:

Clause Complex Analysis:

Abstract Set: Vickery and Vickery, Chapter 2

Abstract: C

1
The communication of information is seen as the interconnection of source, channel and recipient.

2 (1 ^ +2 1xβ ^ +2 1α ^ +2x2)

2.1
People are involved in all three areas,

2.2
and as they change,

2.3
society changes,

2.4
so there is a continuing evolving pattern of informative communication.

3 (1 ^ =2¹)

3.1
Organisations are interdependent,

3.2
there is a flow of information and resources between them ¶ keeping society going ¶ .

4¹
Communication can be in the form ¶ of informing, instructing, commanding or influencing ¶ .

5 (xβ ^ α)

5.1
Although surrounded by information

5.2
we are selective in our attention.

6 ($\alpha^1 \wedge x\beta$)

6.1

□ Whether communication takes place □ depends on information want,

6.2

if we can foresee a use for it.

7 ($1 \wedge x_2x\beta \wedge x_2\alpha$)

7.1

Every channel is a market

7.2

yet when information is transferred from source to recipient,

7.3

it is still available to both.

Appendices to Chapter 13:

Analysis of Themes

Appendix 13.1: Theme Analysis: Key to Symbols Used

Symbols used to denote clauses

Each abstract is analysed into clause-complexes; each clause-complex consists of one or more clauses.

Numbers are used to label both clause-complexes and clauses:
the number before the decimal point designates the clause-complex number;
the number after the decimal point designates the clause number.

For example,
3.7
would be used to label the seventh clause of the third clause-complex of the abstract.

When a clause has another clause 'enclosed' within it (Halliday 1985: 200), "(cont.*)" denotes the uptake of the previously mentioned enclosing clause.

For example, in

2

2.1 M

In psychological studies, especially the "trait" approach, Alice Bryan (1)

top	Theme2
-----	--------

2.2

after testing 157 and 1651 female librarians,

text†

2.1 (cont.)

concluded

2.3

Librarians

the "concluded" clause is not labelled "2.3", but rather "2.1 (cont.*)", since clause 2.2 is enclosed within clause 2.1, splitting it in two parts. In the data, continued clauses are typically Rheme only.

Symbols used to denote Themes

top

denotes the topical Theme in the main clause, topical Theme being defined according to Halliday (1985, chapter 3).

text

denotes the textual Theme in the main clause, textual Theme being defined according to Halliday (1985, chapter 3).

int

denotes the interpersonal Theme in the main clause, interpersonal Theme being defined according to Halliday (1985, chapter 3).

Theme2

denotes additional Thematic material, according to Berry 1989.

top†

A "-†" suffix used with any of the four symbols above denotes the Theme in non-main clauses.

Boxes split over one line are used to denote longer Themes which span more than one line of text

3.7 M

The letter "M" after a clause number means that clause has marked Theme (Halliday 1985: 45).

β

The symbol "β" denotes Clause as Theme (Halliday 1985: 56 - 59). Such clauses are coded twice: once at the level of the clause-complex; and once at the level of the clause.

For example, following Halliday's practice in the analysis of the Stevenson text (1985: 64 - 66),

4

4.1

Rather than adopting the "trait" approach,

β

text†

4.2

there should be more

the "β" symbol shows that clause 4.1 is acting as the Theme of clause-complex 4, while the "text†" symbol shows that the conjunctive "Rather than" is acting as the Theme of the dependent clause 4.1.

‡

The symbol "‡" is used to denote those few examples involving 'nominalization' (1985: 42), in which a clause 'takes on the functions of a nominal group' and so 'serves a thematic purpose'.

To show that such nominalised clauses act as Theme of clause (not, as is the case with β clauses, Theme of clause-complex), "‡" clauses are not given their own clause number, as in the following example:

6

6.1

Whether communication takes place depends on information want,

‡

inttop†

6.2

ifwe can foresee a use for it.

text†top†

Like β clauses however, they are coded twice: the "‡" symbol shows the extent of the Theme of clause 6.1; the symbols "int†" and "top†" show the Thematic structure within the nominalized clause.

Note that both "‡" and "β" clauses would, according to Berry 1989, be treated as being part of the Theme. In order to keep the diagrams as clear as possible however, this is not explicitly shown in the analysis.

?

Lastly, a query, "?", is used to flag examples which have proved analytically problematic. A brief indication of the source of difficulty is given alongside.

Appendix 13.1: Analysis of Themes

Abstract Set: Tanzania Abstract: A

1
Explores development of library and documentation services in Tanzania within the past 20 years.

2
2.1
Based on national public library service
2.2
and deals with the real dilemma of limited resources against unlimited

text

demand
2.3
which has faced library and documentation services.

text†

top†

3
3.1
Proposes alternative strategies for services
3.2
to reach all the people, as rapidly as possible.

4 ?: no main verb
Introduction of theories borrowed from abroad, and fitted into social context.

5
5.1
Implementation of staged development from national to village libraries is

top

discussed :-
5.2
as blueprinted by Mr Hockey's Report 1960.

text†

6 ?: no main verb
Need for valid measures of performance essential for monitoring progress of services.

7
7.1 M
Also because of limited funds maximum cost efficiency is paramount:

text	top	Theme2
------	-----	--------

7.2
methods of

top

7.3
increasing cost efficiency
7.2 (cont.)
are discussed.

8			
8.1			
Following	from	this	
nominalized clause complex Theme			

8.2
is a cheap manpower base
8.3
to economise wage bill.

9
9.1
Other issues are raised:
top

9.2 ?: *wh-items are problematic to analyse Thematically*
how to eliminate financial dependency on one institution; shortage of local
int
top
publications.

10
10.1
The author concludes

top

10.2
that fundamental librarianship principles

text†

top†

10.3
that fit into the context of a developing country

text†

top†

10.2 (cont.)
must be fulfilled as cost effectively as possible,

10.4
incorporating cheap manpower,

10.5 *?: ill-formed*
and to act effectively within industry and commerce.

text†

11
11.1
The article identifies problem areas

top

11.2
and pitches alternative solutions

text

11.3
that are practical for a solution

text†

top†

11.4
that will cope with the brutal challenges of under development.

text†

top†

Appendix 13.1: Analysis of Themes

Abstract Set: Tanzania Abstract: B

1
1.1
Explores Tanzanian libraries' development over the past 20 yrs
1.2
and proposes and discusses an alternative strategy for the development of

text

services
1.3
based upon reality of limited resources but unlimited demand.

2
2.1
Contrasts the Western Librarians' attitudes to librarianship with those
2.2
needed by a developing country like Tanzania
2.3
and suggests

text

2.4
that the measures

text†

top†

2.5
included in the Hockey report and the Library Services Act of 1963
2.4 (cont.)
were unsuitable.

3
3.1
Recognises the need
3.2
to stimulate book production and alternative sources of funding.

4

4.1

Proposes a series of measures

4.2

including

4.3

establishing valid measures of performance, adoption of a cost effective approach and more careful planning of development,

4.1 (cont.)

that would be more appropriate.

text†

top†

Appendix 13.1: Analysis of Themes

Abstract Set: Tanzania Abstract: C

1 ?: no main verb
An evaluation of the performance of the public library system in Tanzania, attempting to identify the problems and limitations imposed by the adverse economic conditions and the defects of organisation and direction within the service.

2
2.1
An alternative strategy is proposed

top

2.2
based on the assumption

2.3
that rapid development in library and documentation services is possible

text†

top†

within the constraints of limited resources and unlimited demand.

3
3.1
Aspects of theoretical librarianship are seen as wholly inappropriate to the

top

Tanzanian situation with a need

3.2
to break away from the middle and upper classes/leisure avenues and more towards reconstructed ideas

3.3
based on the library as an organisation for all classes, an instrument

3.4
to use against illiteracy and economic backwardness.

4
4.1
The overall objective is

top

4.2
to supply the people of a particular society with knowledge and information for social development.

5
5.1
The failure of the Hockey report (1960) and the decline in issues with the

top

departure of the Indian and European expatriates is seen as a direct result of

top

government decisions

5.2
to build very few very expensive libraries in the main towns

5.3
which are used by only 1% of the population.

text†

top†

6
6.1
The alternative theory suggests the building of many low cost service points

top

across the country

6.2
seeing them as agents for change in the forefront of economic development.

7
Perfectionist library techniques should be sidestepped as necessary.

top

8
8.1
Methods of

top

8.2
measuring performance year by year

8.1 (cont.)
are strongly advocated,

8.3
using quantitative and qualitative indicators, together with accountability,
particularly to those

8.4
served.

Appendix 13.1: Analysis of Themes

Abstract Set: Tanzania Abstract: D

1
The article is about the development of library and documentation services in

top

Tanzania.

2
The paper examines the needs against the source resources and against the

top

unlimited demand.

3
3.1 M
Due to financial, political and moral support the library service has taken 20

top	Theme2
-----	--------

yrs
3.2
to reach 1% of the population,
3.3
and the paper puts forward different strategies for a better library service.

text	top
------	-----

4
4.1
It says

top

4.2
the library is a precondition in an underdeveloped country, rather than a

top†

luxury
4.3
and puts forward sub-concepts,

text

4.4
but states

text

4.5
that options should be kept open.

text†	top†
-------	------

5
5.1
Tanzania has tried

top

5.2
to create model libraries
5.3
but the paper says

text	top
------	-----

5.4
this view lacks perspective,

top†

5.5
and says

text

5.6
that librarianship should be seen as theoretical and applied.

text†	top†
-------	------

6

6.1

Some principles, generalisations and assumptions, need

top

6.2

to be "liquidated"

6.3

such as libraries are for the middle and upper classes.

text	top
------	-----

7

7.1

The lack of a cost effect approach to limited resources means

top

7.2

resources are not stretched to their maximum social benefit.

top†

8 M

Also, on economics, the wage bill should be cut.

text	top	Theme2
------	-----	--------

9

9.1

The paper advocates

top

9.2

that tasks should be delegated

text†	top†
-------	------

9.3

and that there should be in-house training

text†	top†
-------	------

9.4

to allow a healthier wage bill.

10

10.1

However, the point is made about status anxiety,

text	top
------	-----

10.2

as training would make less "professionals" in the field of librarianship

text†	top†
-------	------

10.3

compared to other professions.

11

11.1

Plans are also discussed as

top

11.2

needing

11.3

to create conscious awareness, instead of just shopping lists.

12

12.1

Small tasks need

top

12.2

to be related to broader issues

12.3

and plans need

text	top
------	-----

12.4

to be on a short, medium or long term

12.5

and support should be obtained from other areas e.g. Trade Unions.

text	top
------	-----

13

13.1

The publishing industry is seen as weak

top

13.2

and the paper puts forward the need for research into reader needs and

text	top
------	-----

13.3

organising writers works etc.

Appendix 13.1: Analysis of Themes

Abstract Set: Tanzania Abstract: E

1
1.1
The article deals with some of the problems and difficulties

top

1.2
facing the Tanzanian library and documentation service.

2
2.1
It is pointed out

top

2.2
that the system of imported ideas and theories for a library service is not

text†	top†
-------	------

necessarily the best way of

2.3
setting up such a service.

3
3.1
The author recommends a development of libraries

top

3.2
based on the culture and social conditions of its own country.

4
4.1
Therefore it is necessary

text	top
------	-----

4.2
to plan for short, medium and long term projects

4.3
which may prevent future chaos or problems.

text†
top†

5

5.1

It is suggested

top

5.2

that the library service should find alternative funding methods,

text† top†

5.3

instead of relying solely on government funding

text†

5.4

which is often precarious.

text†

top†

6

6.1

Sensible use of such finance is also suggested

top

6.2

in order to reach a wider audience

text†

6.3

and generate further interest in literacy and libraries.

text†

7

There are several examples given.

top

8

8.1

An attempt

top

8.2

to increase literacy

8.1 (cont.)

could be helped by libraries

8.3

investing in

8.4

publishing in the native tongue rather than in a foreign language

8.5

understood by only a small minority of the population.

9

9.1

The introduction of resident authors and story times could help

top

9.2

promote general interest in literacy.

10

10.1

In order to reach a large number of people,

β

text†

10.2

it is suggested

top

10.3

that cheap multipurpose buildings are used

text†top†

10.4

to house libraries initially in rural areas as well as towns.

11

11.1

The use of a "cheap manpower base" would help

top

11.2

to keep costs down

11.3

and so allow more finance for other areas of the service.

text†

12

12.1

It is suggested

top

12.2

that these are only a few ideas

text†

top†

12.3

to help

12.4

promote the library service of Tanzania

12.5

and help

12.6

make it a more efficient and accessible

service.

13

13.1

It is suggested

top

13.2

that the country's underdevelopment is a challenge rather than a setback.

text†

top†

Appendix 13.1:

Analysis of Themes

Abstract Set: Distinct Personality Type

Abstract: A

N.B. Distinct Personality Type Version A contains much that is grammatically ill-formed, and is universally dispreferred by the judges. It is also by far the most difficult of the abstracts to analyse thematically. Therefore, although for the sake of completeness an attempt has been made to chart its themes, it must be remembered that the analytical framework was not designed to account for this kind of nonstandard input, and so the reliability of this particular thematic interpretation cannot be guaranteed.

- 1
- 1.1
- Attempts
- 1.2
- to analyse the findings of psychological research
- 1.3
- conducted over the last 30 years.
- 2
- ? No main verb
- Reason?
- 3
- ? No main verb
- To see if any discernible personality profile common to Librarians emerge.
- 4
- ? No main verb
- Aim?
- 5
- ? No main verb
- To establish a consistent image and then to demonstrate what effect the librarians personality has on the library organisation.
- 6
- ? 1) is a heading; following two clauses are given a thematic interpretation
- 6.1
- 1) Discussion of STEREOTYPES -
- Libraries are dull places,
- top
- 6.2
- Librarians are social outcasts EG The Librarian in "Sorry".
- top
- 7
- Stated as stereotypical images.

8 ? 2) is a heading

8.1

2) THE PSYCHOLOGICAL APPROACH -

Tried

8.2

to define Psychology and personality,

8.3

argument centres around the fact

top

8.4

that "How can one be so sure

text†	int
	top

8.5

that one is studying Personality

text†	top
-------	-----

8.6

when it is not clear

text†	top
-------	-----

8.7 M

exactly what it is?".

top	Theme2†
-----	---------

9

Uses 'AGADA'S' work for an example.

10
10.1
Concludes
10.2
that studies

text†	top
-------	-----

10.3
involving the Librarian
10.2 (cont.)
fall mostly into the trait group -
10.4 M
here personality is divided into elements

top	Theme2
-----	--------

10.5
called traits,
10.6
and attempts are made

text	top
------	-----

10.7
to predict a Persons' behaviour
10.8
by measuring them.

text†

11 ?: 3) a heading; ellipted grammatical subject
3) TRAIT STUDIES - Looks at few 'trait' approaches in depth.

12 ?: No main verb
BRYAN - Discussion of her personality test - conclusion :- that Librarians
score below average in terms of leadership and self-confidence, but average as
regards masculinity of attitudes as opposed to femininity, lack of nervousness
tenseness/irritability and pressure for overt activity.

13
13.1
Fisher states

top

13.2
that this fits in with the "diffident side of the common stereotype of

text†	top
-------	-----

Librarians".

14
What constitutes a normal score on the test?

int
top

15
15.1
Discusses Bryan's test -
15.2
concludes
15.3
that Bryan's results have been exaggerated,

text†	top
-------	-----

15.4
and may be totally invalid.

text†

16 ?: No main verb, assuming "tests" is a noun
DOUGLASS - tests on potential librarians.

17 ?: No main verb
Results - people orderly, but not compulsive, conscientious, slightly
submissive, not anxious, less self-confident.

18 ?: No main verb, assuming "conflicts" is a noun
The MORRISON STUDY - results - Librarians more sure of themselves than
'normal people', conflicts with Bryan.

19 ?: No main verb
Discussion of the merits of the various tests - McDermott, Black, Douglas.

20 ?: No main verb
Douglas and the Minnesota Multiphasic Personality Inventory - same
problems as Bryan.

21
The results can be regarded as defective because of numerous methodological

top

problems.

22 ?: Following the style of the material above, the initial noun group
probably is not the grammatical subject of the clause (also see the hyphen).
Treat initial noun group as a pseudo-heading, and assume an ellipted
grammatical subject. Therefore no real theme.
McMahon's investigation of Tasmania - confirms Douglass' views IE the male
librarian more feminine than men in general.

23 ?: Difficult to know how best to analyse interrogatives
23.1
"Is femininity, then, a trait common to librarians?" -

int	top
-----	-----

23.2
compares Bryan Douglass McMahon, Baillie and Clayton.

24
24.1
Fisher dismisses most arguments -

top

24.2
"All passive, weak qualities are viewed as feminine".

top

25 ?: *no main verb*
Recap - unpopular image.

26 ?: *no main verb*
"Presence of traits questionable because of the methodological problems associated with the studies that produce them.

27 ?: *no main verb*
DISCUSSION OF THOSE DOING PERSONALITY TESTS - McDermouth, Douglass.

28
Fisher concludes "average intelligence, little tendency towards innovation,
top
degree of submissiveness".

29 ?: *no main verb*
McDERMOTH TESTS - "power and toughness missing", "not proved that the librarian is authoritarian."

30 ?: *no main verb*
GENERAL DISMISSAL OF WORK.

31 ?: *main verb only in quoted material*
DISCUSSION OF "Librarians are poor leaders and resistant to change - Morrison, Fine, presthus, Hamilton, "have a common interest in the attitude of Librarians to change".

32 ?: *main verb only in quoted material*
SLADEN TESTS -
"only when he cheats does he get anything like the results he is looking for - definitely a case of the psychologists's sight being coloured by stereotypical images".

33

33.1

His findings prove

top

33.2

how ludicrous psychological research can become,

int†

top†

33.3

we can dismiss the results as redundant.

top

34

34.1

There do not appear overwhelming reasons

top

34.2

why we should view the Librarian as lacking in leadership qualities and

int†

top†

resistant to change.

35

35.1

One cannot say

top

35.2

the personality of the librarian is mainly responsible for hierarchical

top†

structures, or for the suppression of new managerial ideas and/or new technology within libraries".

36 ?: no main verb

4) THE VERDICT - psychological approach in doubt; small samples, picture so confused to render it virtually useless.

37 ?: no main verb

Tests, therefore inappropriate and inadequate.

38 ?: no main verb

No attempt to link individual and the social.

39 ?: no main verb

5) THE WAY FORWARD - search for traits fruitless, and best abandoned.

40 ?: no main verb

True that problems and difficulties arise whatever approach used.

41 ?: no main verb

But sociology more valid tool than psychology
if wanting to increase knowledge of libraries, etc.

42
42.1
Popular myths

top

42.2
concerning the Librarian
42.1 (cont.)
will continue
42.3
to multiply
42.4
as long as the media see fit

text†	top†
-------	------

42.5
to perpetrate them EG Taggart, Coronation St.

43 ?: *no main verb*
No evidence to support the argument that the majority of librarians have a distinct personality type - results, if accepted show libraries populated by staff with varied interests and attributes.

Appendix 13.1: Analysis of Themes

Abstract Set: Distinct Personality Type Abstract: B

1
1.1
The author looks at the notion of stereotypes

top

1.2
and considers the particular image of librarians

text

1.3
that exists in today's society

text†

top†

1.4
which appears

text†

top†

1.5
to be an image of "fussy old woman of either sex, myopic, repressed",

1.6
and portrayed in books and television as social outcasts, shy and ineffectual.

text†

2
2.1 M
In psychological studies, especially the "trait" approach, Alice Bryan (1)

top	Theme2
-----	--------

2.2
after testing 157 and 1651 female librarians,

text†

2.1 (cont.)
concluded

2.3
Librarians score below average in terms of leadership and self-confidence, but

top†

average as regards masculinity as

2.4
opposed to femininity.

3

3.1 M

From the same survey - public librarians were found

top	Theme2
-----	--------

3.2

to be insecure and inadequate in social situations,

3.3

and exhibited less leadership qualities than the average university student.

text†

4

However Douglass (2), in his personality tests of 545 students

text	top	Theme2
------	-----	--------

in 17 library schools, did not find his subjects more anxious and less self-

Theme2

confident than "normal" people.

5

5.1

(Problems such as

top

5.2 ?: *wh-items are problematic to analyse Thematically*
what is "normal"

int†

top†

5.1 (cont.)

of course apply here, as with most such studies).

Theme2

6
6.1 M
With such conflicting results it seems

top	Theme2
-----	--------

6.2
that the psychological approach to librarianship has little

text†	top†
-------	------

6.3
to offer,
6.4
and it is concluded

text	top
------	-----

6.5
that it is difficult

text†	top†
-------	------

6.6
to make any sense of such findings in terms of the organisation of the library
as a whole.

7
7.1
McDermoth (3)

top

7.2 *?: it is debatable whether "even" is really textual*
even allowing for problems

text†

7.3
associated with personality tests
7.1 (cont.)
was not able

7.4
to prove

7.5
that the librarian is authoritarian,

text†	top†
-------	------

7.6
nor that the librarian's personality is a vital determinant of hierarchical

text†	top†
-------	------

organisational structures.

8
She provided no link between personality and social environment.

top

9
9.1
Continually the psychologists come up with conflicting reports;

int	top
-----	-----

9.2
and often these statistics are manipulated

text	int	top
------	-----	-----

9.3
to obtain the type of results

9.4
they are looking for .

top†

10
10.1
On the evidence reviewed it is not possible

int	top
-----	-----

10.2
to state

10.3
that the librarian is a distinct personality type,

text†	top†
-------	------

10.4
and the usefulness of the whole psychological approach to librarianship is

text	top
------	-----

put in doubt.

11
11.1
The studies could be faulted on several levels,

top

11.2
and the pictures

text	top
------	-----

11.3
produced
11.2 (cont.)
were so confused as

11.4
to be virtually useless.

12

12.1

The search for consistent personality traits proved so fruitless

top

12.2

that the author considers

text†	top†
-------	------

12.3

it would be best abandoned.

top†

Appendix 13.1: Analysis of Themes

Abstract Set: Distinct Personality Type Abstract: C

1
1.1
Psychology was first used

top

1.2
to study the personality characteristics of librarians and the effect

1.3
these had on their library service and organisation

top†

1.1 (cont.)
by Alice Bryan.

2
She suggested a distinct personality type.

top

3
3.1
An analysis of the last 30 yrs research will show

top

3.2
if a profile is evident,

text†	top†
-------	------

3.3
as well as if the works offer a constructive response to any traits

text†	top†
-------	------

3.4
that exist.

text†
top†

4

4.1

Libraries do have an image

top

4.2

which is dull and uninspiring,

text†

top†

4.3

they are staffed by "fussy old women of either sex"

top

4.4

and used by "unfortunate characters".

text

5

This image is encouraged by media and other misrepresentation.

top

6 ? : *no main verb*

Librarians image ambiguous as both severe and diffident.

7

7.1

Psychologic studies are concerned with personality

top

7.2

which is subjective,

text†

top†

7.3

the one area of personality

top

7.4

most used in research in this area

int†

7.3 (cont.)

is trait.

8

8.1

It 's an unfortunate choice

top

8.2

as it assumes results from general behavioural patterns without

text† top†

8.3

taking into account time, personal experience and place.

9

9.1

This area of personality, trait, has been used in research by a number of people

top

9.2

including Douglass, McDermouth, and McMahon's

9.3

who have achieved results

text†

top†

9.4

which vary considerably.

text†

top†

10

Very few surveys showed similar results.

top

11

11.1

There were problems with the survey both with standards

top

11.2 ? : *wh-items are problematic to analyse Thematically*
what is a "normal" score

int†

top†

11.1 (cont.)

and with the numbers and methodology

11.3

involved.

12

12.1

The effects

top

12.2

the librarians traits had on the organisation of a library

top†

12.1 (cont.)

were equally inconclusive.

13

These surveys have brought the use of psychology research in this area into

top

doubt.

Appendix 13.1: Analysis of Themes

Abstract Set: Distinct Personality Type Abstract: D

1
1.1
The article sets out to answer the question,

top

1.2 ?: *yes/no interrogative clauses are problematic Thematically*
is the librarian a distinct personality type?,

top†

int†

1.1 (cont.)
by a process of
1.3
analysing the findings of psychological research
1.4
conducted over the last 30 years,
1.1 (cont.)
and a critical review of the methodologies
1.5
used.

2
2.1
The author also addresses the question

top

2.2 ?: *wh-items are problematic to analyse Thematically*
whether or not psychology has anything constructive

int†	Theme2†
top†	

2.3
to say about the library as an organization.

3

3.1

The popular stereotype is examined

top

3.2

and the author concludes

text	top
------	-----

3.3

that, in popular imagination, the librarian is seen as both diffident and severe.

text†	int†	top†
-------	------	------

4

4.1

Using this hypothesis

β

4.2

David Fisher reviews the major studies of the last three decades

top

4.3

to ascertain

4.4 *?: wh-items are problematic to analyse Thematically*

how much fact there is in the stereotype,

top†	Theme2†
int†	

4.5 *?: wh-items are problematic to analyse Thematically*

and how far the researchers have been affected by stereotypes.

text†	top†	Theme2†
	int†	

5
5.1
In discussing personality

β
text†

5.2
the author points out

top

5.3
that the word is rarely defined,

text†	top†
-------	------

5.4
and that most of the researchers assume an "unspoken" consensus of opinion

text†	top†
-------	------

of meaning.

6
6.1
David Fisher is highly critical of the research methods

top

6.2
used,

6.3
and concludes

text

6.4
that on the evidence

text†	int†
-------	------

6.5
reviewed

6.6
"it is not possible

top†

6.7
to state

6.8
that the librarian is a distinct personality type".

text†	top†
-------	------

7
"The utility of the whole psychological approach is put in doubt".

top

8
There is not a distinct library personality.

top

Appendix 13.1:

Analysis of Themes

Abstract Set: Distinct Personality Type

Abstract: E

1

1.1

This article analyses the possibility of a distinct librarian personality

top

1.2

which fits in with the stereotype image

text†

top†

1.3

held in society of librarians.

2

A number of "trait studies" from the psychological approach to librarianship

top

are examined.

3

3.1

Conflicting results

top

3.2

found in the studies

3.1 (cont.)

has led the author to the conclusion

3.3

that it is not possible

text†	top†
-------	------

3.4

to state

3.5

that the librarian is a distinct personality personality type.

text†	top†
-------	------

4
4.1
Rather than adopting the "trait" approach,

β

text†

4.2
there should be more emphasis on a sociological approach

top

4.3
in order to increase knowledge of librarians and libraries and the interaction

text†

between the two.

5
5.1
The stereotype image of the librarians will continue

top

5.2
as long as they are portrayed as such by the media.

text†

top†

6
Libraries employ staff like any other organisation with a variety of

top

personalities, characteristics and interests.

Appendix 13.1:

Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 1

Abstract: A

1 :? no main verb
1) Information Science: Emergence and Scope
The study of communication of information in society.

2
Information transfer has developed and flourished in the Urban environment -

top

cities.

3
3.1
The city

top

3.2
as it develops

text†

top†

3.1 (cont.)
becomes the centre of a network of communications.

4 ? : no main verb; list of points
2) Factors creating information demand
- need for administrative information
- the growth of commerce and the need to identify potential markets and sources of supply
- educational needs of teachers, students and administrators brought about by ability to read and write
- literacy

5 ? : heading without a main verb
5.1
3) The study of information transfer
Information transfer concerns the processes

top

5.2
involved in the transfer of information from sources to users.

6

This includes publication, printing distribution, analysis, storage, retrieval

top

and delivery to user.

7

Information systems as a whole have to take account of potential users

top

and their great variety of needs.

8

8.1

The system should seek

top

8.2

to disseminate all documents.

9

The system should further save the time of the reader and staff.

top

10

10.1

To cope with growth in information handling,

β

10.2

the system should co-operate, share resources and the overall system

top

development.

11 ?: heading without a main verb

The Information System and Information Science

Information Science at first emphasized practical skills in the knowledge

top Theme2

and experience of information sources, the organisation of documentary sources and the handling of enquiries.

12

12.1

It has become necessary for Information Scientists

top

12.2

to acquire skills in system analysis, design and evaluation as well as management skills.

13

13.1

Information Science seeks

top

13.2

to increase our understanding of information in areas such as 1) The behaviour of people as generators, recipients and users of information
2) The problems

13.3

particularly associated with the functions of information

top†

storage, analysis and retrieval

13.2 (cont.)

3) The organisation of Information Systems and their performance in transfer
4)

<unfinished>

Appendix 13.1: Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: B

1
Information science is identified as the study of communication of information

top

in society.

2
2.1
The urban environment is considered

top

2.2
to have been an area
2.3
where information transfer developed and flourished.

text†	Theme2†
top†	

3
Population is studied in terms of the generation of new ideas and the need for

top

forms of social control and administration.

4
4.1
Trade is also identified as

top

4.2
being a key factor in the development of information transfer
4.3
as it encourages travel and communication

text†	top†
-------	------

4.4
and attracts new people of various cultures, all with a need

text†

4.5
to communicate
4.6
in order to find the information

text†

4.7
they require,

top†

4.8
because of this cities become communications centres.

text†	top†
-------	------

5
5.1
Noted
5.2 M
that in the earliest cities information transfer was already apparent

text†	top†	Theme2†
-------	------	---------

5.3
as various forms of writing have been found

text†	top†
-------	------

5.4
and libraries also existed.

text†	top†
-------	------

6

6.1 M

Recently telecommunications have overcome the distance gap

top	Theme2
-----	--------

6.2

allowing all countries

6.3

to communicate with each other.

7

7.1

Commerce between countries created an information need

top

7.2 ?: "due to this" not explicitly listed as a conjunctive adjunct (1985: 50)

and due to this specialist occupations developed in most areas

text	top
------	-----

7.3

and created their own information needs.

text

8

Expansion of education created vast information needs for both teachers and

top

administrators.

9

9.1

Information transfer is defined as all processes

top

9.2

involved in

9.3

transferring information from sources to users.

10
10.1
There are many forms of information and vast amounts available

top

10.2
and so handling techniques developed

text	top
------	-----

10.3
and these in turn became crafts.

text	top	Theme2
------	-----	--------

11
11.1
Noted
11.2 *?: ill-formed*
that as well as an information system gives service to all potential users

text†	top†
-------	------

11.3
it should also seek

top†

11.4
to disseminate all of its documents.

12
12.1
In order for libraries and information centres to keep pace with all of the

β	
text†	top†

information available and the increasing number of potential users,

β

12.2
they need

top

12.3
to co-operate and share their resources.

13
Information transfer is described as a relationship between people.

top

Appendix 13.1: Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: C

1
The emergence of information science can be identified with the

top

communication of information the changes of society.

2
An appreciation of the social environment, and its relevant activities, can be

top

associated with the subsequent emergence and scope of information as a
science intrinsic to contemporary social developments.

3
The comparatively recent developments of the heterogenous society have vast

top

implications.

4
The concentration of the population in certain areas, the increase in trade

top

(consequently specialist developments) result in an ever increasing

top

competitive environment.

5
5.1
These characteristics induce rapid change,

top

5.2
and this is seen as the major factor in the emergence of information

text

top

control as an invaluable commodity today.

6

The generalisation, dissemination, and distribution of information is

top

increasingly being seen as intrinsic to social development.

7

7.1

Growth in commercial traits, technological innovation and a subsequent

top

necessity

top

7.2

to improve communication channels,

7.1 (cont.)

create immediate information needs.

8

An increasingly "literate" society demands a variable information input.

top

9

These factors create information demand.

top

10

10.1

Information as a science aims at

top

10.2

transferring relevant information from source to users.

11

The ever widening scope of retrieval procedures has resulted in significant

top

practical developments.

12

12.1

These have developed into applied skills e.g. the practice of classification,

top

innovations

12.2

which include the work of H.E. Bliss, J. Dewey, Ranganathan.

text†

top†

13

Constant speculation on these fronts has resulted in practical applications,

top

e.g. Ranganathan: Laws of Library Science.

14

As a result applied information retrieval systems appreciate the behaviour of

text	top
------	-----

knowledge and literature and its application to the "user".

Appendix 13.1: Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 1 Abstract: D

1
Information Science is defined as the study of the communication of

top

information in society.

2
2.1
The author suggests

top

2.2
that information transfer has developed in an urban environment for several

text†	top†
-------	------

reasons, namely the large number of people
2.3
involved in such a social organisation
2.2 (cont.)
the high population concentration leads to a high density of innovators
2.4

producing original information,
2.2 (cont.)
and the need for a level of control and coordination over the population as a whole.

3
3.1
As cities are not self-sufficient,

β		
text†	top†	

3.2
trade, travel and communication occur with outsiders,

top

3.3
gradually extending the influence of the city over a wider area.

top†

4
4.1
As the cities' population ebbs and flows with traders,

β		
text†	top†	

4.2
it becomes more cosmopolitan

top

4.3
selecting, blending and cherishing information from all inhabitants.

5
5.1
To maximise resources,

β

5.2
specialists appear, with their own information needs.

top

6
6.1
However, they also have information needs

text	top	Theme2
------	-----	--------

6.2
to promote
6.1 (cont.)
themselves.

7
The location of cities at intersections of transport routes and at breaks in
transformation encourage the spread of information across boundaries.

top

8
8.1
The growth of education has gradually produced a literate population able

top

8.2
to exploit information

8.3
(figures on literacy growth and a table are included).

top

9

9.1

Volume and variety of documentary information is examined, with the

top

techniques and technologies

9.2

involved in production

9.1 (cont.)

examined.

10

10.1

It is suggested

top

10.2

that information science itself involves several different approaches, from

text†

top†

subject organisation, through to bibliometrics, and social surveys of the use of books and libraries.

11

11.1

Ranganathan's laws and any implications

top

11.2

they may have for the <unfinished>

top†

Appendix 13.1:

Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 2

Abstract: A

1
1.1
The chapter sets out

top

1.2
to examine the role of information within society.

2
2.1
It shows firstly

top

2.2 ?: *wh-items are problematic to analyse Thematically*
how information permeates all our lives

int†	
top†	Theme2†

2.3
and proceeds

text

2.4
to expand on each section of the communication chain.

3
3.1 M
Within the first part of the chapter, a great importance is placed on the wealth

top	Theme2
-----	--------

of information

3.2
that is used in everyday life.

text†
top†

4
4.1 M
Through this, the chapter seeks

top	Theme2
-----	--------

4.2
to show

4.3
that the communication of information is an important process within

text†

society.

5
5.1
The changes

top

5.2
that occur in society

text†

top†

5.1 (cont.)
are also linked in with this,
5.3
concerning both individuals and organisations.

6
6.1
The chapter then sets the tone for the rest of its content,

top	Theme2
-----	--------

6.2
by outlining the environment

text†

6.3
in which information works.

text†

7
7.1
The first link in the communication chain

top

7.2
to be dealt with

7.1 (cont.)
is the receivers of information.

8

They are discussed with reference to the needs and abilities of individuals.

top

9

The second link is the information source.

top

10

10.1 M

Within it, the chapter discusses the differing types of sources and the

top	Theme2
-----	--------

difficulties in

10.2

supplying actual information.

11

The final link is the communication channel.

top

12

12.1

The chapter identifies these different channels and then the constraints

top

12.2

that shape them.

text†
top†

13

13.1

In conclusion, the chapter links the communication process back into the

text	top
------	-----

problems of

13.2

transferring information within society.

Appendix 13.1:

Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 2

Abstract: B

1
1.1 Deals with information transfer and
1.2 *?: wh-items are problematic to analyse Thematically*
how it fits into a social context.

int†	
top†	Theme2†

2
2.1 Begins with a great deal
2.2 written about communication,
2.3 *?: wh-items are problematic to analyse Thematically*
and how communication is interactive.

text†	int†	
	top†	Theme2†

3 *?: no main verb*
Aspects of industrial society; how each of us depends on communication and absorbing information from various groups, organisations, and forms (e.g. media).

4
4.1 All groups and associations are interlinked,

top

4.2 and there is a continual flow of information from them to other

text	top
------	-----

groups/associations.

5

5.1

Disruption of these groups would cause chaos,

top

5.2

and yet all of them are competing against each other.

text

top

6 *?: no main verb*

Perceptual innovation caused by all this information flow.

7 *?: first nominal group probably not the grammatical subject*

Effect on individual - increases social mobility.

8 *?: no main verb*

Information needs of the individual society, from different angles - e.g. "personal", "administrative", "technical" etc information.

9 *?: no main verb*

The information environment, and the great amount of information that the individual is bombarded with every day from books, magazines, advertising, radio, television, etc.

10

Only some of this information is absorbed incorrectly.

top

11

11.1

An individual will usually absorb or pay attention to a message

top

11.2

if it is informative, comprehensible and relevant to his or her needs.

text†

top†

12 *?: no main verb*

Sources of information, how information is passed on.

13
13.1
It is sometimes expensive

top

13.2
and involves a lot of effort

text

13.3
to impart information -

13.4
there must be some return for this effort,

top

13.5
and the fact

text	top
------	-----

13.6
that there may be some loss

text†	top†
-------	------

13.5 (cont.)
needs

13.7
to be considered.

14 ?: no main verb
Channels of communication linking information sources and recipients.

15 ?: no main verb
The information system as a whole: the barriers and constraints to information flow, the failure to meet information wants.

16
16.1 ?: no verb in this 'clause'
Information as a commodity -

16.2
the estimate of demand for information is always rather uncertain,

top

16.3
so that information transfer is often not profitable.

text†	top†
-------	------

Appendix 13.1:

Analysis of Themes

Abstract Set: Vickery and Vickery, Chapter 2

Abstract: C

1
The communication of information is seen as the interconnection of source,

top

channel and recipient.

2
2.1
People are involved in all three areas,

top

2.2
and as they change,

text† top†

2.3
society changes,

top

2.4
so there is a continuing evolving pattern of informative communication.

text top

3
3.1
Organisations are interdependent,

top

3.2
there is a flow of information and resources between them

top

3.3
keeping society going.

4
4.1
Communication can be in the form of

top

4.2
informing, instructing, commanding or influencing.

5
5.1
Although surrounded by information

β
text†

5.2
we are selective in our attention.
top

6
6.1
Whether communication takes place
nominalized clause complex Theme

int	
top	Theme2

6.2
depends on information want,
6.3
if we can foresee a use for it.
text† top†

7
7.1
Every channel is a market
top

7.2
yet when information is transferred from source to recipient,
 β
text† top†

7.3
it is still available to both.
top

Appendix 13.2: Theme Types in Tanzania, abstract version A

TYPE	THEME	
Textual	2.2	and
	2.3	which†
	4.3	and
	5.2	as†
	7.1	Also
	10.2	that†
	10.3	that†
	10.5	and†
	11.2	and
	11.3	that†
	11.4	that†
Interpersonal	9.2	how
Topical	2.3	which†
	5.1	Implementation of staged development from from national to village libraries
	7.1M	because of limited funds [Theme2: maximum cost efficiency]
	7.2	methods of
	9.1	Other issues
	9.2	how
	10.1	The author
	10.2	fundamental librarianship principles†
	10.3	that†
	11.1	The article
	11.3	that†
	11.4	that†
Nominalised Clause Complex Theme	8.1	Following from this

Appendix 13.2: Theme Types in Tanzania, abstract version B

TYPE	THEME	
Textual	1.2	and
	2.3	and
	2.4	that†
	4.1	that†
Interpersonal		
Topical	2.4	the measures†
	4.1	that†

Appendix 13.2: Theme Types in Tanzania, abstract version C

TYPE	THEME	
Textual	2.3	that†
	5.3	which†
Interpersonal		
Topical	2.1	An alternative strategy
	2.3	that†
	3.1	Aspects of theoretical librarianship
	4.1	The overall objective
	5.1	The failure of the Hockey report (1960) and the decline in issues with the departure of the Indian and European expatriates
	5.3	which†
	6.1	The alternative theory
	7	Perfectionist library techniques
	8.1	Methods of

Appendix 13.2: Theme Types in Tanzania, abstract version D

TYPE	THEME	
Textual	3.3	and
	4.3	and
	4.4	but
	4.5	that†
	5.3	but
	5.5	and
	5.6	that†
	6.3	such as
	8	Also
	9.2	that†
	9.3	and that†
	10.1	However
	10.2	as†
	12.3	and
	12.5	and
	13.2	and
Interpersonal		
Topical	1	The article
	2	The paper
	3.1 M	Due to financial, political and moral support [Theme2: the library service]
	3.3	the paper
	4.1	It
	4.2	the library†
	4.5	options†
	5.1	Tanzania
	5.3	the paper
	5.4	this view†
	5.6	librarianship†
	6.1	Some principles, generalisations and assumptions
	6.3	libraries

Theme Types in Tanzania, abstract version D (cont.)

TYPE	THEME	
Topical	7.1	The lack of a cost effect approach to limited resources
	7.2	resources†
	8 M	on economics, [Theme2: the wage bill]
	9.1	The paper
	9.2	tasks†
	9.3	there†
	10.1	the point
	10.2	training†
	11.1	Plans
	12.1	Small tasks
	12.3	plans
	12.5	support
	13.1	The publishing industry
	13.2	the paper

Appendix 13.2: Theme Types in Tanzania, abstract version E

TYPE	THEME	
Textual	2.2	that†
	4.1	Therefore
	4.3	which†
	5.2	that†
	5.3	instead of†
	5.4	which†
	6.2	in order to†
	6.3	and†
	10.1	In order to†
	10.3	that†
	11.3	and so†
	12.2	that†
	13.2	that†
Interpersonal		
Topical	1.1	The article
	2.1	It
	2.2	the system of imported ideas and theories for a library service†
	3.1	The author
	4.1	it
	4.3	which†
	5.1	It
	5.2	the library service†
	5.4	which†
	6.1	Sensible use of such finance
	7	There
	8.1	An attempt
	9.1	The introduction of resident authors and story times
	10.2	it
	10.3	cheap multipurpose buildings†
	11.1	The use of a "cheap manpower base"
	12.1	It

Theme Types in Tanzania, abstract version E (cont.)

TYPE	THEME	
Topical	12.2	these†
	13.1	It
	13.2	the country's underdevelopment†
Clause as Theme (β)	10.1	In order to reach a large number of people†

Appendix 13.2: Theme Types in Distinct Personality Type, abstract version A

TYPE	THEME	
Textual	8.4	that†
	8.5	that†
	8.6	when†
	10.2	that†
	10.6	and
	10.8	by†
	13.2	that†
	15.3	that†
	15.4	and†
	42.4	as long as†
Interpersonal	8.4	How†
	14	What
	23.1	Is
	33.2	how†
	34.2	why†
Topical	6.1	Libraries
	6.2	Librarians
	8.3	argument
	8.4	How†
	8.5	one†
	8.6	it†
	8.7 M	exactly† [Theme2†: what it]
	10.2	studies†
	10.4 M	here [Theme2: personality]
	10.6	attempts
	13.1	Fisher
	13.2	this†
	14	What
	15.3	Bryan's results†
	21	The results
	23.1	femininity
	24.1	Fisher
	24.1	"All passive, weak qualities

Theme Types in Distinct Personality Type, abstract version A (cont.)

TYPE	THEME	
Topical (cont.)	28	Fisher
	33.1	His findings
	33.2	ludicrous†
	33.3	we
	34.1	There
	34.2	we†
	35.1	One
	35.2	the personality of the librarian
	42.1	Popular myths
	42.4	the media†

TYPE	THEME	
Textual	1.2	and
	1.3	that†
	1.4	which†
	1.6	and†
	2.2	after†
	3.3	and†
	4	However
	6.2	that†
	6.4	and
	6.5	that†
	7.2	even† (?)
	7.5	that†
	7.6	nor that†
	9.2	and
	10.3	that†
	10.4	and
	11.2	and
	12.2	that†
Interpersonal	5.2	what†
	5.1	[Theme2: of course]
	9.1	Continually
	9.2	often
	10.1	On the evidence
Topical	1.1	The author
	1.3	that†
	1.4	which†
	2.1 M	In psychological studies, especially the "trait" approach, [Theme2: Alice Bryan (2)]
	2.3	Librarians†
	3.1 M	From the same survey - [Theme2: public librarians]
	4	Douglass (2), [Theme2: in his personality tests of 545 students in 17 library schools,]

TYPE	THEME	
Topical	5.1	Problems such as
	5.2	what†
	6.1 M	With such conflicting results [Theme2: it]
	6.2	the psychological approach to librarianship†
	6.4	it
	6.5	it†
	7.1	McDermoth (3)
	7.5	the librarian†
	7.6	the librarian's personality†
	8	She
	9.1	the psychologists
	9.2	these statistics
	9.4	they†
	10.1	it
	10.3	the librarian†
	10.4	the usefulness of the whole psychological approach to librarianship
	11.1	The studies
	11.2	the pictures
	12.1	The search for consistent library traits
	12.2	the author†
	12.3	it†

TYPE	THEME	
Textual	3.2	if†
	3.3	as well as if†
	3.4	that†
	4.2	which†
	4.4	and
	7.2	which†
	8.2	as†
	9.3	who†
	9.4	which†
Interpersonal	7.4	most†
	11.2	what†
Topical	1.1	Psychology
	1.3	these†
	2	She
	3.1	An analysis of the last 30 yrs research
	3.2	a profile†
	3.3	the works†
	3.4	that†
	4.1	Libraries
	4.2	which†
	4.3	they
	5	This image
	7.1	Psychologic studies
	7.2	which†
	7.3	the one area of personality
	8.1	It
	8.2	it†
	9.1	This area of personality, trait,
	9.3	who†
	9.4	which†
	10	Very few surveys
	11.1	There

TYPE	THEME	
Textual	3.2	and
	3.3	that†
	4.5	and†
	5.1	In†
	5.3	that†
	5.4	and that†
	6.3	and
	6.4	that†
	6.8	that†
Interpersonal	1.2	is†
	2.2	whether or not†
	3.3	in popular imagination†
	4.4	how much fact†
	4.5	how far†
	6.4	on the evidence†
Topical	1.1	The article
	1.2	is†
	2.1	The author
	2.2	whether or not† [Theme2: psychology†]
	3.1	The popular stereotype
	3.2	the author
	3.3	the librarian†
	4.2	David Fisher
	4.4	how much fact† [Theme2: there†]
	4.5	how far† [Theme2: the researchers†]
	5.2	the author
	5.3	the word†
	5.4	most of the researchers†
	6.1	David Fisher
	6.6	"it†
	6.8	the librarian†
	7	"The utility of the whole psychological approach

TYPE	THEME	
Textual	1.2	which†
	3.3	that†
	3.5	that†
	4.1	Rather than†
	4.3	in order to†
	5.2	as long as†
Interpersonal		
Topical	1.1	This article
	1.2	which†
	2	A number of " <u>trait studies</u> " from the <u>psychological approach to librarianship</u>
	3.1	Conflicting results
	3.3	it†
	3.5	the librarian†
	4.2	there
	5.1	the stereotype image of the librarians
	5.2	they†
	6	Libraries
Clause as Theme (β)	4.1	Rather than adopting the "trait" approach†

Appendix 13.2: Theme Types in V&V, Chapter 1, abstract version A

TYPE	THEME	
Textual	3.2	as†
Interpersonal		
Topical	2	Information transfer
	3.1	The city
	3.2	it†
	5.1	Information transfer
	6	This
	7.1	Information systems as a whole
	8.1	The system
	9	The system
	10.2	the system
	11	Information Science [Theme2: at first]
	12.1	It
	13.1	Information Science
	13.3	particularly†
Clause as Theme (β)	10.1	To cope with growth in information handling†

TYPE	THEME	
Textual	2.3	where†
	4.3	as†
	4.4	and†
	4.6	in order to†
	4.8	because of this† (?)
	5.2	that†
	5.3	as†
	5.4	and†
	7.2	and due to this (?)
	7.3	and
	10.2	and so
	10.3	and
	11.2	that as well as†
	12.1	In order for†
Interpersonal		
Topical	1	Information science
	2.1	The urban environment
	2.3	where† [Theme2: information transfer†]
	3	Population
	4.1	Trade
	4.3	it†
	4.7	they†
	4.8	cities†
	5.2 M	in the earliest cities† [Theme2: information transfer†]
	5.3	various forms of writing†
	5.4	libraries†
	6.1 M	Recently [Theme2: telecommunications]
	7.1	Commerce between countries
	7.2	specialist occupations
	8	Expansion of education
	9.1	Information transfer
	10.1	There

TYPE	THEME	
Topical	10.2	handling techniques
	10.3	these [Theme2: in turn]
	11.2	an information system†
	11.3	it†
	12.1	libraries and information centres†
	12.2	they
	13	Information transfer
Clause as Theme (β)	12.1	In order for libraries and information centres to keep pace with all of the information available and the increasing number of potential users†

Appendix 13.2: Theme Types in V&V, Chapter 1, abstract version C

TYPE	THEME	
Textual	5.2	and
	12.2	which†
	14	As a result
Interpersonal		
Topical	1	The emergence of information science
	2	An appreciation of the social environment, and its relevant activities,
	3	The comparatively recent developments of the heterogenous society
	4	The concentration of the population in certain areas, the increase in trade (consequently specialist developments)
	5.1	These characteristics
	5.2	this
	6	The generalisation, dissemination, and distribution of information
	7.1	Growth in commercial traits, technological innovation and a subsequent necessity
	8	An increasingly literate society
	9	These factors
	10.1	Information as a science
	11	The ever widening scope of retrieval procedures
	12.1	These
	12.2	which†
	13	Constant speculation on these fronts
	14	applied information retrieval systems

Appendix 13.2: Theme Types in V&V, Chapter 1, abstract version D

TYPE	THEME	
Textual	2.2	that†
	3.1	As†
	4.1	As†
	6.1	However
	6.1	[Theme2: also]
	10.2	that†
Interpersonal		
Topical	1	Information Science
	2.1	The author
	2.2	information transfer†
	3.1	cities†
	3.2	trade, travel and communication
	3.3	gradually†
	4.1	the cities' population
	4.2	it
	5.2	specialists
	6.1	they
	7	The location of cities at intersections of transport routes and at breaks in transformation
	8.1	The growth of education
	8.3	(figures on literacy growth and a table
	9.1	Volume and variety of documentary information
	10.1	It
	10.2	information science itself†
	11.1	Ranganathan's laws and any implications
	11.2	they†
Clause as Theme (β)	3.1	As cities are not self-sufficient†
	4.1	As the cities' population ebbs and flows with traders†
	5.1	To maximise resources†

Appendix 13.2: Theme Types in V&V, Chapter 2, abstract version A

TYPE	THEME	
Textual	2.3	and
	3.2	that†
	4.3	that†
	5.2	that†
	6.1	[Theme2: then]
	6.2	by†
	6.3	in which†
	12.2	that†
	13.1	In conclusion
Interpersonal	2.2	how†
Topical	1.1	The chapter
	2.1	It
	2.2	how† [Theme2: information†]
	3.1 M	Within the first part of the chapter [Theme2: a great importance]
	3.2	that†
	4.1 M	Through this [Theme2: the chapter]
	5.1	The changes
	5.2	that†
	6.1	The chapter
	7.1	The first link in the communication chain
	8	They
	9	The second link
	10.1 M	Within it, [Theme2: the chapter]
	11	The final link
	12.1	The chapter
	12.2	that†
	13.1	the chapter

Appendix 13.2: Theme Types in V&V, Chapter 2, abstract version B

TYPE	THEME	
Textual	2.3	and†
	4.2	and
	5.2	and yet
	11.2	if†
	13.2	and
	13.5	and
	13.6	that†
	16.3	so that
Interpersonal	1.2	how†
	2.3	how†
Topical	1.2	how† [Theme2: it†]
	2.3	how† [Theme2: communication†]
	4.1	All groups and associations
	4.2	there
	5.1	Disruption of these groups
	5.2	all of them
	10	Only some of this information
	11.1	An individual
	11.2	it†
	13.1	It
	13.4	there
	13.5	the fact
	13.6	there†
	16.2	the estimate of demand for information
	16.3	information transfer

TYPE	THEME	
Textual	2.2	and as†
	2.4	so
	5.1	Although†
	6.3	if†
	7.2	yet when†
Interpersonal	6.1	Whether†
Topical	1	The communication of information
	2.1	People
	2.2	they†
	2.3	society
	2.4	there
	3.1	Organisations
	3.2	there
	4.1	Communication
	5.2	we
	6.1	Whether† [Theme2: communication†]
	6.3	we†
	7.1	Every channel
	7.2	information†
	7.3	it
Clause as Theme (β)	5.1	Although surrounded by information†
	7.2	yet when information is transferred from source to recipient†
Nominalised Clause Complex Theme	6.1	Whether communication takes place‡

Appendix 13.3: Topical Theme Types in Tanzania, abstract version A

TYPE	TOPICAL THEME	
Discoursal	9.1	Other issues
	11.1	The article
Interactional	10.1	The author
Informational	2.3	which†
	5.1	Implementation of staged development from from national to village libraries
	7.1M	because of limited funds [Theme2: maximum cost efficiency]
	7.2	methods of
	9.2	how
	10.2	fundamental librarianship principles†
	10.3	that†
	11.3	that†
	11.4	that†

Appendix 13.3: Topical Theme Types in Tanzania, abstract version B

TYPE	TOPICAL THEME	
Discoursal		
Interactional		
Informational	2.4 4.1	the measures† that†

Appendix 13.3: Topical Theme Types in Tanzania, abstract version C

TYPE	TOPICAL THEME	
Discoursal	5.1	The failure of the Hockey report (1960) and the decline in issues with the departure of the Indian and European expatriates
Interactional		
Informational	2.1	An alternative strategy
	2.3	that†
	3.1	Aspects of theoretical librarianship
	4.1	The overall objective
	5.1	The failure of the Hockey report (1960) and the decline in issues with the departure of the Indian and European expatriates
	5.3	which†
	6.1	The alternative theory
	7	Perfectionist library techniques
	8.1	Methods of

Appendix 13.3: Topical Theme Types in Tanzania, abstract version D

TYPE	TOPICAL THEME	
Discoursal	1	The article
	2	The paper
	3.3	the paper
	4.1	It
	5.3	the paper
	5.4	this view†
	9.1	The paper
	10.1	the point
	13.2	the paper
Interactional		
Informational	3.1 M	Due to financial, political and moral support [Theme2: the library service]
	4.2	the library†
	4.5	options†
	5.1	Tanzania
	5.6	librarianship†
	6.1	Some principles, generalisations and assumptions
	6.3	libraries
	7.1	The lack of a cost effect approach to limited resources
	7.2	resources†
	8 M	on economics, [Theme2: the wage bill]
	9.2	tasks†
	9.3	there†
	10.2	training†
	11.1	Plans
	12.1	Small tasks
	12.3	plans
	12.5	support
	13.1	The publishing industry

Appendix 13.3: Topical Theme Types in Tanzania, abstract version E

TYPE	TOPICAL THEME	
Discoursal	1.1	The article
	12.2	these†
Interactional	3.1	The author
Informational	2.1	It
	2.2	the system of imported ideas and theories for a library service†
	4.1	it
	4.3	which†
	5.1	It
	5.2	the library service†
	5.4	which†
	6.1	Sensible use of such finance
	7	There
	8.1	An attempt
	9.1	The introduction of resident authors and story times
	10.2	it
	10.3	cheap multipurpose buildings†
	11.1	The use of a "cheap manpower base"
	12.1	It
	13.1	It
	13.2	the country's underdevelopment†

Appendix 13.3: Topical Theme Types in Distinct Personality Type, version A

TYPE	TOPICAL THEME	
Discoursal	8.3	argument
	10.2	studies†
	15.3	Bryan's results†
	21	The results
	33.1	His findings
Interactional	8.5	one†
	13.1	Fisher
	15.3	Bryan's results†
	24.1	Fisher
	28	Fisher
	33.1	His findings
	33.3	we
	34.2	we†
	35.1	One
Informational	6.1	Libraries
	6.2	Librarians
	8.4	How†
	8.6	it†
	8.7 M	exactly† [Theme2†: what it]
	10.4 M	here [Theme2: personality]
	10.6	attempts
	13.2	this†
	14	What
	23.1	femininity
	24.1	"All passive, weak qualities
	33.2	ludicrous†
	34.1	There
	35.2	the personality of the librarian
	42.1	Popular myths
	42.4	the media†

TYPE	TOPICAL THEME	
Discoursal	2.1 M	In psychological studies, especially the "trait" approach, [Theme2: Alice Bryan (2)]
	3.1 M	From the same survey - [Theme2: public librarians]
	6.1 M	With such conflicting results [Theme2: it]
	9.2	these statistics
	11.1	The studies
	11.2	the pictures
Interactional	1.1	The author
	2.1 M	In psychological studies, especially the "trait" approach, [Theme2: Alice Bryan (2)]
	4	Douglass (2), [Theme2: in his personality tests of 545 students in 17 library schools,]
	7.1	McDermoth (3)
	8	She
	9.1	the psychologists
	9.4	they†
	12.2	the author†
Informational	1.3	that†
	1.4	which†
	2.3	Librarians†
	3.1 M	From the same survey - [Theme2: public librarians]
	4	Douglass (2), [Theme2: in his personality tests of 545 students in 17 library schools,]
	5.1	Problems such as
	5.2	what†
	6.1 M	With such conflicting results [Theme2: it]
	6.2	the psychological approach to librarianship†
	6.4	it
	6.5	it†
	7.5	the librarian†
	7.6	the librarian's personality†

Topical Theme Types in Distinct Personality Type, abstract version B (cont.)

TYPE	THEME	
Informational	10.1	it
	10.3	the librarian†
	10.4	the usefulness of the whole psychological approach to librarianship
	12.1	The search for consistent library traits
	12.3	it†

TYPE	TOPICAL THEME	
Discoursal	3.1	An analysis of the last 30 yrs research
	3.3	the works†
	7.1	Psychologic studies
	10	Very few surveys
	13	These surveys
Interactional	2	She
Informational	1.1	Psychology
	1.3	these†
	3.2	a profile†
	3.4	that†
	4.1	Libraries
	4.2	which†
	4.3	they
	5	This image
	7.2	which†
	7.3	the one area of personality
	8.1	It
	8.2	it†
	9.1	This area of personality, trait,
	9.3	who†
	9.4	which†
	11.1	There
	11.2	what†
	12.1	The effects
	12.2	the librarians traits†

TYPE	TOPICAL THEME	
Discoursal	1.1	The article
	5.3	the word†
Interactional	2.1	The author
	3.2	the author
	4.2	David Fisher
	4.5	how far† [Theme2: the researchers†]
	5.2	the author
	5.4	most of the researchers†
	6.1	David Fisher
Informational	1.2	is†
	2.2	whether or not† [Theme2: psychology†]
	3.1	The popular stereotype
	3.3	the librarian†
	4.4	how much fact† [Theme2: there†]
	4.5	how far† [Theme2: the researchers†]
	6.6	"it
	6.8	the librarian†
	7	"The utility of the whole psychological approach
	8	There

Appendix 13.3: Topical Theme Types in Distinct Personality Type, version E

TYPE	TOPICAL THEME	
Discoursal	1.1	This article
	2	A number of " <u>trait studies</u> " from the <u>psychological approach to librarianship</u>
	3.1	Conflicting results
Interactional		
Informational	1.2	which†
	3.3	it†
	3.5	the librarian†
	4.2	there
	5.1	the stereotype image of the librarians
	5.2	they†
	6	Libraries

TYPE		TOPICAL THEME
Discoursal		
Informational	2	Information transfer
	3.1	The city
	3.2	it†
	5.1	Information transfer
	6	This
	7.1	Information systems as a whole
	8.1	The system
	9	The system
	10.2	the system
	11	Information Science [Theme2: at first]
	12.1	It
	13.1	Information Science
	13.3	particularly†

TYPE	TOPICAL THEME	
Discoursal		
Interactional		
Informational	1	Information science
	2.1	The urban environment
	2.3	where† [Theme2: information transfer†]
	3	Population
	4.1	Trade
	4.3	it†
	4.7	they†
	4.8	cities†
	5.2 M	in the earliest cities† [Theme2: information transfer†]
	5.3	various forms of writing†
	5.4	libraries†
	6.1 M	Recently [Theme2: telecommunications]
	7.1	Commerce between countries
	7.2	specialist occupations
	8	Expansion of education
	9.1	Information transfer
	10.1	There
	10.2	handling techniques
	10.3	these [Theme2: in turn]
	11.2	an information system†
	11.3	it†
	12.1	libraries and information centres†
	12.2	they
	13	Information transfer

TYPE	TOPICAL THEME	
Discoursal		
Interactional		
Informational	1	The emergence of information science
	2	An appreciation of the social environment, and its relevant activities,
	3	The comparatively recent developments of the heterogenous society
	4	The concentration of the population in certain areas, the increase in trade (consequently specialist developments)
	5.1	These characteristics
	5.2	this
	6	The generalisation, dissemination, and distribution of information
	7.1	Growth in commercial traits, technological innovation and a subsequent necessity
	8	An increasingly literate society
	9	These factors
	10.1	Information as a science
	11	The ever widening scope of retrieval procedures
	12.1	These
	12.2	which†
	13	Constant speculation on these fronts
	14	applied information retrieval systems

Appendix 13.3: Topical Theme Types in V&V, Chapter 1, abstract version D

TYPE	TOPICAL THEME	
Discoursal	8.3	(figures on literacy growth and a table
	9.1	Volume and variety of documentary information
	11.1	Ranganathan's laws and any implications
	11.2	they†
Interactional	2.1	The author
	11.1	Ranganathan's laws and any implications
Informational	1	Information Science
	2.2	information transfer†
	3.1	cities†
	3.2	trade, travel and communication
	3.3	gradually†
	4.1	the cities' population
	4.2	it
	5.2	specialists
	6.1	they
	7	The location of cities at intersections of transport routes and at breaks in transformation
	8.1	The growth of education
	10.1	It
	10.2	information science itself†
	11.1	Ranganathan's laws and any implications

TYPE	TOPICAL THEME	
Discoursal	1.1	The chapter
	2.1	It
	3.1 M	Within the first part of the chapter [Theme2: a great importance]
	4.1 M	Through this [Theme2: the chapter]
	6.1	The chapter
	10.1 M	Within it, [Theme2: the chapter]
	12.1	The chapter
	13.1	the chapter
Interactional		
Informational	2.2	how† [Theme2: information†]
	3.1 M	Within the first part of the chapter [Theme2: a great importance]
	3.2	that†
	4.1 M	Through this [Theme2: the chapter]
	5.1	The changes
	5.2	that†
	7.1	The first link in the communication chain
	8	They
	9	The second link
	10.1 M	Within it, [Theme2: the chapter]
	11	The final link
	12.2	that†

TYPE		TOPICAL THEME
Discoursal		
Interactional		
Informational	1.2	how† [Theme2: it†]
	2.3	how† [Theme2: communication†]
	4.1	All groups and associations
	4.2	there
	5.1	Disruption of these groups
	5.2	all of them
	10	Only some of this information
	11.1	An individual
	11.2	it†
	13.1	It
	13.4	there
	13.5	the fact
	13.6	there†
	16.2	the estimate of demand for information
	16.3	information transfer

TYPE	TOPICAL THEME	
Discoursal		
Interactional	5.2	we
	6.2	we†
Informational	1	The communication of information
	2.1	People
	2.2	they†
	2.3	society
	2.4	there
	3.1	Organisations
	3.2	there
	4.1	Communication
	6.1	Whether‡ [Theme2: communication‡]
	7.1	Every channel
	7.2	information†
	7.3	it

