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Faculty of Humanities, Social Sciences and Education

A Fin(n)ished Collection?

Examining the Finnish literature collection at the UiT libraries

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1 Introduction

Libraries have evolved from book lending repositories to multifunctional institutions that provide facilities for studying, act as meeting places, and host a variety of events.

Nevertheless, the library collection remains the heart of any library. Without collections, there would be no libraries. A good library collection does not just magically appear by itself. It is not a result of a mere coincidence but is instead a product of systematic labour where theory and method are applied into practice (Wilén & Kortelainen, 2007, p. 17).

Building and maintaining library collections comes with responsibilities. In today's multicultural world, library collections should reflect the plurality of the society it belongs to. As library collections act as a gateway to knowledge and culture, they are involved in deciding what is represented. Therefore, it is vital to ensure that the collections address the diverse needs of users and represent the wide spectrum of society with its multitude of voices, perspectives, and actors (Tisdell, 2017).

During my library career, I have always been drawn to tasks related to collection management. Therefore, when it came time to choose a topic for my master's thesis, I opted to connect it to the development and management of library collections. Collection development and management in itself is a vast topic and narrowing it down was essential. Due to my own cultural background, I was interested in finding out what kind of place Finnish literature has in Norwegian libraries. After all, Norway and Finland are neighbouring countries and Kvens, a group with Finnish roots, are recognized as a national minority in Norway.

My initial idea was to examine the Finnish library service in Finnmark county library, which is located in Vadsø. The Finnmark county library has been responsible for acquiring and disseminating Finnish library material in Norway since 1985 (Finnmark Fylkeskommune, 2020). But a while after beginning my master's studies, I discovered the Finnish literature collection in the university library of Tromsø. The size of the collection provoked my curiosity. Why does a university library in Norway have so much Finnish literature in its collection? How much does the collection actually receive use? As the Finnish literature collection in Tromsø was more easily accessible to me than the collection in Vadsø, I chose to shift my attention to it instead. At first, I planned on focusing only on the collection management and solely on the Finnish literature collection. However, by adding the elements

of classification and representation to my master's thesis, I was able to broaden my scope and include some interesting angles to my study through the classification of Finnish-Swedish and Kven literature.

Therefore, in this thesis, I am examining collection development and management as well as classification with the Finnish literature collection at UiT the Arctic University of Norway as the primary example. My aim is to map out what the Finnish literature collection contains, how it is used, what is the history of the collection, and what are the issues classification might cause. Although the chosen topic emerged from my own background and curiosity, the fact that the collection has not been studied before was a weighing factor as well. The study can also be connected to the larger discussion on representation in library collections and classification schemes.

1.1 Research questions

My main research question is twofold:

- 1) What is the background and current state of the Finnish literature collection at the UiT libraries?
- 2) How is the collection represented through classification?

I have composed the following sub-questions that will help me to find the answer to the main research questions:

- What is the history of the Finnish and Kven study programme and the Finnish literature collection at UiT?
- What material does the collection contain and how much is it used?
- How is the Finnish literature collection classified?
- How are Finnish-Swedish and Kven literature placed and classified in relation to Finnish literature?
- Do the views that the subject librarians and the study programme teachers have of the collection correspond?

I will attempt to answer these questions with the help of my research data, which consists of statistical data gathered from the library system and three expert interviews. The data is then interpreted in the light of my theoretical framework.

1.2 Previous studies

As stated earlier, I am examining the collection development and management, and classification of the Finnish literature collection at the UiT libraries. I have not found any previous research done on this specific topic or on related Kven and Finnish-Swedish literature collections. However, there are several studies that address the same themes through other examples. After all, building a collection is one of the core tasks in almost any library (Wilén & Kortelainen, 2007, p. 11). I will briefly present few of the studies that discuss collection development and management and classification. Often studies regarding collection development and management are tailored to specific libraries and collections, and thus the results may sometimes be difficult to generalize. Many of the studies mentioned here are done in the Nordic countries. Because the Nordic countries have similar library systems, the studies conducted in these countries are more relevant for my case. Studies about classification, on the other hand, are easier to generalize as many libraries use the same universal classification schemes and face similar dilemmas.

Some previous studies regarding collection management that have a similar statistical methodology to my study are by Jääskeläinen (2016) and Link, Tosaka, and Weng (2015). Link, Tosaka, and Weng conducted a collection assessment at the library of the College of New Jersey by using quantitative methods in examining acquisition, circulation, and interlibrary loan records. The intention was to analyse how well the recent library monograph purchases had been used in order to find out how well the current acquisitions were meeting the users' needs. Although the results of the study apply for the specific collection only, the methods used in conducting the study are applicable to other researches.

Jääskeläinen (2016) conducted a case study regarding the age structure of collections in Helsinki public libraries. In her study, she concluded that among non-fiction literature certain subject areas become outdated quickly while other subject areas become outdated more slowly. The main finding concerning fiction literature was that the demand for older fiction literature decreases but the fiction literature does not become outdated the same way as non-fiction. Especially students need old fiction books for study purposes. According to Jääskeläinen, the most recent literature is important when literature is used as a source of information. On the other hand, when literature is the subject of the study, the age of the literature is less relevant. Jääskeläinen concluded that library collections should have both historical depth and new literature.

Another study regarding collection development was a study conducted in Tønsberg and Færder public library (Kikut, 2018). The study examined collection development in the digital era. The aim of the study was to develop tools for physical and digital collection development. According to the study, collections are facing big changes and some parts of the physical collections are slowly phasing out and giving way for digital services. The study mentioned the need for balancing between physical and digital material in the library collection. Both physical and digital collections need to be measured and assessed but the indicators for the assessment should be different. The study concluded that for digital services like databases, a cost-per-use indicator is recommended. The cost-per-use indicator means dividing the total yearly price of the subscription by the yearly use in order to calculate the cost of a single use. The physical collection on the other hand can be measured through indicators such as turnover rate and the degree of self-sufficiency. The turnover rate can be calculated by dividing the total circulation number by the number of physical items in the collection. The degree of self-sufficiency reveals the extent to which the library covers users' demand by the means of its own collection versus interlibrary loans from other libraries.

Karlsson and Ärlegård (2018) from Linneaus University conducted a study about building representative library collections. In their study, they examined how librarians at public libraries in Sweden acquire material for the collection and the degree to which they are concerned with representing all members of society. The research method used in the study was interview. Karlsson and Ärlegård concluded that libraries are actively attempting to build versatile and balanced collections. However, more focus is aimed at providing relevant and useful literature for all the user groups and less at providing literature where the groups themselves are represented in. The theme of representation is also relevant in my own study.

Although not a study, I want to mention a book written by Saponaro and Evans (2019). In their book *Collection management basics*, the authors present a model for collection management that covers the process in-depth and takes into consideration a variety of factors that affect the process. This model is presented in detail in my theoretical framework in chapter 2. The authors have continuously updated the book, the first edition being published in 1979, so that it has remained relevant despite the profound changes that have affected collection management.

When it comes to studies about classification, I found one study regarding classification in the university library of Tromsø. Tafjord (2011) examined how the religion book section was

classified and ordered to shelves in the university library of Tromsø. The religion section was divided into Christianity and non-Christian religions. According to Tafjord, Christianity is prioritized in the classification scheme while religions of Indigenous peoples are at the bottom of the classification hierarchy. Tafjord also discusses the Indigenous Peoples room and the effect it has on the representation of Indigenous religions. In 2008, the university library of Tromsø established a special room for Indigenous material called the Indigenous Peoples room. It houses publications across different disciplines regarding the Sami and other Indigenous peoples (UiT, 2020b). According to Tafjord, the attempt to direct attention to Indigenous peoples' cultures in the form of a special room reproduced and reinforced the old order of classification in new surroundings. Due to the location in a separate room, the religions of Indigenous peoples appear to be something essentially different, and the similarities and connections with other religions are less noticeable. Tafjord concludes how it would be beneficial to have more variation in the ways classification is made.

Ragaller and Rafferty (2012) studied biases that affect the classification of Welsh art material. The study focused on specific biases rather than the general categories of bias, which have been identified by Olsen and Schlegl (1999). One of the findings according to Ragaller and Rafferty was that due to classification practices the material regarding Welsh art was dispersed throughout the collection instead of having a notable section of its own. As Welsh art falls into the minority category, parallels between Welsh art material and other minority materials can be found. In another paper, Rafferty (2001) explores the order and juxtaposition of concepts in classification schemes. She discusses the most known general classification schemes used by libraries and the origin behind these schemes.

And finally, a book worth mentioning is *Sorting things out: classification and its consequences* by Bowker and Star (1999). In the book, they discuss the act of classifying in general and how classification systems can shape both worldviews and social interactions. The authors go through a variety of different classification systems from the International Classification of Disease to race classification under apartheid in South Africa and highlight how classification prioritizes some point of views and silences others. Although classification is not examined specifically from the viewpoint of libraries in this book, the discussed issues can be applied to the library classification as well.

1.3 Structure of this thesis

This study is divided into eight chapters. In the next chapter, I present the theoretical framework for my study. The theoretical framework is divided into three parts, which discuss the role of libraries, collection development and management, and classification. In chapter three, I present my research object in more detail. In chapter four, I describe how I conducted my study in practice. I discuss also the benefits and limitations of the chosen research methods.

In chapters five and six, I present the research data used in this study. Chapter five focuses on the statistical data gathered from the library database. Chapter six is dedicated to interview results gathered from expert interviews. In chapter seven, I combine the research results together with the theoretical framework and discuss the findings of my study. And lastly, in chapter eight, I summarize and conclude my findings, discuss the limitations of this study, and present ideas for further studies.

2 Theoretical framework

The theoretical framework that I have chosen for my study consists of three parts. At first, I will discuss the role of libraries in society and the different library types. Secondly, I will introduce a collection management model by Saponaro and Evans (2019). And lastly, I will problematize the effect library classification has on representation. The viewpoint of minorities is carried along in the theory discussion.

2.1 Role of libraries

Libraries have a long history in society, and they serve multiple purposes. While different libraries have varying responsibilities, they all aim to mediate and organize information and make it accessible. Benjamin White (2012), the head of intellectual property at the British Library, stated that libraries play a fundamental role in society because they are gateways to knowledge and culture. According to Audunson et al. (2019), the traditional roles for libraries include preserving cultural heritage, providing equal access to knowledge and literature, and supporting learning. In addition to these, libraries also have a social role as meeting places, supporting integration, and being an arena for debates.

When talking about libraries and their value, a very common notion is that they further democracy. For example, the present national library strategy of Norway states that libraries “constitute an important part of the democratic infrastructure and are one of the cornerstones of democracy” (Ministry of Culture & Ministry of Education and Research, 2019, p. 3). Participation in society requires knowledge and libraries are one of the places where knowledge can be accessed. Eryaman concludes that libraries “can support democracy by building balanced library collections on diverse subject matter to meet diverse needs” (Eryaman, 2010, p. 138).

Library institution as a whole can consist of a national library, public libraries, school libraries, academic and research libraries, and special libraries. At least in the Nordic countries, the majority of libraries are regulated through legislation that gives a framework for the library operation. Next, I am going to focus more on two library types, public and academic libraries, to see what the role and purpose of these libraries is.

2.1.1 Public libraries

If one wishes to discuss generally the role and purpose of libraries, one cannot avoid talking about public libraries. Public libraries form the majority of libraries and reach the most users

while having a heterogeneous user group that contains individuals from all social classes. In Norway, municipalities are responsible for providing public library services and the law regarding public libraries regulates the operation (Ministry of Culture, 2017).

The purpose of public libraries according to Norwegian legislation is multi-valued. First of all, the law states that public libraries have a duty to promote information, education, and other cultural activities through active dissemination and by making books and other media available free of charge to everyone living in the country. Secondly, the law takes into consideration the role of libraries as meeting places when it establishes that public libraries are to be independent meeting places and arenas for public discussion and debate. Thirdly, the law emphasizes the importance of quality, versatility, and relevance in services. Fourthly, the law requires that libraries make their content and services known to the audience. And finally, the law underlines the cooperation between different libraries by stating that public libraries are one link in a national library system (Lov om folkebibliotek, 2014).

Aabø (2004) has studied the value of public libraries in her dissertation *The value of public libraries: a methodological discussion and empirical study applying the contingent valuation method*. According to her, in the time of digital growth, when information is being ever more accessible online and budget cuts for funding of public services like libraries are actualized, libraries have to prove their value to society and local communities. According to Aabø's literature overview, there is a strong mutual understanding internationally of the main tasks of public libraries in the community. Aabø divides these into six categories. Public libraries further democracy by enabling users with a broad selection of information, introducing them to various viewpoints, and offering education, which is the foundation for active participation in public debates and elections. Libraries also promote equality and social justice by not being selective on who can use libraries but instead being open for everyone and free of charge. They also increase access to information by offering information sources that are easily accessible and useful. Libraries disseminate culture and knowledge both on the national and international level. Libraries assist in meaningful and informative leisure time through material that can be borrowed. And finally, they are a communal institution and a social meeting place where people of all backgrounds can meet each other (Aabø, 2004, p. 99).

Research project PLACE studied the potential that public libraries had in functioning as meeting places for multicultural communities. Aabø, Audunson and Vårheim studied the use of libraries as meeting places in three libraries in Oslo. Their results revealed that libraries

were used for a variety of meetings. For example, the public libraries were sites for low-intensive meetings, where people were exposed to otherness and pluralism in the form of different ethnic groups, cultural expressions, age groups, and marginalized people that occupy the library space simultaneously (Aabø, Audunson & Vårheim, 2010; Aabø & Audunson, 2012, p. 146). Library appeared to be a place where people are subjected to the complexity of the multicultural society and this can result in greater acceptance of otherness (Aabø, Audunson & Vårheim, 2010 p. 25).

One might rightfully question if all of the above-mentioned goals are fully met in the practical everyday operation of libraries. Although present-day libraries strive to be equal and impartial, this objective has not always been actualized during the history of libraries. Ekholm (2001) presents a few examples of how libraries have played a part in censorship. In Finland during the 1940s public libraries were ordered to unshelve politically incorrect books, which mostly contained criticism against the Soviet Union. A study made in California libraries in the 1950s revealed that librarians carried out self-censorship by avoiding acquiring books that were considered controversial and likely to cause disapproval among the patrons and authorities. And in Nazi Germany libraries were harnessed to ideological work, into shaping societal values (Ekholm, 2001, pp. 51-54).

Greneresen discusses how libraries in Norway were involved in the Norwegianization process. Norwegianization was an assimilation policy where the state implemented different methods, some encouraging and supportive while others negative and forced, in order to assimilate the non-Norwegian speaking minority groups into the majority population and diminish their feeling of identity and unity that was connected to the minority group (Greneresen, 2016, p. 2). Greneresen mentions how public authorities in Norway considered the library as a tool in the Norwegianization process. “The intention was to motivate the Sámi to prefer to read Norwegian, and that in this process they would realize that Norwegian identity was the preferable one” (Greneresen, 2018, p. 4). According to Pietikäinen et al. (2010, p. 8), efforts to convert the minority language speakers into the speakers of the majority language were also taken in Sweden. In the late 1800s in Northern Sweden, all Finnish books were taken away from libraries in order to support this mission. All of these examples above show that libraries also have a controversial side in their history.

2.1.2 Academic libraries

Unlike public libraries, academic libraries in Norway do not have a precise law that regulates their operations. Academic libraries fall under the law that applies to universities and university colleges. Universities and university colleges are assigned to provide higher education and conduct research at a high international level. One of the tasks assigned by the law is to disseminate and communicate research findings and other academic work (Lov om universiteter og høyskoler, 2005). Academic libraries help universities to reach their goals. Providing higher education and conducting research would be impossible without access to relevant and up-to-date knowledge, in which libraries play a major role.

Academic libraries can be seen as the memory of research. Academic libraries have a special responsibility in managing and maintaining scientific knowledge and intermediating it (Anderson et al., 2017, pp. 12-13). The primary function of an academic library is to support the teaching, learning, and research needs of its organization. Therefore, they have an institutional mission that is connected to the academic organization they serve (Oakleaf, 2010; Rintamäki, 2006). Enwald and Haasio (2018) state that academic libraries are valuable for education and research, especially in the fields of humanism and social sciences. The meaning of libraries is more profound than just gathering and making documents accessible. Library materials enable the versatile planning of teaching and syllabi. The library may provide education in information competence and information retrieval. In recent years, academic libraries have taken a major role in the development of Open Access. The library as a space is also important. For many students, it may be the only place where they are able to read and focus.

According to the national library strategy of Norway, the aim of academic libraries is to ensure access to current and quality-assured information sources and contribute to the quality of education and research. Academic libraries are in change and findings new ways to support their mission. These include facilitating research data in a way that it can be shared and re-used. Libraries teach data management and endorse Open Access publishing when it comes to research results. More and more academic journals can be accessed freely (Ministry of Culture & Ministry of Education and Research, 2019, p. 11). According to the government's goal, "all Norwegian research articles based on research funded by public grants will be open access" by 2024 (Ministry of Culture & Ministry of Education and Research, 2019, p. 30). Research that is available for everyone in Open Access form generates good preconditions for

lifelong learning and innovation and development in work life. Even though supporting its own organization, own students and staff, is the foremost goal of academic libraries, they also serve the public's need for research and knowledge-based information. Therefore, academic libraries are also open to the public, to those in need of scientific information, at least here in Nordic countries (Ministry of Culture & Ministry of Education and Research, 2019, p. 11; Wilson et al., 2019; Anderson et al., 2017, pp. 12-13).

Despite the efforts academic libraries have made in promoting education and research, one can argue that they have also contributed to colonization and building colonial structures on the basis of their close connection to educational institutions. Books and education can be seen as tools used in assimilating minorities and replacing the Indigenous knowledge practices with Western systems (Edwards, 2019, p. 3). In the becoming chapter about classification and representation, I will discuss more the colonial aspect of libraries and knowledge production.

2.1.3 The importance of libraries to minorities

According to the American library association's (ALA) Library Bill of Rights "libraries should provide materials and information presenting all points of view on current and historical issues" (ALA, 1996). Libraries should represent all the voices in the society, not only those of the majority but also those of the minority. This means that it is not enough to merely avoid exclusion of material that represents alternative viewpoints. Instead, libraries should take initiative to seek to include resources that represent the diversity of expressions, viewpoints, and cultures that exist in our world (ALA, 2017). Even though this representativeness is not mentioned in the Norwegian library legislation per se, Tisdell states that Norwegian cultural policy assigns the libraries a central role in promoting inclusion and democratization of knowledge. Libraries have an obligation to collect and disseminate minority sources (Tisdell, 2017, pp. 71-79).

As previously stated, libraries are often seen as actors that promote democracy. Societal marginalization, which limits the citizen's possibilities to take part and impact society, can be linked to the individual's or group's ability to define itself and create its own history and culture. Therefore, a truly democratic society should strive to empower the marginalized individuals or groups by removing social, cultural, and institutional barriers and by strengthening their ability to see themselves as actors in the society and in the process of co-creating democracy (Eryaman, 2010, p. 132; Hacklin, 2017, p. 24). Library has the

opportunity to support these marginalized groups by preserving their history and culture and in helping to bring awareness to it (Hacklin, 2017, p. 24). The marginalized groups should be able to see themselves represented in the resources that libraries offer (ALA, 2017).

Collections should reflect society as a whole (Tisdell, 2017, p. 85).

Diverse collections can promote cultural competence that is relevant in this global society.

Therefore, it is important to portray different kinds of representations amongst the collection even though they would not be prominent in the local community (Wickham & Sweeney, 2018, p. 92). Tanackovic, Lacovic, and Stanarevic (2011) argue that “promotion of multicultural literacy” and knowledge about other cultures and languages and respect for them is a key factor in creating harmonious coexistence between groups with plural and varied cultural identities. In the case where the minority group is capable of understanding the language of the majority group in the community, the access to information and reading material in their mother tongue is “primarily connected with the preservation and promotion of their national identity as well as their cultural and linguistic heritage” (Tanackovic, Lacovic & Stanarevic, 2011, p. 516). Tisdell (2017, p. 86) argues that minority literature is part of the nation’s literature and can broaden and enrich the literary culture. Minority literature can reform the idea of the nation and what is seen as typical. Without minority documents, one would get a one-sided picture of the history, which will strengthen the dominant social and political structures. The exclusion of certain viewpoints either consciously or unconsciously creates holes in the collection, and prevents making visible the multitude of voices, perspectives, and actors that have been present in the course of history (Tisdell, 2017, pp. 78-87). By building balanced and inclusive collections libraries can ensure that collections represent a large spectrum of published opinions and thoughts (Kranich, 2000, p. 89).

European Framework Convention for the protection of national minorities is a European wide treaty that is designed to protect the rights of persons who belong to national minorities.

Among the countries that have ratified this convention is Norway. The protection of national minorities is seen as a part of the universal protection of human rights. In the article 5 of the convention, it is stated that “the Parties undertake to promote the conditions necessary for persons belonging to national minorities to maintain and develop their culture, and to preserve the essential elements of their identity, namely their religion, language, traditions and cultural heritage” (Council of Europe, 1995). A pluralist and genuinely democratic society should not merely respect the different ethnic, cultural, linguistic, and religious identities of minorities

but instead proactively create conditions that will enable them to express, preserve and develop this identity (Council of Europe, 1995).

In Norway, minorities are divided into three groups: Indigenous people, national minorities, and immigrants (Niemi & Semb, 2009; Tisdell, 2017, p. 74). Only the Sami have the status of Indigenous people in Norway. Determining what groups count as Indigenous people can be problematic, because there does not exist a general, internationally accepted definition of Indigenous peoples. A common notion is that “indigenous populations possess a distinctive culture that revolves around natural resources, and their way of life differs socially, culturally and/or linguistically from the dominant population” (Ministry of Local Government and Modernisation, 2019). ILO Convention concerning Indigenous and Tribal Peoples in Independent Countries states that Indigenous populations have been present in the region before it was colonized or before the present state boundaries were established. National minorities are populations that are considered to have a long-standing attachment to the country. There are five national minorities in Norway, which are Kvens/Norwegian Finns (people of Finnish descent in Northern Norway), Jews, Forest Finns, Roma, and Romani people/Tater (Ministry of Local Government and Modernisation). This categorization between different minority groups bears a meaning because different groups are entitled to different kinds of rights (Niemi & Semb, 2009).

Library has the potential to assist in maintaining and developing the language and cultural heritage of these minority groups (Hansson, 2011). According to the national library strategy of Norway, one mission of libraries is to strengthen “the Norwegian language, the Sami languages, the national minority languages and Norwegian sign language as fundamental bearers of culture” (Ministry of Culture & Ministry of Education and Research, 2019, p. 5). As cultural heritage institutions, libraries participate in presenting different sources of information regarding minorities. Everyone has the right to information about his or her own history. The state has thus given the libraries, among other institutions, important tasks when it comes to democracy, knowledge production and dissemination, and cultural and social inclusion (Tisdell, 2017, p. 76).

Tisdell points out that libraries have to be aware of their role in knowledge production. Gathering, preserving, and disseminating information comes with the power to include or exclude materials from the public collections and eventually from the public memory. Memory institutions have a powerful role in legitimizing the history, narratives, and identity

of minorities. Library collections are important for identity, understanding of history, and one of the preconditions for research (Tisdell, 2017, pp. 73-83). Therefore, libraries should take their role in this seriously and reflect on whether they are succeeding in representing the whole spectrum of their communities in a respectful and fair manner.

2.2 Collection development and management

Libraries provide long-term preservation of important information. Information is in the form of documents and other materials that form the collection in libraries (Saponaro & Evans, 2019, p. 2). Without a collection, there is no library. The collection forms the cornerstone in the library's activities. Library collections are not static either in size or format but are instead continuously evolving through the everyday practices of collection development and management (Saponaro & Evans, 2019, p. 50).

Collection work has undergone several changes. There has been a paradigm shift from collection-centered collection development to user-centered. Technological development has increased the volume of information available as well as the different formats and sources for the information making collection work evermore complex. Also, the focus has changed from ownership to more and more on providing access to information and resources (Saponaro & Evans, 2019; Wilen & Kortelainen, 2007).

There are different terms used when discussing the work involved in building and taking care of the collection. The most widely used terms are probably collection development and collection management. This collection work includes all activities done in order to build and manage library collections in all formats and genres, both locally held and remotely accessed. Collection development is the process of building a library collection in regard to institutional goals and user needs and interests. Collection management on the other hand consists of the decisions and actions done after the collection is developed. However, these terms are often used synonymously (Johnson, 2018, p. 13). In other definitions, collection development is seen as a part of collection management. While collection development focuses on the identification and acquisition of materials, collection management involves those activities and also other activities like managing funds and assessment of the collection (Saponaro & Evans, 2019, p. 3). In my paper, I have chosen to use different terms like collection development, collection management, collection building, and collection work in a synonymous way because I am looking at the process as a whole and not focusing on labelling the different activities.

Regardless of what term one wishes to use, collection management process is fundamental in the operation of the library, and it impacts how people access information. Through collection management, it is determined what information resources are made and which are not made easily available and accessible to the service population of the library (Saponaro & Evans, 2019, p. 4). Library collections are sites of social power rather than being a neutral space. Collections have been built over time through thousands of decisions. They carry the past with them and the ideologies from the past in the material they contain. Collection development policies have significance in creating the accessible information universe. They are involved in the process of deciding whose representations are available, whose experience and perspective is valued, and whether minorities are given a say (Wickham & Sweeney, 2018). Collections and their content vary a great deal from library to library because library's mission and user groups impact the collection work done in practice. Also, the vastness of today's information universe compels libraries to make choices between potentially appropriate resources in the realms of limited funds (Saponaro & Evans, 2019, pp. 4, 60).

2.2.1 Saponaro and Evans's model for collection management process

Saponaro and Evans have created a model for collection development and management process. The model has been updated by the authors over the years and the one I am introducing is found in the most recent edition of their book *Collection management basics*. In Saponaro and Evans's model for the collection management process, in the core of the process are the library staff members performing collection work, as can be seen in Figure 1. The collection work activities are divided into four steps: analysing needs, selecting, acquiring, and evaluating. In the second sphere are the collection management issues that affect these steps. These are divided into six categories, which are format, technology, collaboration, legal, preservation, and ethical.

In the most outer sphere is the service community that impacts collection development and management activities. The service community does not refer to only active users but also groups and people currently not using the library's services. Collection development and management is a dynamic process that should involve the staff and service community. For the collection to be valuable to users, their input is needed (Saponaro & Evans, 2019, pp. 35, 43). Next, I am going to introduce the steps in the model more closely.

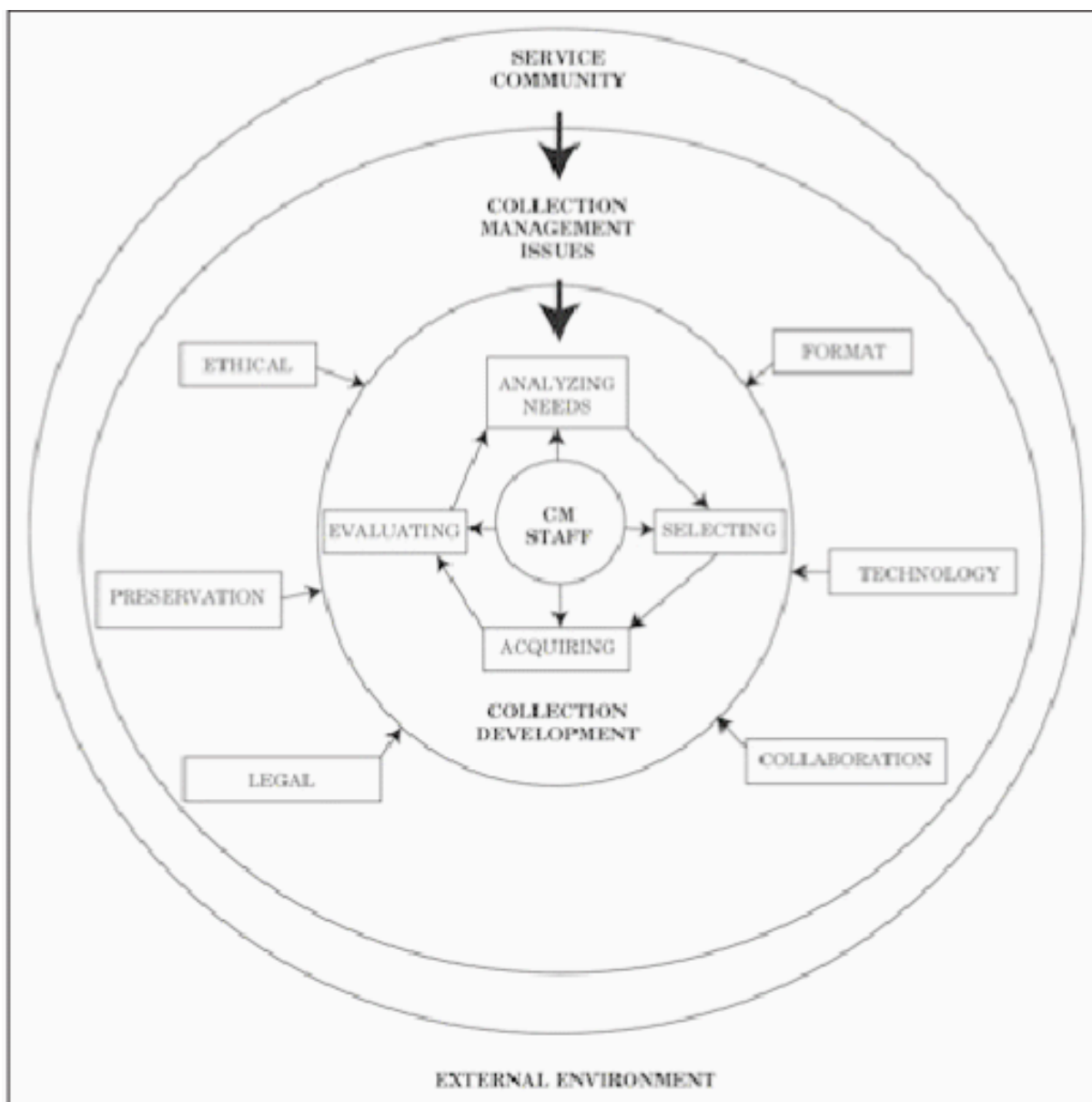


Figure 1- Collection management process by Saponaro and Evans (Saponaro & Evans, 2019, p. 36)

2.2.2 Analysing needs

Collection development and management is an on-going work but the starting point for it is analysing the needs of users. Libraries exist for users. Only national libraries have the responsibility for the preservation of material as an intrinsic value. Other libraries combine the preservation task to adapt the users' needs and the library's organizational goals. In order to provide users with the appropriate information resources, libraries have to know what kind of users are in the range of its services, and what kind of information needs they have so that they can build collections that provide useful material for users. When analysing needs, some points that library might try to find out are why a person does or does not use a particular

product or service, how a person uses them, what new services or products are wanted and in which way a person gains access to a product or service (Saponaro & Evans, 2019, p. 70).

Finding out user needs and interests is not an easy task. It requires time and on-going effort because the service population is always changing (Saponaro & Evans, 2019, pp. 69-70). The population structure of the community might change or the institution's study programmes can be altered. Especially if the different user groups are very heterogeneous, it can be problematic to find out all the different needs these groups have. Most often the needs are identified through the usage of current information resources and user suggestions (Saponaro & Evans, 2019, p. 94). This however provides limited results. The whole spectrum of user needs can never be fully gathered or discovered.

2.2.3 Selecting

Selection is about making choices of what resources to add to the library collection but also what not to add. In most cases there is more material available than a library is able to acquire considering budgetary and space limitations. Therefore, choices need to be made about which of the items are the most useful or needed (Saponaro & Evans, 2019, p. 34). This requires consideration of users' needs, the library's mission and goals, and priorities of the library or its parent institution (Johnson, 2018, p. 139).

Various factors should be considered when making a decision on what to add and what not to add to the collection. Some examples of these factors are:

- Institutional setting
- User needs and interests
- State of the collection; what currently exists in the collection and what are the known information gaps within the collection
- Depth and breadth of topics according to the library's purpose and goal
- Local interests
- Quality and cost per usage
- Availability of items elsewhere (Saponaro & Evans, 2019, pp. 92-93).

Limitations in the budget are an issue that affects the selection process greatly. Libraries can hardly ever buy all the material that might be of interest to them. Therefore, choices must be made between items that provide similar information. Factors to consider are whether an item

is worth its price, which format to opt for if a decision has to be made between different options, and what is the estimated future use of items. The objective of the collection building is to create cost-effective collections that match the needs of the service population (Saponaro & Evans, 2019, pp. 36-37, 92). Different library types weigh different factors when making selection. For example, public libraries may be more inclined to think of the circulation numbers and the popularity of an item, while in an academic setting the question is more whether the selected item will support study programme(s) within the institution (Saponaro & Evans, 2019, pp. 36-37). Therefore, institutional setting defines what kind of information the selector has to focus on. Characteristics of the service community and their needs narrow this down even more. For example, university libraries are the library type that is most likely to do retrospective selection and also select materials in a variety of languages (Saponaro & Evans, 2019, pp. 94, 110).

Determining quality is a key aspect of selection process but at the same time a very complex one. There has been a debate on whether to emphasize quality or demand in the collection building. The shift has been from quality-based collection development, which is “just in case”, towards a demand-driven selection that is “just in time”. In “just in case” collection development the library tries to anticipate the future needs of its users and acquire material to the collection that is considered quality literature that might be of interest to the users, or that will fill a gap in the collection. However, there is no guarantee that these items will be valuable to the users. In “just in time” collection development material is acquired based on a specific and known need. This could be for instance a purchase request from a user. Too much focus on the “just in time” model might narrow the comprehensiveness of the collection and prevent the users from serendipitously discovering beneficial books that they did not know to ask for. Nowadays demand is the deciding factor in many cases. A collection that is of high quality but fails to meet the actual real-life needs of the service population is not a good collection in any meaningful sense. Quite often the selection concerns newly published items. In these cases, the selection decision has to be made with limited information, maybe just based on the bibliographic citation or material supplied by the publisher. This causes challenges in assessing the quality and suitability of the item (Saponaro & Evans, 2019, pp. 101, 104, 118).

Selection choices have a big impact on users’ access to information. In that way, the staff participating in building the collection can be seen as gatekeepers to knowledge. In today’s world knowledge can be found more easily elsewhere than before digitalization but still, the

choices librarians make can help or hinder users in their attempt in accessing information. As Saponaro and Evans state “we are, in theory, supposed to build collections that reflect the needs and interests of our service community. We are supposed to reflect all points of view in terms of controversial topics” and we are supposed to be careful on how we spend the money allocated for collections (Saponaro & Evans, 2019, p. 19). Thus, ideally librarian’s professional obligation is to build balanced collections that take into consideration the various educational and recreational needs of users and that do not biasedly correlate with the librarian’s own cultural identity and personal experiences (Johnson, 2018, p. 156). In reality, this demand is not so easy to carry out. Dilemmas concerning ethics, personal integrity, and personal values might arise. All individuals have different belief systems, set of values, and biases that affect the choices they make and thus colour the outcome. People cannot just turn off their belief systems whenever they want to. It is also questionable how often collection workers actually reflect the effect of these personal biases and their impact on the choices made and thereby directly to the collections (Saponaro & Evans, 2019, p. 20).

2.2.4 Acquiring

After the selection is made, the items need to be acquired. This step is a fairly straightforward business operation (although it might be a laborious process in practice including several negotiations with vendors and a lot of manual work in locating the items) that involves no community input (Saponaro & Evans, 2019, p. 37).

The goals for acquisition are to acquire materials in as timely and cost-effective manner as possible, to maintain accuracy in the process, to keep it simple in order to achieve cost benefits, and to provide data of items acquired to the collection management workers. The speed of acquisitions is an important factor in meeting user demands and in improving satisfaction for services. In acquisitions, the three important factors are thus speed, accuracy, and thrift (Saponaro & Evans, 2019, pp. 142-143).

2.2.5 Evaluating

Evaluating is the last element in the collection management process. Library collections are built with a purpose in mind. With evaluation, the aim is to make sure that the collection fills the objectives that are set for it and serves users (Wilén & Kortelainen, 2007, p. 102).

Therefore, the needs of the service community need to be taken into consideration when conducting evaluation as they provide context. Evaluation needs to be done because resources have a finite period of usefulness. Practical aspects like limited space and limited funds are

usually the things that give a nudge for the assessment process. Through evaluation, the collection development needs can be identified. The aim for evaluation can for instance be to determine the subject coverage of the collection, the ratio between subjects or formats, how the service community uses the collection, and what the strong and weak areas of the collection are (Saponaro & Evans, 2019, pp. 37, 181-182).

There is not a one size fits all model for assessing collections. A collection can be assessed through collection-centered methods as list checking, statistics, and expert opinion or through user-centered methods as circulation studies and user opinions. Each method has its advantages and disadvantages and usually, it is reasonable to use several methods because of this. The problem is that some methods can be laborious to carry out. Also, some methods have underlying assumptions that may not be true, like that the adequacy of the print collection is directly related to its use, or that circulation data corresponds to the value of the items. In truth, we do not know how the items are used and what value they provide to the users (Saponaro & Evans, 2019, pp. 183, 189).

Weeding or deselection is a task that falls under the evaluation step. It can be seen as selection in reverse, selecting what to keep on the shelves and what to remove. It is an important step in the collection management process because without evaluation and weeding, the collection can age quickly leading it to become less attractive and more difficult to use. Without weeding the latest information will be buried under the piles of old information (Johnson, 2018, p. 137). Library type has a big impact on weeding practices. Different libraries have different goals for their collection and therefore weeding practices and needs vary from library to library. Public libraries aim to supply material for the current needs and interests of the service community. Their mission is to keep the collection up-to-date and fresh, and user demand and the use of the material is an important factor both in the selection and weeding stage. Therefore, materials that are no longer used can be easily discarded if there is not a strong reason to keep it in the collection otherwise. Collections in public libraries are renewed faster than in many other library types (Saponaro & Evans, 2019, p. 197).

Academic libraries, on the other hand, tend to be more cautious in their weeding practices. Academic libraries aim to make available the full record of human knowledge. In addition to current demand, potential or long-term research values are taken into consideration. Usually, the weeding process of academic libraries focuses more on moving some items to storage rather than withdrawing them completely from the collection. One persisting challenge for all

libraries is the lack of space for print collections. Even though the increase in e-resources can make the problem easier, libraries still have substantial print collections that are increased as new books are added to the collection continuously (Saponaro & Evans, 2019, pp. 195, 200-201, 205).

When making weeding decisions, various factors are taken into consideration. These include the goal of the collection, funds for the acquisition of new titles, the relationship of a particular book to other books within the subject, the degree of library functioning as an archive, and the potential future use of an item. Some of these are difficult to know for sure. Especially when collections are vast and if the librarian is not a subject specialist, the relationship of a particular book to other books within the subject might be challenging to determine. Also, the potential use of an item is always an estimate, as we do not know what the actualized use in the future will be. While some weeding decisions may be easy and straightforward (duplicates, worn-out and dirty books, out-of-date information), others are more demanding (low-used quality books). And in almost every case, there is someone who wishes to object the withdrawal of an item (Saponaro & Evans, 2019, pp. 201, 204). Despite the challenges, weeding is an important step in the collection work that helps to maintain the quality and effectiveness of the collection.

Beyond the four core collection management activities – analysing needs, selecting, acquiring, and evaluating - there are other factors that impact those activities. Saponaro and Evans divide these into six categories, which are format, technology, collaboration, legal, preservation, and ethical. Next, I will take a closer look at each of them.

2.2.6 Format

Print material is not the only format that libraries house in their collections. The digital age has impacted the composition of library collections and the allocation of budget between formats. New formats are emerging to the market while some older ones become old and obsolete. With each format, different factors need to be taken into consideration when making selection decisions (Saponaro & Evans, 2019, pp. 229-230).

For example, different media formats present several challenges for libraries. Very often they require some type of equipment before the content can be accessed. Thus, the cost of the mere purchase price can be increased by the cost of having to buy needed equipment and maintaining it. Also, the issues with durability and fast development in technology that lead to

incompatibility issues with existing equipment provide challenges to libraries. Both deterioration and technological obsolescence are two key challenges that libraries need to consider when acquiring resources in different formats. Due to these issues, the library may need to acquire the same content several times but in different formats. Media material may also have some restrictions on use that print material does not have. All of these aspects need to be considered when deciding which formats to acquire. But at the same time libraries need to keep up with the technological development of the society in order to stay current and to be able to answer the new information needs that arise from the service community. The decision about format should be made in relation to the rest of the collection and its purpose (Saponaro & Evans, 2019, pp. 238, 249).

2.2.7 Technology

Changes in technology have changed the collection work done by libraries. Digitalization has greatly increased the supply of e-resources and libraries have to be a part of this development in order to stay viable. Therefore, libraries are steering more and more funds towards the development of e-collections. But with like any other acquisitions, the e-resources should also be justified by the content. It would be pointless to acquire an e-product just to show others that the library is actively embracing new technologies if the product itself is not useful in some way (Saponaro & Evans, 2019, pp. 278, 281).

Unlike with purchased print material, library does not necessarily own the purchased electronic material, only the right for access. Thus, the library does not have the same kind of control over the e-material as with print. This may result in the loss of paid material and this needs to be addressed when making selection and acquisition decisions. If perpetual rights were not a part of the subscription agreement, the library may lose the material altogether when cancelling a subscription. Vendors can also pull the material out of their delivery collection without prior notifications (Saponaro & Evans, 2019, pp. 279-280).

Also, some e-materials contain restrictions for use and access that can clash with the libraries' philosophy of services being available to everyone or sharing resources with other libraries. These limitations also vary from vendor to vendor. Commonly e-resources can have restrictions that limit interlibrary loans or the number of simultaneous users, prohibit certain user groups from accessing material altogether, and limit remote access availability (Saponaro & Evans, 2019, p. 279). These limitations must be compared to the benefits that the new technology enables when making a decision about an acquisition.

2.2.8 Collaboration

Libraries have long traditions in collaboration with each other. Collaboration is needed because it is never possible to satisfy the information needs of every single patron just by with the help of the library's own local collections. One of the oldest collaboration forms has been an interlibrary loan between libraries (Saponaro & Evans, 2019, pp. 39, 214). Because the users have access to other collections as a result of collaborations, libraries do not have to keep material on the shelf on "just in case" basis. They can withdraw the less-used material and acquire it through interlibrary loans when it is asked for (Ward, 2014, p. 5). Other collaboration forms are joint library catalogues and systems, national deposit library service, and forming a consortium that helps to negotiate better prices for big purchases like databases. Also, collaboration with patrons helps to develop the collection. Libraries can keep these collaboration forms in mind when developing and maintaining their own collections.

Collaboration can have many benefits. One benefit is the increased access to information for all parties. Almost every library that is part of the cooperation has some unique titles in their collection that others do not own. Cooperation can also help to stretch financial resources and rationalize the acquisition of information resources as every library does not need to acquire everything. Although collaboration has many benefits, it is good to keep in mind that it is not always so easy or straightforward. Almost in every case, the users prefer that all of their desired material would be readily available in the library's own collection rather than that they need to wait for the material to be sent from somewhere else. Every library also has its own organizational culture that reflects the way they do things, and that may cause problems in cooperation. Adapting multiple different work-related customs into one common procedure is bound to cause some friction (Saponaro & Evans, 2019, pp. 220-221).

2.2.9 Legal

Developing and maintaining collections has some legal aspects that need to be considered. Electronic collections especially come with a jungle of contracts and licenses. Also, things like Digital rights management (DRM), although not a law itself, but a business model that focuses on controlling the rights that are based on the law, comes with the territory of electronic resources. The issue of copyright affects all material types, print and electronic. Copyright can affect for instance what can be done with the material and how lost or damaged material need to be replaced (Saponaro & Evans, 2019, pp. 344, 351). Other legal matters involve housing and lending material that is only meant for a certain group of people. An

example of this is the audiobooks created for visually impaired people as these audiobooks have some exemptions from the copyright law that normal audiobooks do not have. Libraries need to be aware of these legal matters when acquiring materials for the collection.

2.2.10 Preservation

Libraries take part in preserving cultural heritage and therefore proper measures that assist in this should be undertaken. Preservation refers to actions made to maintain the collection in the original state for as long as possible. Preservation issues have to be taken into consideration if the library wants to achieve long-term usage and value for the items bought to the collection. Sometimes the costs of preserving some items outweigh their value or cultural heritage. Some items may stand on the shelves just because decisions about weeding are pushed further into the future (Saponaro & Evans, 2019, pp. 310, 312, 339).

In most cases, the library material bought is expected to have a long lifespan. Only current magazines or newspapers are acquired to fill the immediate need and then quickly withdrawn from the collection. Preserving the already bought items will reduce the need to replace them. Preservation measures include for example proper handling of material when shelving, proper storage conditions, control on temperature, humidity, and lighting, security against theft, and in rare cases conservation measures. Proper handling of books can make a surprisingly big difference. Teper and Atkins (2003) conducted a study that showed that in the library where the study was done 16 % of the collection was damaged due to poor handling and housing of material (Teper & Atkins, 2003, cited in Saponaro & Evans, 2019, pp. 312-314).

The progress of digital resources and efforts made to digitize print book collections raise the question of digital preservation. In digital preservation, the issues concern storage and access. How and where digital material is stored has a key impact on the use. Information once stored to now outdated formats is almost impossible to access or at least very difficult. When digital storage devices change rapidly, the process of updating and keeping the data error-free can become problematic (Saponaro & Evans, 2019, p. 328).

2.2.11 Ethical

Professional ethics forms a framework for the decisions made in work matters. These professional codes include for example attempt to provide free and equal access to information, avoiding making decisions based on only personal preferences and interests, avoiding censorship, supporting intellectual freedom and freedom of expression, and privacy

of individuals. Sometimes professional ethics and personal opinions may be opposite to each other. A person must then decide which one of these guides one's actions (Johnson, 2018, pp. 73-74).

E-resources bring forward some ethically problematic situations. Library and its material is meant to be freely and equally accessed by everyone in the service community, but this can be compromised with the e-resources. Normally a user is able to walk into a library building and read print books without a library card or any other ID. But access to e-resources can be difficult for the same user. Thus, licenses, contracts, and technical solutions may clash with ethical aspirations. E-resources can also prove to be problematic when thinking about the library's mission to preserve information for future generations. E-resources may be very convenient in many ways, as they can be accessed straight from home, but at the same time, the challenge is the questions of ownership. Is the library able to guarantee the availability of the e-resources in years to come or will they be lost suddenly (Johnson, 2018, p. 75)?

Censorship is another ethical aspect that influences collection work and it can be both unintentional and intentional. Libraries' attitude toward censorship has changed in connection to the changing concept of the library's function and role (Johnson, 2018, p. 75). Intentional censorship has been a part of libraries' collection work ideology in the past. In the early 20th century, libraries were seen as promoters of reading skills. It was thought that the uneducated users did not have or should not even have the right to choose the appropriate books for themselves. Therefore, librarians had an important role in selecting "the right kind of material" for the libraries (Vatanen, 2009). Nowadays the idea behind collection development is to build diverse collections that represent all points of view. Still, personal values and fear about customer complaints can lead to censorship by not purchasing certain titles, limiting access to them or removing them from the collection. The challenge is to separate self-censorship from careful selection done by using appropriate selection criteria (Johnson, 2018, p. 80).

Unintentional censorship happens when libraries fail to select material that represents the pluralistic and diverse society. This is not done by purpose but is the result of a lack of knowledge of the diversity of the service community and all the viewpoints that are present. This can be reduced by being actively aware of the existence of biases when making the selection, avoiding associations from memory that may conform to the biases, and seeking titles that disconfirm one's conventional beliefs (Johnson, 2018, p. 80).

Building a diverse collection and trying to avoid censorship does not mean that a library should acquire everything. Limited funds call for consideration in selection and libraries try to avoid selecting material that is inappropriate to the user community, illegal or detrimental. As Johnson states, “free expression, intellectual freedom, and access to information must be protected, yet some materials are inappropriate and detrimental to certain user groups. The tension arises in determining what falls within these categories” (Johnson, 2018, pp. 80-81).

2.3 Classification systems and representational issues

2.3.1 Classification and representation

After libraries have acquired material, the next step is organizing it. By organizing the acquired material in some way, libraries are aiming to add value to the information (Saponaro & Evans, 2019, p. 34). Different classification systems for library material have been developed for this purpose. Classification is a knowledge organization tool and a way of describing the content of an item. The purpose of classification schemes is to help the library to organize material into shelves and give means to users to locate them. Classification schemes categorize information and items by grouping them (Kumbhar, 2011, p. 8). They aim to recognize similarities between areas of knowledge and thereafter keep similar items close to each other and separate them from dissimilar items. By the means of classification, library can express to users what material it has on a certain subject. The subject of an item will determine its place in the collection but sometimes it can be difficult to determine the subject unambiguously (Batley, 2014, pp. 5-6).

Library classification scheme types can be divided into universal, subject-specific, and national. Universal classification schemes aspire to cover all subjects and they are in international use. Specific classification schemes focus on a certain subject. A national classification scheme is created for a specific country to fit its circumstances. Universal classification schemes are the ones most commonly used among libraries. Especially academic libraries tend to opt for universal classification schemes (Zumer, 2009, p. 135). There are several different universal classification systems but the ones most used are Dewey Decimal Classification, Library of Congress Classification, Universal Decimal Classification, Bliss Bibliographic Classification, and Colon Classification (Kumbhar, 2011). Library classification may appear as being just a practical tool for organizing information, but it contains many ethical and representational issues. Classification has both material and symbolic level of operation (Bowker & Star, 1999, p. 39).

In principle, a library classification scheme is a systematic ordering of subjects plus a system of symbols that are representing the subjects (Batley, 2014, p. 6). The term representation has two basic meanings, “making present again and standing for” (Prendergast, 2000, p. 5).

Moses and Knutsen argue that:

Representations are socially (re)produced facts. They are things as they appear to us (not to be confused with the things themselves). Thus, a representation is an understanding or a description of the world: it is repeatedly presented – it is literally re-presented – to us as fact (Moses & Knutsen, 2007, cited in Ragaller & Rafferty, 2012, p. 264).

Classification and representation are closely connected. Ragaller and Rafferty state that “classification is itself an act of representation” (Ragaller & Rafferty, 2012, p. 263). Large-scale library classification systems are described as general or universal. Their aim is to map knowledge, differentiate subjects from each other, and represent the relationships between subjects. As Rafferty points out “all classification schemes, as discursive formations, regulate the ways in which knowledge is made accessible” (2001, p. 182). Classification systems are gatekeepers to knowledge; they provide access to the past and arrange the presentation of knowledge (Bowker & Star, 1999, p. 255).

2.3.2 Issues with classifying

It is human to classify. We all classify and categorize a variety of things on a daily basis in order to simplify our world and make sense of it (Batley, 2014, p. 1; Bowker & Star, 1999, pp. 1-2). The common problem in creating a classification scheme for others to use as well is that the same concepts or items can be classified in numerous ways (Batley, 2014, p. 3).

Therefore, it can be argued that there cannot exist a natural or a proper universal classification system. “Classifications that appear natural, eloquent, and homogeneous within a given human context appear forced and heterogeneous outside of that context” (Bowker & Star, 1999, p. 131). Things that seem natural and logical to some groups or cultures may appear strange and pointless to outsiders (Bowker & Star, 1999, p. 131). One cannot assume that others share the way he or she makes sense of the world. Even though a particular classification has established itself as a standard, it does not prove that it displays the correct way of organizing knowledge (Batley, 2014, pp. 3-4).

Classification systems of some kind are a common denominator for all cultures. Most of the classifications are however produced by modern western culture and often without even acknowledging it (Bowker & Star, 1999, p. 131). Even though classification systems hold the notion of objectivity, they are always molded by a particular worldview that comes across in the order of subjects, and in how some subjects are privileged and others subordinated. Library classification systems are always constructed, ideal formations of knowledge and historically constituted, and contingent (Rafferty, 2001, p. 183). The major western library classification systems reflect and maintain western values and knowledge systems. They prioritize subjects that are close to this dominating worldview like European history, Christianity, Western philosophy, and capitalist economics (Nelson, 1997, p. 31).

Classification systems are politically and socially charged even though they might be presented as merely technical tools (Bowker & Star, 1999). Classification schemes impose a shared understanding of how things should be ordered (Batley, 2014, p. 28). As the classification system becomes an essential part of the working infrastructure, the political and social ideas it carries along become more rooted, naturalized, and taken for granted (Bowker & Star, 1999, p. 196). Classification systems consider some things typical while others are singled out as different. It has the ability to mold people's behavior to fit the interpretations (Bowker & Star, 1999, p. 53).

One example of this is the Library of Congress classification of world history. This classification scheme is developed and published by the Library of Congress in Washington (Kumbhar, 2011, p. 55). The world history (class D), excluding the history of the Americas as it has its own main class, starts from Europe after the general works. The first country is Great Britain as the USA and Great Britain have had a close relationship throughout history. After that comes the grouping of other European countries. While Europe has been divided into countries or areas in the main subclasses, other parts of the world like Asia, Africa, and Oceania are not. This means that hierarchically Asia, Africa, and Oceania are classified at the same level as for example Great Britain, Germany, and Balkan Peninsula. As Nelson argues, this is the only scheme many Americans are familiar with, and therefore the order is presumably taken for granted as being logical and natural (Library of Congress; Nelson, 1997, p. 32).

Thus, classification is not neutral or objective organizing of information. There are always biases in the classification practices and indexing languages that libraries use and there lies

power within. They are involved in generating meaning and exerting censorship (Ragaller & Rafferty, 2012, pp. 262-263). The root cause for biases in classification originates from the nature of classification as a social construct. Therefore, classification systems reflect the same biases that are present in the culture that creates the classification systems.

For example, another widely used library classification system, the Dewey Decimal Classification, has received criticism for its culturally determined viewpoint. Dewey Decimal Classification was created by an American librarian Melvil Dewey. This scheme mirrors its origin by allocating 80 % of its religion section exclusively to Christianity. Also, the literature section reflects a strong bias connected to its origin. All the other literature classes are arranged by language except class 810, which is dedicated to American literature in English. Instead of merging it together with the rest of the English literature, it has received its own class, which starts right after general works (Olson, 1998). Also, there are eight classes allotted for Western literature while only one for all non-Western literature. This class numbered 890 is called “Other literatures” (Deodato, 2010, p. 84). The “other” category can be interpreted as a residual category. Star and Bowker (2007) argue that residual categories pose an ethical challenge to information systems. They call these residual categories as “garbage” categories because the classification schemes push all the “misfits” into this category. The subjects in these residual categories are often silenced and presented as one-dimensional and undifferentiated.

As mentioned earlier in chapter 1.2, Ragaller and Rafferty (2012) conducted a study that focused on biases on Welsh art. One of the biases they found was dispersion. Ragaller and Rafferty argue that dispersion makes certain material less visible within a collection. This does not mean that the material is not present or that it would be lacking somehow, but instead, the material is scattered throughout the library’s collection without having a notable section of its own. This is due to the classification systems used and how they organize material. It can lead to the impression that the collection does not contain certain material, because it is not easily traceable. According to Ragaller and Rafferty, this implies that the category is not prioritized. It is a judgment towards the category, even though there might valid reasoning behind the decisions (Ragaller & Rafferty, 2012, pp. 265-269).

No classification system exists in a vacuum; it must work together with other systems. For example, the classification schemes for organizing information in a library must work within the limitations of concrete library spaces and buildings, as well as within the limitations of

library databases and the technical aspects that come with it. There are also other things that affect the classification process. Lack of resources and trained personnel can quickly reduce the quality of classification. Also, different cultural backgrounds may have an impact on how a person interprets the classification scheme (Bowker & Star, 1999, pp. 107-108).

2.3.3 Minorities and the issues of classification

Library classification systems create and maintain meaning in a cultural, political, and epistemological sense. Libraries are institutions of knowledge and learning, which are in principle open to everyone. They have the ability to shape the thinking of large crowds. They decide what gets symbolically classed, what is given the status of main or primary, and what on the other hand is considered secondary or subsidiary (Rafferty, 2001, p. 183).

Classification is an act that deals with hierarchy, from greater importance to lesser importance (Nelson, 1997, p. 31).

As mentioned before, many library classification systems aspire to create a universal arrangement of knowledge. The problem that arises in attempts to sort out the world in a universal manner is how to represent the multiple voices that ought to be represented. It is impossible to organize reality for everyone in a single classification. When narratives of the past are constructed, there are always those that have been overlooked (Bowker & Star, 1999, p. 41). Because of the universal nature of the classification schemes, they are not always very detailed. Majorities come first, and minorities are either pushed back to the end of classes or categorized together with bigger entities. Some minorities can be very local and concern mostly the local environment. It is difficult for these groups to find a place of their own in the big universal schemes.

As also pointed out in the beginning of this chapter, classification attempts to gather similar information together and place related information in the proximity of each other. Physical objects can concretely be ordered only into one place at a time, and often this tends to follow the mainstream version of the relationships between concepts. The most powerful discourses in society dictate the final version. This leads to the marginalization of concepts outside the mainstream (Olson, 1998). The way relationships between concepts are portrayed is involved in creating representations of these concepts (Bowker & Star, 1999, p. 291).

Library classification emerged from the need to organize published works into a browsable collection. Thus, what has been published or will get published has a big impact on what gets

classified. Since what gets published is also controlled by powerful social discourses, the representation of mainstream ideologies is yet again strengthened (Olson, 1998). Some minority groups may have a strong oral tradition but not so much a written one. This aspect is one factor that impacts the lack of visibility on their part. Classification produces ethical concerns if one group's visibility comes at the expense of another's suffering (Bowker & Star, 1999, p. 320).

Many classification schemes convey the colonialist worldview. Colonialism in library classification manifests for instance in misnaming objects or concepts, in using Western-centric terms when describing an Indigenous phenomenon, and in neglecting the holistic view that is tied to some objects and concepts (Duarte & Belarde-Lewis, 2015, p. 683). There is clearly a need for decolonizing the systems of organization in libraries. The question should not be how to fit the minorities inside the boxes the colonial structures have created for them, but instead how new spaces can be created for the minorities to emerge (Duarte & Belarde-Lewis, 2015, p. 686).

Duarte and Belarde-Lewis (2015, p. 678) state that decolonization requires us to acknowledge that not all knowledge in the world can be represented in document form. Also, the Indigenous ways of knowing should be made visible in universities, libraries, museums, and archives. Marginalized peoples and cultures should be given the opportunity to develop their own approaches in organizing and naming the material that concerns them. This power currently lies in the hands of catalogers and classifiers (Duarte & Belarde-Lewis, 2015, pp. 679-681; Vaughan, 2018, p. 8). The decolonization process requires that libraries build relationships with the minority groups although it may be time-consuming and difficult (Vaughan, 2018, p. 12).

According to Duarte and Belarde-Lewis (2015, p. 682), the problem with deconstructing colonial structures is that "colonialism is subtle, insidious, and nearly invisible to privileged citizens of a Settler state." The first step is therefore becoming aware of the ways colonialism works through naming, describing, classifying, and standardizing. There have been efforts done in deconstructing colonial structures in classification by adopting new terms and creating new classes (Duarte & Belarde-Lewis, 2015, pp. 682-683). The problem with removing old terms is that patrons are used to finding information by using these outdated terms. And as one of the library's primary tasks is to provide access to information, the way users search for information has to be taken into consideration (Vaughan, 2018, p. 9). Even

though terms are renamed, the hierarchies and location may still stay the same and reflect old colonial structures (Vaughan, 2018, p. 8). One local example of the efforts done in challenging the old structures is the Indigenous Peoples room at the university library of Tromsø, which Tafjord (2011) discusses from the viewpoint of religion classification.

Decolonization of classification is important because classification and cataloging have a “huge impact both on how others are viewed and how others view themselves” (Vaughan, 2018, p. 13). Users are subjected to negative stereotypes about race, gender, class, and other social identities whenever they use the colonially embedded structures through conducting searches, browsing, and retrieving material (Vaughan, 2018, p. 8). Libraries have an ethical responsibility to create spaces for the minorities so that they can express their identity, values, and perspectives within structures of knowledge organization (Deodato, 2010, p. 85).

2.3.4 The practical side of classification

Even though universal classification systems create biases and are often ill-tailored to the needs of local communities, in many cases, there are valid reasons behind using them. Institutional legacy is one of them. Many large libraries have adapted these classification schemes and the system has become familiar to the users as well. Reclassifying a vast collection is a daunting thought for many libraries (Batley, 2014, p. 9). An important aspect is also that universal classification systems make cooperation and sharing between institutions easier. When things can be re-used, it saves a lot of time and prevents unnecessary overlapping work. For users and information professionals it is also convenient that the principles of a library classification are the same from one library to another. This way they do not have to learn a new system every time they enter a new library. The downsides are the limitations in adapting the collection to individual and local differences. Even though the world is becoming more and more global, local differences continue to exist (Ragaller & Rafferty, 2012, p. 266).

No classification or any representation can completely capture the complexity of what is being represented. In practice, they are trade-offs in many areas. For example, there is a trade-off between freedom and structurelessness, visibility and intimacy. These trade-offs must be negotiated and sometimes this causes conflicts. There is also the issue of how much flexibility a system should involve. Too much would result in difficulties to standardize things, but too little flexibility will make a classification user-unfriendly and hard to tailor to local needs (Bowker & Star, 1999, pp. 232-233, 244).

Ragaller and Rafferty argue that information specialists should take an active role in making a change and recognizing the responsibility and possibility to make a difference:

It is the question of whether information professionals want to perceive themselves as ostensibly impartial and passive chroniclers of third-party events, or whether they want to acknowledge the creative aspect of classification and play an active role in the representation and, indeed, in the moulding of a people and a nation (Ragaller & Rafferty, 2012, p. 272).

Keeping in mind that classification systems are constructed and infused with political, social, and ethical aspects, it is important to explore needs for change and adjustments. Paying attention to what is left dark, what is being pushed to the “other” category, and rearranging matters in accordance with new information gained over things and phenomena can lead to improvements (Bowker & Star, 1999, p. 321). It is crucial to produce flexible classifications. As Bowker and Star stated, “the only good classification is a living classification” (1999, p. 326).

3 Research object

In this chapter, I will introduce the university library of UiT and define my research object more concretely. I will also briefly present the Finnish and Kven study programme and the history of the Kven minority in Norway.

3.1 Introduction of the university library

UiT The Arctic University of Norway is divided into 10 campuses, which are located throughout the northern part of Norway (UiT, 2019a). Because the university is spread out to several campuses with long distances, it is therefore logical that the university library has divided its functions between different places. The university library is organized into 11 different libraries (UiT, 2019b). Seven of these are located in Tromsø, which is the biggest campus with over 10 000 students (UiT, 2020c). The libraries located in Tromsø are called:

- Contemporary Art Library
- Culture and Social Sciences Library
- Education Library
- Museum Library
- Music Library
- Psychology and Law Library
- Science and Health Library

During the year 2020 the Education Library is planned to be merged into the Culture and Social Sciences Library, which is the biggest one of the libraries. Four libraries are located outside of Tromsø on other campuses. These are called Alta Library, Hammerfest Library, Harstad Library, and Narvik Library.

The university library at UiT supports teaching, studying, and research that are done at the institute. From the library, the user can find academic literature both in print and electronic format and access several databases. Library also supports learning by arranging courses in information literacy. In the library's strategy for 2018-2022, it is also stated that the university library of UiT has a special responsibility to make visible and known knowledge about Sami and Kven language and culture and make available resources that relate to research in the Arctic and northern area (Universitetsbiblioteket).

3.2 Defining the research object

In this thesis, I will focus on a small, limited part of the library's total collection. I have chosen the Finnish literature collection as my research object. Finnish literature is mainly situated at the Culture and Social Sciences Library in Tromsø. Some books can be found in Alta Library and individual copies in other libraries as well. Books in the literature collection contain mostly fiction literature such as novels, short stories, poems, and anthologies. However, among the collection, there are also non-fiction books such as biographies of authors, and books about literary history and literary criticism. Nevertheless, the main theme of all these non-fiction books is Finnish literature.

Classification is based on the Dewey Decimal System. Dewey Decimal Classification is one of the classification systems used by libraries in order to organize the content of library material. In Dewey classification, the literature section is categorized into languages according to the original language that the book is written in. Therefore, the Finnish fiction literature collection consists of books written originally in Finnish but also of the translations of these books in other languages. In Dewey classification the number 894.541 stands for Finnish literature. As the length of the notation indicates notational hierarchy, every book with the same beginning but with a longer digit series is covering the same general topic but with more specific content (OCLC, 2003). This is why all the books that start with 894.541 are included in this study, and not just the books that have the exact number of 894.541.

Material that is closely related to the Finnish literature collection are the Kven and Finnish-Swedish books. Because Finland is a bilingual country, some Finnish authors have Swedish as their native language. As Dewey classification categorizes literature according to the original language and not by country, these works are located in the Swedish literature collection. From the Swedish literature, the library has separated a sub-class for Finnish-Swedish literature. Kven belongs to the Baltic Finnish languages and it has a close connection to Meänkieli in Sweden and to Northern Finnish dialects (Norske Kveners Forbund, 2014). Kven has had the status of a minority language in Norway since 2005. In Culture and Social Sciences Library, Kven books are placed just before the Finnish books. At the moment, they do not have their own spot on the shelves as they are placed into the class 894.54 called Finske språks litteratur (Kvensk, Meänkieli, Karelsk). The Finnish literature collection, 894.541 Finsk litteratur, starts after them.

3.3 Introduction of the Finnish and Kven studies in the University of Tromsø

The University of Tromsø has offered teaching in the Finnish language for many years, almost from the beginning of the existence of the school. The University of Tromsø started its operation in 1972 (Nordmo, 2020). Five years later in 1977, the University began offering teaching in the Finnish language and in 2006 began teaching in Kven language (Lindgren, 2009, pp. 120-121). Approximately at the change of the millennium, Finnish became a proper academic subject at the university with a full curriculum. At the moment UiT is the only university in Norway that offers teaching in the Finnish language. It is also the only university in the world where it is possible to study the Kven language. Students admitted in choose either Finnish or Kven as their main subject (UiT, 2020a). Both of the subjects have the same study structure so that students can study bachelor and continue to master.

The Finnish and Kven study programme is small. The programme has four teachers. Three of them teach the language and one literature. The studies start every second year. Students study both language and culture. In language studies, the focus is in the use of the language and ability to function with the language. With culture studies, a lot of emphasis is put on literature. Groups are small. On estimation, an average participant number per course is from three to six. Sometimes there are exceptions with bigger groups or very small groups. When the university initially started offering Kven studies they gained unexpected popularity. According to Lindgren, the first Kven groups became one of the biggest student groups in the Faculty of Humanities, exceeding by far the number of students that on average began studying Finnish (Lindgren, 2009, pp. 120-121).

3.4 History of Kvens in Norway

In this chapter, my goal is to give a brief introduction about the Kven minority and its history in Norway. My aspiration is not to map the Kven question in detail from every angle. The Kven issue is a multifaceted debate including linguistic, cultural, and ethnopolitical elements. There is more than one story to be told about Kvens. I attempt to provide readers some context that helps to clarify why Finnish and Kven language and culture are present in today's society in northern Norway.

Northern Norway is a multicultural area due to two historical minority groups, the Sami and the Kvens (Ryymim, 2001, p. 53). The term Kven often refers to Finnish-speaking people who immigrated to northern Norway over a period of several centuries and to their descendants

(Ryymän, 2001, p. 53; Sveum, 1999). The most common areas for Kven population were Finnmark and the northern part of Troms. For example, in 1875 the Kvens made up 24 % of the population in Finnmark and 8 % of the population in Troms (Ryymän, 2001, p. 54).

Minority policies in Norway can be divided into three different periods. The first period was integration without assimilation, which was a prevailing tendency until the middle of the 19th century (Sollid, 2013, p. 80). During that era reactions towards Kvens were mostly positive. They were seen as hardworking agriculturalists that used the local resources in harmony with Norwegians and Sami people (Lindgren, 2009, p. 111). Minority languages were used in everyday life and parents passed on their culture and language to younger generations (Lindgren, 2013, p. 18).

The era of tolerance was followed by a period of strict assimilation (Sollid, 2013, p. 80). In the late 19th century and early 20th century, the ideology of nationalism and building a national identity grew stronger in the Norwegian society and strong measures were adopted in order to assimilate the minorities, including Kvens, to the majority population. One method was to restrict the use of other languages than Norwegian. In schools, which were powerful scenes for assimilation, the use of minority languages decreased. Finally, in 1936 it became forbidden to use the Kven language as an auxiliary language in teaching (Lindgren, 2009, p. 112; Niiranen, 2011, pp. 61-64).

Kvens faced a dilemma regarding language use. Maintaining their own language gave Kvens a bad reputation, as they were expected to shift language. On the other hand, speaking Norwegian would label them as ‘bad learners’ of Norwegian as their Norwegian language had transfer features from Kven (Sollid, 2013, pp. 91-92). The assimilation period led to passive language proficiency within the Kven community. The children that were exposed to assimilation often learned to understand Kven, the language that their parents used, but spoke only Norwegian. In just three generations there was a rapid change from a Kven-speaking family to a Norwegian-Kven speaking and finally to only Norwegian speaking (Lindgren, 2009, p. 115). Competence in the majority language and competence in the minority language were seen as being mutually exclusive during the assimilation period. The general line of thought was that “the minority could only achieve equality and welfare by casting off their minority culture” (Lindgren, 2013, p. 19). This led to the deterioration of minority cultures and languages. Assimilation politics caused stigmatization, personal humiliation, and feelings of low self-worth to many of its subjects (Niemi, 2008, p. 9).

From the 1960s onwards, the dominant trend has been ethnic revival and minority groups have begun to receive more positive attention (Sollid, 2013). In the 1980s, the idea of Kvens as something more than immigrants from Finland, and Kven as its own language, began to actualize. Inspired by Sami and Tornedalians, some Kvens started to organize themselves and claim their rights (Lindgren, 2009, p. 116). Advocates of Kven rights argued that Kvens should not be labelled as immigrants because they have been in the region for centuries, even before the borders of present-day Norway were drawn. This argument is connected to the debate between different minority statuses. Governmental authorities in Norway separate three different types of minorities: Indigenous people, national minorities, and immigrants. These groups have different rights when it comes to for instance cultural protection and education in the native language (Niemi & Semb, 2009; Ryymin, 2001, p. 60). In 1998 the Kvens were acknowledged as a national minority (Lindgren, 2009, p. 118).

There has also been discussion on should the Sami people, who are categorized as Indigenous people, and the Kven, who at the moment have the status of a national minority, have equal rights. While some view that the two groups should have similar rights, others argue against stating that Kvens were voluntary immigrants as Sami people on the other hand were native inhabitants in the area (Niiranen, 2011, p. 63). According to Lindgren, the varied support that different ethnic groups receive has created a hierarchy between these groups. As a result, some minority groups are ranked higher in valuation than others. Also, within the same category, some groups are in a better position than others, even though they have the same official status (Lindgren, 2013, p. 21).

Steps towards language emancipation have also been taken. In the 1970s, after the assimilation era, the Finnish teaching in schools in Norway began again. This was partly the result of the new minority policy, but the fact that thousands of Finnish people moved to Norway to work during that period also had an impact on the matter (Niiranen, 2011, pp. 65-66). For a long time, Kven was considered to be a dialect of Finnish. According to a study made in 2003 ordered by the Norwegian government, the differences between Finnish and Kven are big enough to regard Kven as a language of its own although not so big that this would be necessary (Lindgren, 2009, p. 118). It was not until 2005 that Kven was officially acknowledged as language and received the minority language status in Norway (Lindgren, 2013, p. 17).

There are still different opinions on whether Kven is its own language or just a dialect of Finnish, and whether Kven should develop its own written language or use standard Finnish as the written language. In recent years, the view that Kven is a language of its own has become more popular. The problem with the use of standard Finnish is that the Kven-speaking people do not necessarily identify with the standard Finnish (Niiranen, 2011, pp. 67-68; Ryymin, 2001, pp. 58-59). Creating a separation between the two languages has also helped the Kvens to distinguish themselves from the Finnish culture and Finland. Ryymin argues that creating a dichotomy between Finns and Kvens and focusing on the differences between the two groups has been a tool for the Kvens to legitimize their status as a national minority instead of being labelled as immigrants (Ryymin, 2001, pp. 59-63).

It is difficult to say precisely how many Kvens there are in Norway today. This comes down to the question, how being a Kven is defined. If the determining factor is ancestry, the number of Kvens is estimated to be between 20 000-30 000, or even up to 60 000 depending on a source. But if the determining factor is whether a person identifies oneself as a Kven, these numbers would be considerably lower (Ryymin, 2001, p. 54). The number of speakers of Kven is estimated to be between 2000-8000 (Forsgren & Minken, 2020). Among the Kvens, there are various approaches to expressing their cultural background. According to Anttonen (1998), many Kvens identify themselves as Norwegians with Finnish ancestry. They are aware of their background but do not need to politicize it. Some Kvens are more active in participating in cultural activities and events connected to Kvenness than others. Finally, for a certain group of people being a Kven is a reason to engage in ethnopolitical activities. Thus, being a Kven is not a homogenous or one-dimensional identity. In reality, there is not always a clear-cut separation between being a Kven, Finnish, or Norwegian. One can be for instance both Norwegian and Kven in differing amounts (Anttonen, 1998, pp. 52-53).

Ethnic revival and its impact on a more pluralistic minority policy have made it more acceptable for the Kvens to present themselves as an ethnic group (Ryymin, 2001, p. 62). As culture and language are not static but in fluctuation, the minority policy should extend beyond preservation into developing the cultural and linguistic heritage of a minority group (Lindgren, 2013). It cannot be expected that responsibility for this lie entirely on individuals representing the group. The surrounding society should also play a part, for example in the form of including the use of minority languages more in public domains (Lindgren, 2013, p. 21).

4 Research method

Aim of the research, research question, available resources, and research object are all factors that affect the choice of research method(s) (Østbye et al., 2013, p. 103). In this study, I have chosen to combine two research methods. The first method is the analysis of statistical data, which is quantitative in its nature. The second method is interview. This in turn is a qualitative research method. With the help of statistical data, I can measure behaviors while interviews help me to find out more about attitudes and opinions. Statistical data tells us what, interviews tell us why (Callegaro & Yang, 2018, p. 182). By using triangulation, my goal is to increase the credibility of this study. In this chapter, I am going to introduce my research methods, share my course of action while conducting the research, and discuss the limitations of these methods.

4.1 Statistical method

In the library field, the statistical method can be understood as collecting all kinds of numerical data about the collection from the library database. According to Wilen and Kortelainen (2007, p. 122), the statistical data can be used as a starting point for the evaluation of a collection and as background information and support for other evaluation methods. The benefit of the statistical method is that statistics are usually quite easily attainable and comparable. They give exact information and one can use many different variables and combine them in various ways when gathering statistics. The limitation with the statistical method is that numbers themselves do not reveal causes that lie behind them. Statistics do not directly measure the value of the collection. Higher statistical numbers do not automatically mean that the collection is better (Wilen & Kortelainen, 2007, pp. 120-122). It is also important to notice that the data gathered from the library system is depended on the correctness of cataloguing, which is vulnerable to both human errors and technical errors. If the data records are incomplete or faulty, it may affect the results and lead to potential errors.

4.1.1 Gathering statistical data

The statistical data was gathered from a library system called Alma that is currently at use at the UiT libraries. To be able to access the statistics, one must have access to the library system as well. That is why I started my data gathering process while doing my internship at the university library. The internship took place in October 2019 and it lasted three weeks. During this time, I received help from the library staff to access and navigate the statistics interface.

I took statistics regarding the size of the Finnish literature collection, the age and language distribution of the collection, the acquisition and weeding numbers, and the loan and no-loan numbers. The library system Alma was taken into use at UiT libraries in the middle of the year 2015. As a result of this system change, some of the statistical data, like loan and weeding numbers, are lost from the years prior to the new library system. Therefore, I had to limit the study in these cases to cover the time period from 2016 to 2019.

Statistics were taken in two stages, in October 2019 and in January 2020. Data about the size of the collection, age and language distribution, and items that have not circulated was taken in October 2019. Commonly these kinds of readings are not looked at year by year, but instead they show the current situation at the time of data retrieval. Therefore, I chose to start with these statistics and gather them during my internship so that I was able to move forward with my project. Data about acquisitions, weeding, and loans was gathered in January 2020. I did a test gathering of these statistics already in October 2019, but the final data that is used in this study was gathered in January. These statistics are normally divided into years, and readings from different years can be compared to each other. Therefore, I needed to wait until January 2020 to gather the final data regarding these statistics. This ensured that the data from 2019 was complete and could be compared with other years. The year 2015 was left out of these readings because the library system changed in the middle of the year, and therefore the numbers from that year are not comparable to the following years. The data was stored in Excel-files. I worked with the data in Excel and created diagrams and charts based on the data in order to make it more visual and thereby more understandable.

4.1.2 Problems and limitations with statistical data

I encountered some problems during my data gathering process. To begin with, the statistics interface was quite difficult to operate. It was not very intuitive. Secondly, my initial plan was to include books that have a certain classification number to the study. In this case, it would have been the Dewey number for the Finnish literature, which is 894.541. Due to technical problems, the statistics interface did not show any results with such a specific classification number as the limiting factor. Therefore, I needed to use another variable instead of the Dewey number. I chose to use the call number of books. The call number is the number that shows the shelf place for the book and is generally found on the spine of the book. Often the call number correlates with the classification number. When gathering statistical data from the collection, the searches were limited to books whose call number begins with 894.541. Using

the call number meant that books that are in storage will not be a part of the study because the call number of the storage books is a running number series and does not correlate with the classification number. Thus, there was no way of searching for the storage books belonging to the Finnish literature section as a unit.

I decided to limit the research to only physical books. Although I acknowledge that the use of e-books is increasing all the time and is becoming ever more popular, especially in the academic circle, the gathering of data from e-books would have proved to be too challenging in this case. For example, all usage of e-books happens on the providers' platform, whereas print book loans are registered in Alma. At the moment Alma collects usage data from approximately half of the journal and book providers that are at use at UiT. The rest has to be collected from the providers' own system. Also, at the moment it is not possible to gather statistics of e-book use based on classification or call number like with print books without special arrangements.

As mentioned previously, the correctness of bibliographical data can affect the data results. Cataloguing rules and practices have changed over time and this together with carelessness in cataloguing can cause errors in the data readings. Sometimes data is also lost during the database conversion process like was the case here with certain readings. There were also some other problems that I came across while gathering data. For instance, some books had more than one publishing year in their bibliographical record. In those cases, I decided to use the oldest year consequently. Another problem was that some records were missing a language code for the book. They were therefore categorized under "undefined language" (UND) when I was trying to take statistics that had a language as a variable. My solution to this problem was to take the same statistics but with a title as well. I then could decipher the language of the book based on the title. This required counting manually the correct languages for the UND-books. In most cases, the books that were missing a language code were written in Finnish. On a few occasions, the language could not be deciphered based on the title. The language of those books remained undefined in my study.

I also came across situations where I noticed that some data was missing. One example was with loan statistics. I had gathered data about the most loaned titles both with the time period of the beginning of Alma from 2015 to October 2019, and on a yearly basis. When I compared the data, I noticed that several loans were missing from the dataset taken from the entire period. I do not know the reason for this. After discovering it, I decided not to use that

dataset in my study. Also, the statistics about loans by patron group proved to be tricky. In the result list, there were many cases where the patron group was missing altogether. The librarians I asked about this suspected that due to privacy protection, information was anonymized and therefore did not show up in the results.

Besides the missing data, there are some other limitations in regard to statistical data that one needs to keep in mind. In the case of loan numbers, it is important to notice that not all use is registered. A collection might include reference books, which users cannot loan out. Users can also copy a part of the book inside the library premises without loaning it. Also, not all loans signify usefulness. It is likely that sometimes users loan books that end up being useless for them. Users may also hold on to a book a long time so that it gets renewed several times. This does not always mean that the book is used all the time. The user may just have forgotten to return the book.

Statistical data is often considered to be neutral. Even though data itself is not influenced by personal opinions, the decision-making process of gathering data and what variables to choose and which to ignore is very subjective (Boyd & Crawford, 2012, p. 667). Therefore, the statistical results in this study are coloured by my own decisions of where to focus, which readings to gather from the database, and how to present them.

4.2 Interview as a method

As Wilen and Kortelainen (2007, p. 117) propose, it is advisable to use at least two different research methods and preferably combine quantitative and qualitative methods together when assessing library collections. Therefore, I decided to use interview as my second research method. Interview is a useful method in collecting information that would otherwise be difficult to get a hold of. It can be used in mapping processes or confirming or disproving the data that is gathered from other sources (Østbye et al., 2013, p. 103). Through interviews, I was able to gain information about collection development and management processes in regard to the Finnish literature collection and about the opinions and reasons behind the decisions concerning the collection. The interviews also helped me to put the statistical data into a proper context and explain the story behind some of the readings.

4.2.1 Gathering data through interviews

My focus in this thesis is on the library collection itself instead of focusing for example on the users and their opinion of the collection. That is why I chose to do the interviews as expert

interviews and not to interview students. Thus, people that have been involved with collection work were the best sources for information. The collection that was studied is relatively small, and therefore the group of experts working with it is small as well. Also, there has been a slow turnover among the key people that have worked with the collection. That is why I ended up interviewing only three persons. Two of them were subject librarians that either currently work or have been working with the Finnish literature collection at the university library of Tromsø. The third participant was a faculty member from the Finnish and Kven study programme.

During my internship at the university library, I found out whom I ought to interview from the library's part, that is to say, which librarians have been responsible for the collection. When it came to finding the right person from the Finnish and Kven study programme, I contacted a staff member that I knew, and asked if he could direct me to the person in the study programme that had the most experience concerning Finnish literature. After finding out the persons I needed to interview, I contacted two of them by e-mail and one face-to-face. They all agreed to be interviewed.

The advantage of an interview is that it is a flexible method so the data collection can be modified according to the situation and participants (Hirsjärvi, Remes & Sajavaara, 2008, p. 200). This was the case in my study also. My basic assumption was that because all the participants were in different situations and had different kinds of knowledge, I would need to tailor the interview questions individually to some extent.

When conducting interviews, certain ethical considerations should be taken into account. Proper research ethics requires that the participants in an interview should have a clear understanding of the purpose of the study and what participation will require of them (Østbye et al., 2013, p. 106). In addition, all the informants need to willingly agree to take part in the study. The agreement can either be written or oral, although a written agreement is recommended (Norwegian center for research data, 2019b). In order to follow proper ethical guidelines, I contacted the Norwegian centre for research data (NSD) before conducting any interviews. When handling personal data for research purposes, the research project has to be approved by NSD before a researcher can start collecting data (Norwegian center for research data, 2019a). I cleared the project with NSD in October 2019.

According to NSD, the researcher is obligated to inform the participants whose data is being collected and collect voluntary, explicit, and informed consent from them (Norwegian center for research data, 2019b). In respect of this, I composed an information letter based on the NSD's template. In the information letter, I explained the main purpose of my study, why the informants were being asked to participate, what the participation involved, what rights the participants had and how the data would be processed. It was made clear that participation is voluntary, and the participants have the right to withdraw from the study at any point. The names of the participants would not be published in the final work. However, I informed the participants that due to the fact that there are not that many people involved with the subject area, some may recognize the participants despite the efforts of anonymizing. The information letter and consent form that I used can be found in the attachments.

After getting a green light from NSD, I started conducting the interviews. I used a mixture of a structured and semi-structured interview. In a structured interview, the form of the questions and the order are decided beforehand. In a semi-structured interview, the themes or subjects are defined beforehand, but the precise form and order of questions are not fixed. This gives more flexibility for the interviewer to react during the interview and ask follow-up questions (Hirsjärvi, Remes & Sajavaara, 2008, p. 203; Østbye et al., 2013, p. 105). I had drawn a list of questions beforehand and placed them in the wanted order, but during the interview, I was open to modify questions, ask follow-up questions and leave out some questions depending on how the interview proceeded. The question guides for each interview are attached to the end of this thesis.

Two of the interviews were held in November and one was held in December 2019. All of them were face-to-face interviews. Finnish was used as an interview language in two cases and English in one. If it was possible, I wanted to hold the interview in Finnish, as it is the language I understand the best. I felt that it would help me to minimize the possible misunderstandings in the interview situation, even though it would mean extra work in the writing stage due to translating into English. The interviews lasted from 35 minutes to one hour. The interviews were held at the university campus in Breivika in places that were familiar to the participants. This hopefully helped them to feel more comfortable in the interview situation. As Østbye et al. (2013, p. 106) state, how comfortable the interviewee feels in the interview situation can affect his or her answers. I asked the participants for permission to audio record the interviews so that I was able to transcribe them later on word-by-word. They agreed to this. This allowed me to focus better on listening and gave me a

chance to come up with supplemental questions depending on the course of the interview. I used my iPad for recording purposes.

4.2.2 Problems and limitations

Both Hirsjärvi, Remes and Sajavaara (2008, p. 201) and Østbye et al. (2013, p. 104) point out that the disadvantage with interview as a research method is that it can be very time-consuming. It requires careful planning. Because I limited my interviews only to three, the process of planning, conducting, and transcribing the interviews was not overwhelming. The benefit of interview is that participants can be contacted afterwards if there is a need for follow-up questions in order to complement or clarify some points (Hirsjärvi, Remes & Sajavaara, 2008, p. 201). During my writing process, my work changed slightly, and because of that, I needed to ask the informants some questions about the Kven collection and its place in the library. Since I only had a few questions to ask, I decided to ask these questions through e-mail. These follow-up questions were sent to participants in the middle of June 2020. I acknowledge that asking these questions by e-mail and not face-to-face might have affected the answers. On the one hand, people have more time to think about the answers, but on the other hand, people might give a shorter answer by writing than they would by talking. Also, the nonverbal communication is lost in an e-mail conversation.

The interview questions need to be well-formulated so that the person interviewed will understand them correctly (Hirsjärvi, Remes & Sajavaara, 2008, pp. 199-202; Østbye et al., 2013, p. 107). I noticed that in some cases, my formulation of questions could have been better. The informants were not always clear on what I was going after with the question and I needed to explain some questions better. It is also important to compose the interview questions in a manner that they are neutral and do not steer answers in any direction. I tried to keep this in mind when coming up with the questions and I tried to organize the questions into logical order.

It is important to prepare for the interviews in the sense that the interviewer has enough knowledge about the field, especially if talking to experts so that one is able to follow the interview and get the most out of it (Østbye et al., 2013, p. 106). When interviewing experts, it might prove to be challenging to grasp all the things they are saying. I noticed that due to my own experience of library work, I was able to follow better the interviews with the librarians compared to the interview with the faculty member.

One limitation to take into consideration is that this was the first time I held a research interview, so I noticed that especially during the first interview, I lacked experience on how to handle the situation. After transcribing all the interviews, I noticed that sometimes I probably interrupted the informant to ask a clarifying question instead of waiting for them to finish all their thoughts and asking the clarifying question after that. Another limitation regarding the interview method is that the informants may not remember everything exactly in the interview situation and some information is lost because of that. People also have the tendency to give socially acceptable answers rather than expressing their honest opinion, especially when talking about sensitive matters (Hirsjärvi, Remes & Sajavaara, 2008, p. 201). There is a risk for that in this study as well. The Finnish and Kven are small subject areas and people connected to it know each other and may therefore be reluctant to express negative opinions. I tried to overcome this by asking the interview questions in a neutral way. Also, the topic itself is not a sensitive in its nature, which lowers the risk for overly polished answers.

During my writing process, I discovered that using two different languages during the interviews raised some ethical issues connected to presenting the research material. I wanted to use quotes when introducing my interview results, and I wanted to include quotes from all of the informants. But as I am writing my master's thesis in a Norwegian university, it is unlikely that the readers will understand Finnish quotes. Therefore, I felt that it was necessary to translate the Finnish quotes that I planned to use in English. As the two languages are different, a word-by-word translation would have led to confusing sentences written in poor English. Therefore, I had to take the style issue into consideration while translating the quotes. My ethical consideration was that how much the quotes could be altered so that they still remain quotes. When translating the quotes, I tried to maintain the spoken language feel without compromising too much on grammar.

4.2.3 Analysing the answers

When working with the interview data, I first transcribed the interviews word-by-word, and after that, I wrote a summary of the interview in order to distinguish the main points from the data. As my plan was to thematize the results, I gathered all the answers related to the same theme together. Because I wanted to anonymize the participants, I avoided using any revealing personal pronouns in the writing process. Instead, I referred to them as informant 1, informant 2, and informant 3. As soon as my thesis project is completely ready and approved, I will delete the interview data, as promised in the information letter.

It is important to acknowledge that the results are my interpretation of what was said in the interviews. I have chosen which parts of the interviews were used and what ended up being highlighted in the results chapter. In order to reduce incorrect interpretations, I gave the informants a chance to read through the interview results chapter and check for any mistakes. The two research methods I chose have arguably their limitations, but I believe they were mutually complementary research methods in this case, and they gave me the chance to gather data that would answer my research question.

5 Results of the statistical data

In this chapter, I will present the statistical data that I gathered from the Finnish literature collection through the library system Alma. These figures were gathered either in October 2019 or in January 2020. I gathered data regarding size, language and age distribution, acquisitions, loans and weeded items. Some of the presented data has been visualized into charts and tables in order to make it more comprehensible.

5.1 Size of the collection

According to the data, the size of the collection that was studied is in total 4078 items. The majority of these items are located at the Culture and Social Sciences Library, which is the home library for the Faculty of Humanities, Social Sciences and Education. From the 4078 books, 3716 are located at the Culture and Social Sciences Library. This equals to approximately 91 % of the total collection as can be seen in Figure 2.

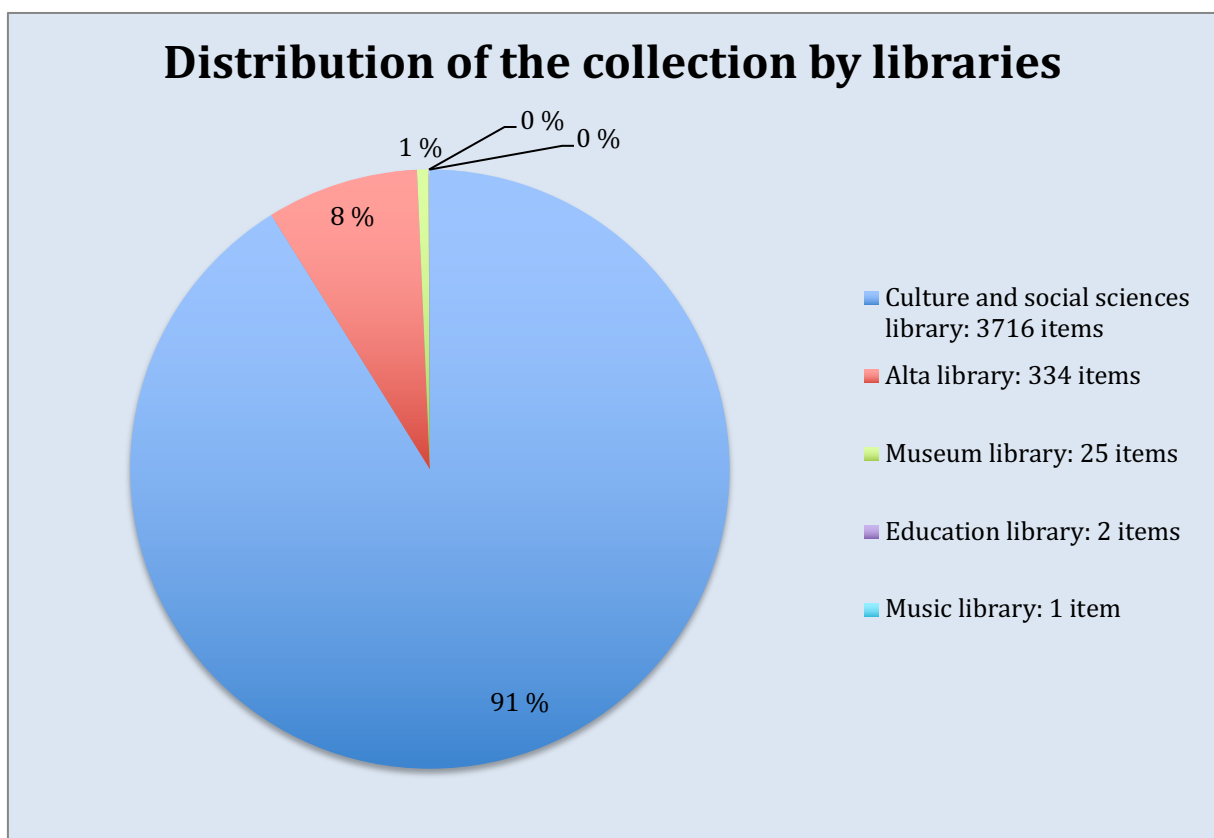


Figure 2 - Distribution of the Finnish collection by libraries

The second largest part of the collection can be found at Alta Library, which houses 334 books from the collection. That accounts for 8 % of the entire collection. The remaining items are distributed between three other libraries, but none of these libraries hold more than a few

items from the collection. Museum Library has 25 items, Education Library has two, and Music Library has one. The total collection has 3552 records of titles. This means that some of the titles have been acquired in more than one copy but most of the titles contain only a single copy. These statistics were gathered in October 2019.

5.2 Languages in the collection

As one would expect, Finnish is the predominant language in the collection. There are 3658 items that have Finnish as language. This accounts for 90 % of all the items in the collection. The second biggest languages are Norwegian Bokmål and Swedish. The collection contains 134 items in both languages. Thus, both Norwegian Bokmål and Swedish form 3 % of the collection. There are 53 English items in the collection, which equals to 1 % of the collection. 14 books are written in Norwegian Nynorsk. If the two Norwegian languages were to be combined, the percentage of Norwegian items in the collection would increase to four. In addition, the collection contains a small amount of other languages. In total there are 14 different languages represented in the collection as is shown in Table 1. I have not counted “multiple languages” and “undefined languages” into this number. These statistics were also gathered in October 2019.

Language	Number of items
Finnish	3658
Norwegian bokmål	134
Swedish	134
English	53
Multiple languages	33
Norwegian nynorsk	14
Undefined	13
Kven	12
Danish	9
German	7
Northern Sami	7
Russian	5
French	3
Southern Sami	1
Lule Sami	1
Spanish	1
In total	4078

Table 1 - Languages in the collection

5.3 Publishing years in the collection

I took statistics of the publishing year of the books in the collection in order to find out what is the age distribution in the collection. In some cases, a book had more than one publishing year in the cataloguing record. In those cases, the oldest year was chosen to be used consequently. There were four books that did not have a publishing year in the cataloguing record but compared to over 4000 that had, this was a very small amount and therefore does not affect the reliability of the results.

The oldest publishing year in the collection is 1894. When looking at the publishing year on a yearly basis, the data reveals that the number of older books in the collection varies from just a few items to ten or a bit above it. For example, the collection contains three books published in 1925, 10 books from 1926, and 13 books from 1928. From 1950 onwards there is a slight increase in the numbers and, apart from a few exceptions, there are more than 10 books in the collection from each publishing year. Another increase in numbers can be found from 1973 onwards, after which the items per publishing years can be counted in dozens. 1979 is the first year when the number of items goes above a hundred.

From 1979 to 2018 there is a fluctuation between 35 and 149 items per publishing year. The data shows that there are two noticeable increases in the numbers from this period, and these are from 1981 to 1985 and from 1996 to 2013. There are items in the collection more from these years than from the surrounding years. In the last few years, the tendency is slightly declining. All in all, the items seem to be well spread throughout different publishing years so that there is an even distribution between old and new books. In Figure 3, the publishing years are grouped into decades in order to show an overview of the age distribution in the collection. These statistics were gathered in October 2019.

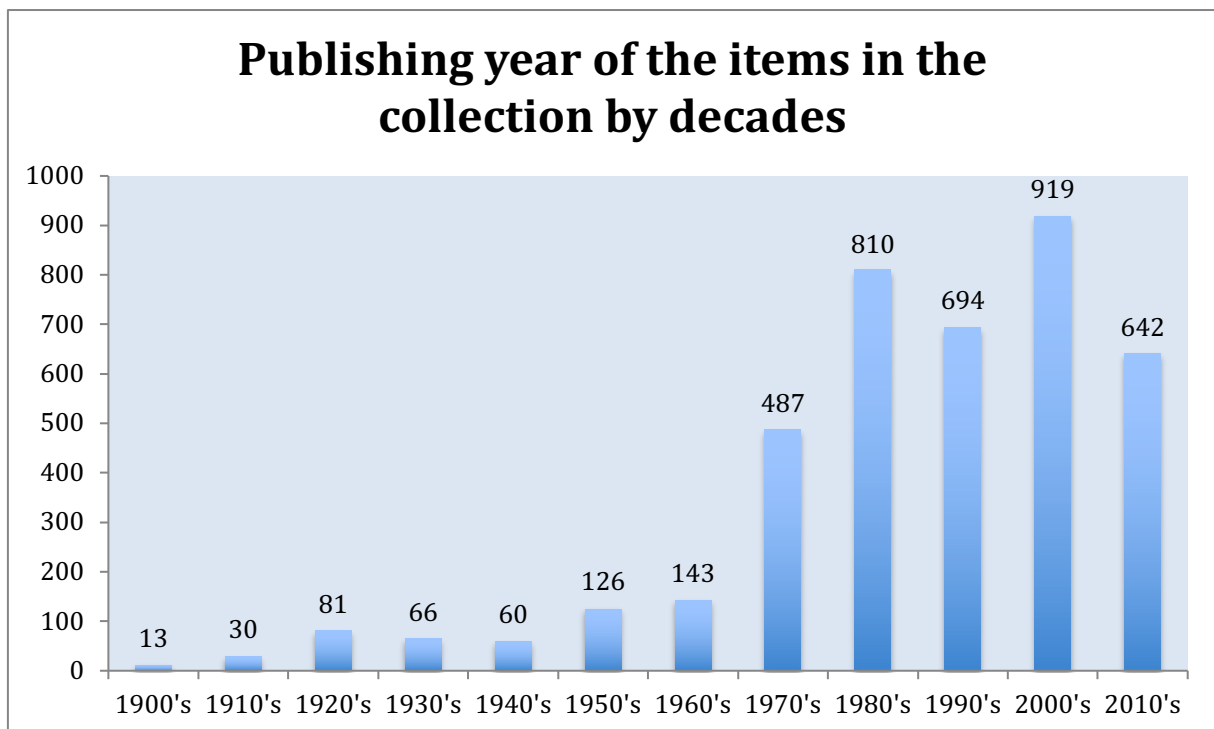


Figure 3 - Publishing year of the items by decades

5.4 Acquisitions

In this study, the acquisition year equals to the year when the library received the book. Another option would have been to use the year of ordering, but that would have included books that we ordered, but never actually arrived at the library. This was explained to me by the librarian that assisted me in the first stage of my statistics gathering. Therefore, I decided to use the year the item was received as the indicator, which ensured that the item in the statistics was actually a part of the collection at some point.

Figure 4 shows the acquisition numbers from 2010 to 2019. There were more acquisitions made in the first part of the 2010s than in the latter part. An exception was the year 2013 when acquisition numbers dropped significantly. In the last four years, the number of acquisitions has not been very high. From 2017 to 2019 the amount has been varying from 40 to 63 but in 2016 there were only 17 acquisitions. Before this, the acquisition rates were usually higher. In some years it was over 100. Thus, the overall tendency with acquisitions seems to be declining. Fewer books are bought to the collection.

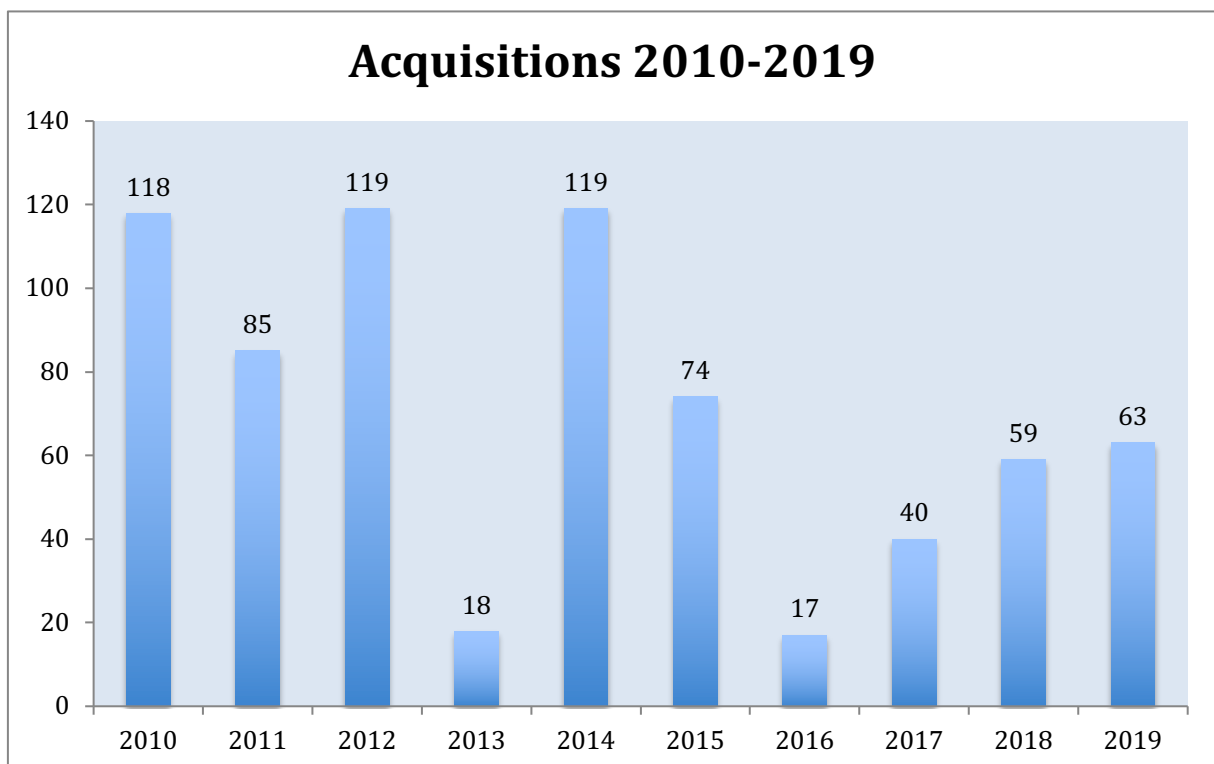


Figure 4 - Acquisitions from 2010 to 2019.

In the last years, only Culture and Social Sciences Library has acquired books for the Finnish collection. In 2015 the Museum Library acquired one book, and in 2012 two books. Alta Library, which had the second largest collection of Finnish literature, made its last acquisition

in 2012. This indicates that the Culture and Social Sciences Library is the only one systematically making acquisitions. The final acquisition statistics were gathered in January 2020 in order to include the statistics from 2019 in the study.

When looking at the languages of acquisitions, the data clearly shows that Finnish books are acquired the most. The acquisition numbers for other languages are relatively low and have stayed that way throughout the 2010s, as can be seen in Figure 5. In 2015 there were in total 74 acquisitions. 59 of these were in Finnish and nine in Norwegian. I have chosen to combine Norwegian Bokmål and Nynorsk into one language in the acquisition statistics in order to simplify the results. Other languages that showed up in the acquisition statistics for 2015 were English, Russian, French, and Swedish. In 2016 acquisition statistics were low, with only a total of 17 acquisitions. Of these, 14 were acquired in Finnish and three in Norwegian. No other languages were acquired that year.

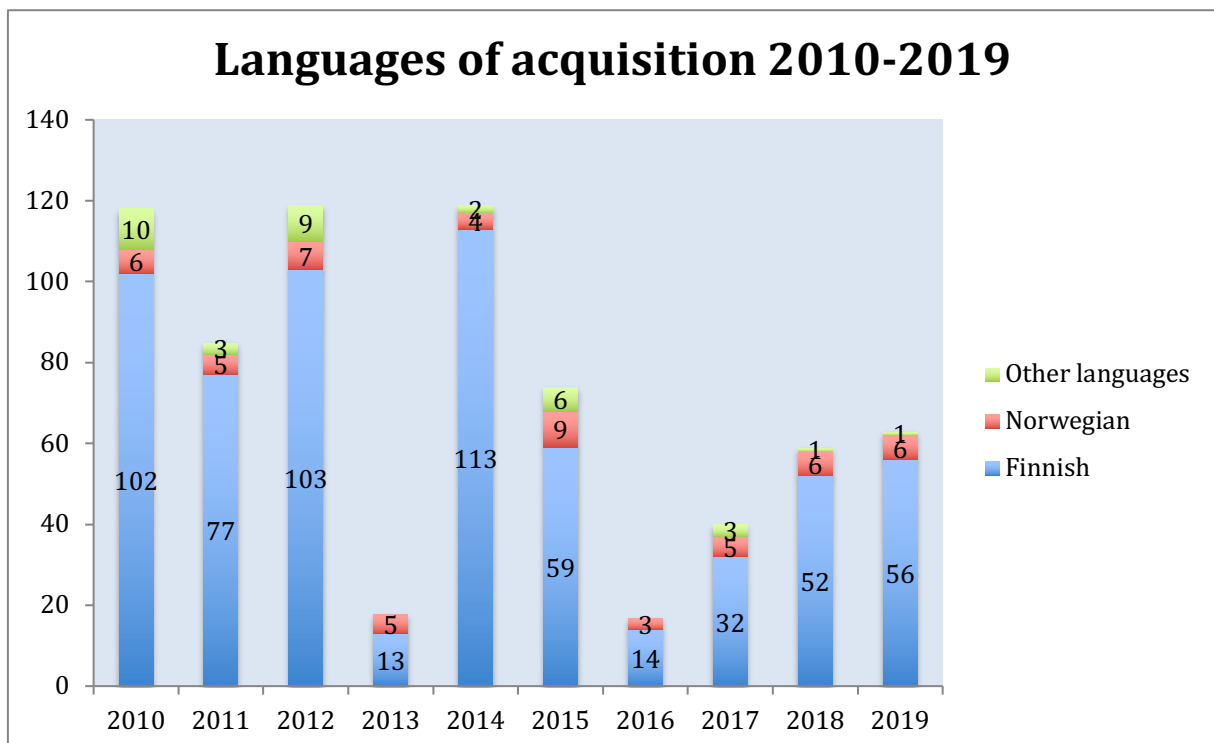


Figure 5 - Languages of acquisitions from 2010 to 2019.

In 2017 there were in total 40 acquisitions. The number of Finnish books acquired was 32. From the remaining eight acquisitions, five were in Norwegian and three in different Sami languages; Southern Sami, Northern Sami, and Lule Sami. In 2018 the acquisition number increased to 59 in total. 52 of these were in Finnish, six in Norwegian, and the last one in Northern Sami. The readings for 2019 are quite similar. In 2019 there were in total 63

acquisitions. 56 of these were in Finnish, six in Norwegian and one in English. Naturally, most of the acquisitions are made in the Finnish language. Also, Norwegian books are acquired systematically, not in large numbers but consequently. Other languages taken into the collection seem to vary from year to year without any noticeable patterns in the few recent years.

5.4.1 Acquisitions by details

When taking a closer look at the individual books acquired, novels from known authors dominate the acquisitions. I have taken two recent years as examples, 2017 and 2019, to look more closely at what is acquired.

In 2017 all acquisitions were made in a single copy. The majority of the books acquired, 34 out of 40, were novels that received the basic call number 894.541. Many of the novels are written by well-known Finnish authors like Katja Kettu, Tommi Kinnunen, Arto Paasilinna, Outi Pakkanen, Kalle Päätalo, and Pirkko Saisio. I base this interpretation on my own experience gained through working in a public library for several years. Among the acquisitions, there is also young adult literature with books such as *Shell's Angels ja Kalajoen hiekat* by Jyri Paretskoi, *Jäljellä toisaalla* by Salla Simukka, and *Säbätalvi* by Kalle Veirto. From the remaining six books, one book was placed in the section for literature history and criticism, one in Kalevala and Kanteletar, and four were books about Finnish authors. These biographies are about Hannu Salama, Eino Leino, Elvi Sinervo, and Aino Kallas.

Looking at the acquisitions in 2019, all books except one are acquired in a single copy. From a total of 63 acquisitions, 53 have received the basic call number 894.541. Among these, there are books from popular Finnish authors like Kari Hotakainen, Anna-Leena Härkönen, Juha Itkonen, Olli Jalonen, Tommi Kinnunen, Sofi Oksanen, Arto Paasilinna, Anja Snellman, and Antti Tuuri. From some authors, more than one book was taken into the collection. For instance, there were four different books from Olli Jalonen. He received the Finlandia Prize in 2018 with his book *Taivaanpallo*, which is one of the acquired books (Suomen Kirjasäätiö, 2020b). Finlandia Prize is a prestigious literary prize in Finland awarded yearly by the Finnish book foundation (Suomen Kirjasäätiö, 2020a). Also, three books written by Tommi Kinnunen were taken into the collection. Out of these three, two were Norwegian translations. The 10 remaining books fall into different categories. Five of them are placed in the section for literature history and criticism. One is in literary criticism for poetry, one in literary criticism

for prose, and one is a biography of a poet Saima Harmaja. The two last ones fall into the category for literature criticism about Kalevala and Kanteletar.

5.5 Weeding

I was able to get a hold of the weeding numbers only from mid-2015 onwards. The library system was changed in 2015 and some of the statistics regarding previous years were lost because of that. The numbers, which I got a hold of, indicate that weeding is very minimal. Table 2 shows a compilation of the weeded books. In 2015 only one book was removed from the collection, and in 2018 four books were weeded out of the collection. There has been no weeding done in other years. With 2015 it is important to keep in mind that the data from that year does not cover the whole year. However, the tendency regarding weeding is very clear. All the weeded books were in Finnish. I also checked whether there still existed a copy of the weeded book in the collection. The result was that all the weeded titles were found in the online catalogue. This would indicate that the weeded copies were either duplicates or they have been replaced after the weeding with a new copy. The weeding statistics were gathered in January 2020.

Author	Title	Weeding year	Items
Nevanlinna, Arne	Arne	2015	1
	Paikka: eletty, kuviteltu, kerrottu	2018	1
Enoranta, Siiri	Surunhauras, lasinterävä	2018	1
Viikilä, Jukka	Akvarelleja Engelin kaupungista	2018	2

Table 2 - List of weeded books.

5.6 Loans

With loan statistics, I encountered the same problem as with weeding statistics. Loan statistics could be gathered only from mid-2015 onwards because of the change in the library system. Since the data from 2015 does not cover the whole year, I decided to exclude it from the study. It would have been difficult to compare loan readings from that year to readings gathered from complete years. Therefore, I will only use loan statistics from 2016 to 2019. Loan statistics were gathered in January 2020.

The data shows that the loan number reaches over a hundred every year. As Figure 6 reveals, there were 109 loans in total in 2016. The following year the loan number was 102. In 2018 there was an increase in the loan amount, and a total of 162 loans were registered. In 2019 there were 115 loans. All in all, these numbers are not very high when considering the size of the collection. Less than 3 % of the collection was on loan in 2019, and this is only if every loan would be a different book.

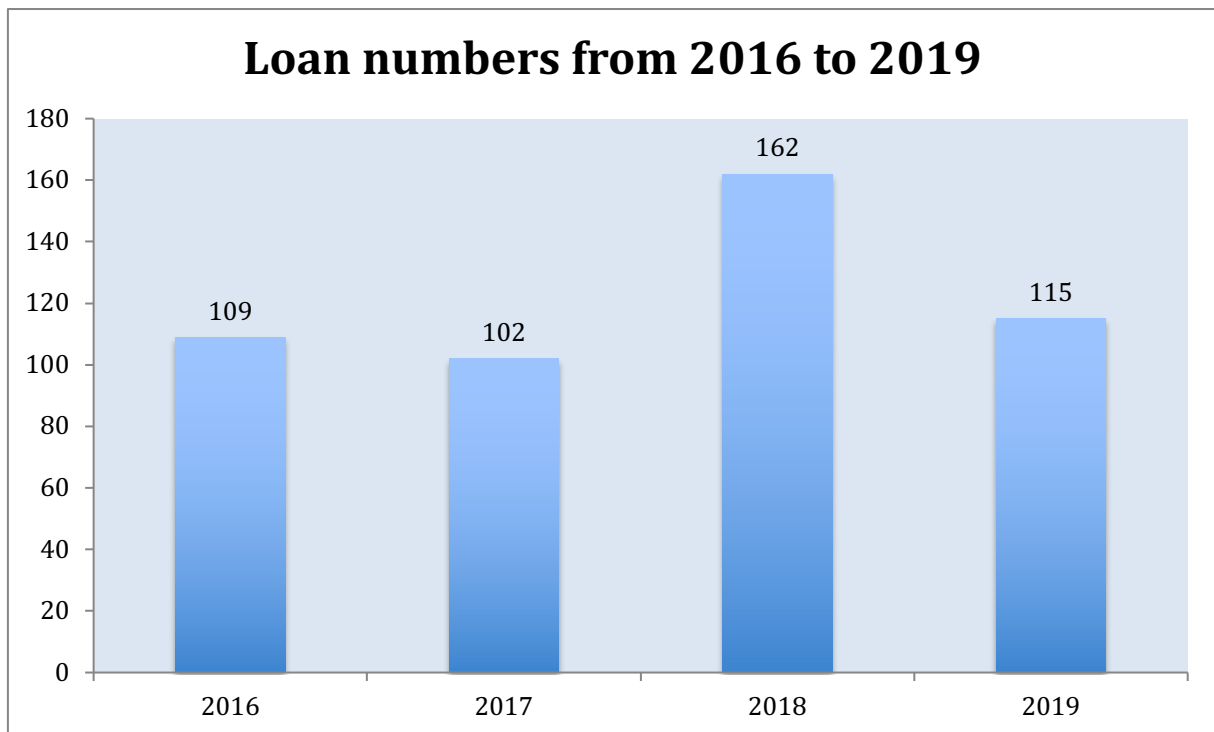


Figure 6 - Loan statistics from 2016 to 2019.

When looking at the libraries where the books were loaned from, only Culture and Social Sciences Library and Alta Library came up. In Alta Library the loan numbers vary yearly from 0 to 20. This means that most of the books are loaned out from Culture and Social Sciences Library's collection, which is very expected since they have the largest collection of Finnish literature, and also the Finnish and Kven study programme is situated at the campus.

5.6.1 No-loans

Statistics were also gathered of books that had received zero loans during the life cycle of the new library system Alma, i.e. no-loans. These statistics were gathered in October 2019, so the time period covers approximately four years from mid-2015 to October 2019. The total number of books that have stood on the shelves during that period is 3697. When we

remember that the size of the whole collection is 4078, this number is very high. This means that 91 % of the collection has not received any loans during the four years.

When looking at the different libraries and their no-loan numbers, the situation was as followed: Culture and Social Sciences Library had 3343 books that had not circulated, Alta Library had 326, Museum Library had 25, Education Library had two, and Music Library had one. When compared to the size of the collection, we notice that none of the few books that Education, Museum and Music Library have in their collection have circulated. In Alta Library there were eight items that have circulated from the Finnish collection during the four years. In Culture and Social Sciences Library the amount is 373 items. In percentages, this means that in Culture and Social Sciences Library 10 % of the collection has been circulating during the last four years, while 90 % of the collection has not been circulating. In Alta Library only 2,4 % of the collection has been circulating, while 97,6 % has not. Figure 7 shows the distribution of loans and no-loans in the Culture and Social Sciences Library and Alta Library.

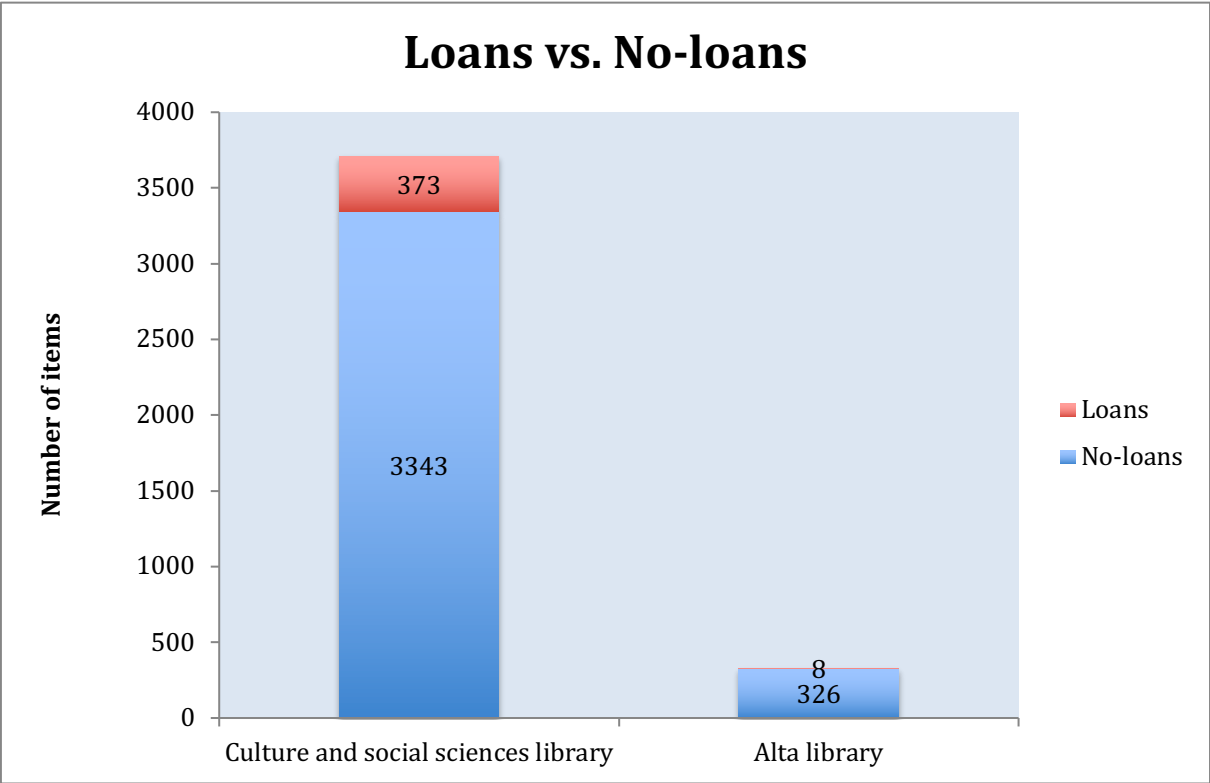


Figure 7 - Comparison between loaned and not loaned items

5.6.2 Loans by languages

I also examined which languages in the collection receive loans. Statistics from 2016 show that there were in total 109 loans and 63 of them were in Finnish. Norwegian was the second most popular language with 32 loans. Books in Swedish were loaned out seven times and books in English five times. A Kven book was loaned once and the last loan was an undefined language. In percentages, this means that 58 % of loans were in Finnish, 29 % in Norwegian, 6 % in Swedish, and 5 % in English. Figure 10 shows the distribution of loans between Finnish, Norwegian, and other languages.

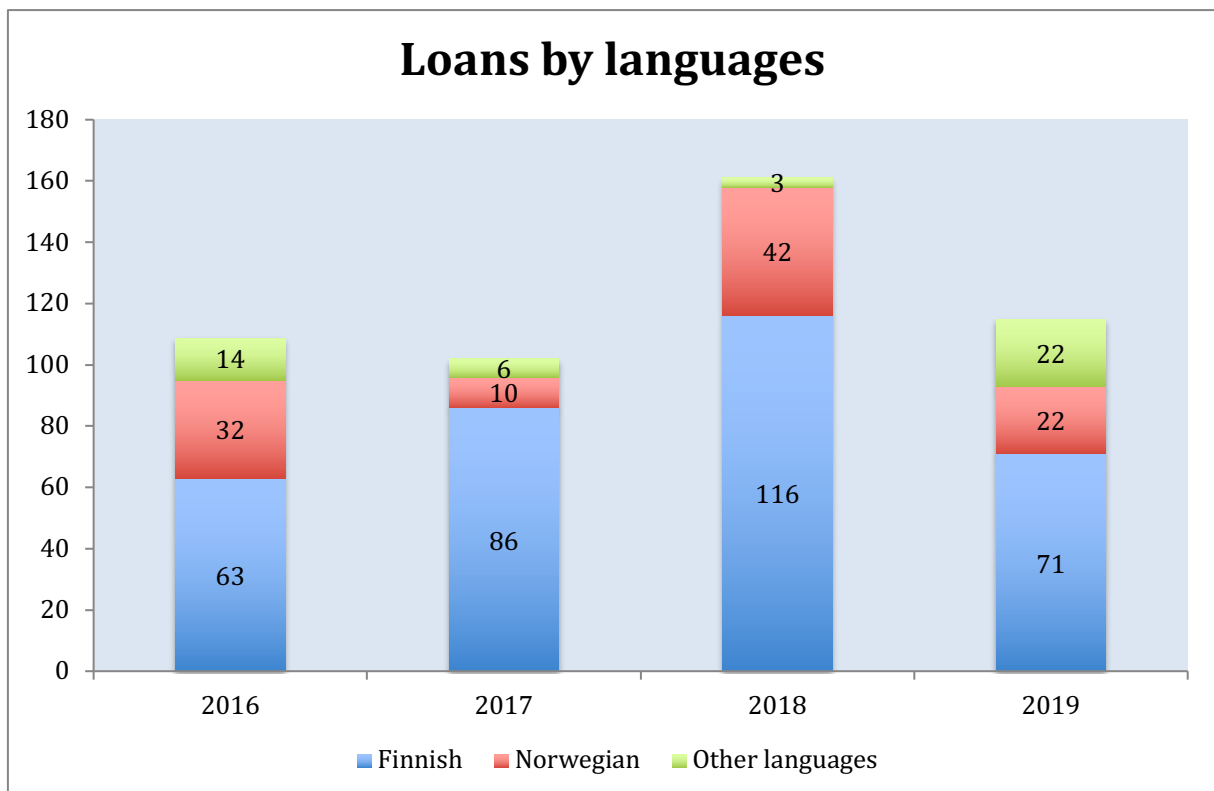


Figure 8 - Loan numbers by language from 2016 to 2019.

In 2017 the total loan amount was 102. From these loans, the vast majority was in Finnish, 86 altogether. Only ten loans were in Norwegian. From the remaining six loans, five were in Swedish and one in English. In percentages, this means that 84 % of the loans were in Finnish, 10 % in Norwegian, and 5 % in Swedish.

In 2018 the total loan amount was 162, and 116 of them were in Finnish. Again, Norwegian was the next most borrowed language with 43 loans. The last three books were Swedish. Other languages did not receive loans in 2018. This means that 72 % of the loans were in Finnish, 27 % in Norwegian, and 2 % in Swedish.

In 2019 the total loan amount was 115. From these loans, 71 were in Finnish. Books in Norwegian received 22 loans and books in Kven 17 loans. From the remaining five loans, three were in Swedish and two in English. In percentages, this means that 62 % of the loans were in Finnish, 19 % in Norwegian, 15 % in Kven, 3 % in Swedish, and 2 % in English.

5.6.3 Loans by titles

I gathered statistics of books that had received the most loans during the four-year time period of 2016-2019. Table 3 lists the most loaned books by title. The book that has received the most loans is *Der fire veier møtes* written by Tommi Kinnunen. It has been loaned out 10 times in total. The original Finnish version of the book, *Neljäntienristeys*, has received four loans. This book is Kinnunen's first novel, and it received a nomination for Finlandia Prize the year it was published (Bonnier, 2020).

The Finnish national epic *Kaleva* has been loaned out six times in Finnish. The epic was compiled by Elias Lönnrot and it is based on folk poems he collected in Finland and Karelia (Finnish Literature Society, 2020). Other editions of *Kalevala* can also be found in the most loaned list. *Kalevala* in Norwegian Bokmål has been loaned five times and the Norwegian Nynorsk edition of the epic has received three loans. A children's version of *Kalevala*, *Koirien Kaleva* written by Mauri Kunnas, has four loans in Finnish and three in Swedish.

Laura Lindstedt's *Oneiron* has been loaned six times. This is the Norwegian translation of the book. The Finnish one has not received any loans. The book won Finlandia prize in 2015. *Suomen kirjallisuushistoria*, a book with the topic of Finnish literature history, has been loaned five times.

Alf Nilsen-Børsskog's *Aittiruto*, a novel in Kven, was loaned five times. Three other books from the same author have received four loans. Actually, Nilsen-Børsskog's books should have not appeared on the result list, as they are a part of the Kven book collection and not the Finnish. In Culture and Social Sciences library the Kven books belong to the Baltic-Finnic – section, and thus have a different call number than the Finnish books. However, in Alta Library, Nilsen-Børsskog's books have received a call number among the Finnish books, and therefore they appeared in the results.

In addition to *Neljäntienristeys*, *Koirien Kalevala*, and Nilsen-Børsskog's novels, seven other books have received four loans. Most of them are in Norwegian. Tommi Kinnunen has another book in the most loaned list, which is *Lyset bak øynene. Høyt mot nord* by Väinö

Linna has also received four loans while the original version *Täällä Pohjantähden alla* has been on loan only once during the same period. Arto Paasilinna has three books that all have received four loans: *Den klønete skytsengelen*, *Harens år*, and *Kollektivt selvmord*. Marja-Liisa Vartio's book *Hänen olivat linnut* has been loaned four times both in Finnish and in Norwegian.

In total, 16 books have been loaned out three times. From these, six are in Finnish, nine in Norwegian, and one in Swedish. When looking at the numbers, it is good to bear in mind that the same person could have had the book and renewed it. For example, three loans do not necessarily equal to three different users.

The most loaned books in the collection			
Author	Title	Language	Loans
Kinnunen, Tommi	Der fire veier møtes	Bokmål	10
	Kalevala	Finnish	6
Lindstedt, Laura	Oneiron : en fantasi om sekundene etter døden	Bokmål	6
	Kalevala	Bokmål	5
	Suomen kirjallisuushistoria	Finnish	5
Nilsen-Børsskog, Alf	Aittiruto	Kven	5
Kinnunen, Tommi	Lyset bak øynene	Bokmål	4
Kinnunen, Tommi	Neljäsentienristeys	Finnish	4
Kunnas, Mauri	Koirien Kalevala	Finnish	4
Linna, Väinö	Høyt mot nord	Bokmål	4
Paasilinna, Arto	Den klønete skytsengelen	Bokmål	4
Paasilinna, Arto	Harens år	Bokmål	4
Paasilinna, Arto	Kollektivt selvmord	Bokmål	4
Vartio, Marja-Liisa	Fuglene var hans	Bokmål	4
Vartio, Marja-Liisa	Hänen olivat linnut	Finnish	4
Nilsen-Børsskog, Alf	Kuosuvaaran takana	Kven	4
Nilsen-Børsskog, Alf	Muistoin maila	Kven	4
Nilsen-Børsskog, Alf	Rauha	Kven	4

Table 3 - The most loaned books in the collection.

5.6.4 The most loaned books yearly

When looking at the most loaned items yearly, in 2016 Tommi Kinnunen and his book *Der fire veier møtes* received the most loans. The book had five loans in Norwegian and four in Finnish. Arto Paasilinna's *Den klønete skytsengelen* received also four loans. Marja-Liisa Vartio's *Fuglene var hans* was loaned three times and the Finnish version of the book two times. Altogether 11 books were loaned two times. Five of these were in Norwegian, five in Finnish, and one in English.

In 2017 four books were loaned three times. Three of them were in Finnish and they were *Kalevala*, *Suomen kirjallisuushistoria*, and Juho Koskimaa's *Uskollinen vähässä*; *Signe Björseth*. The Norwegian one was *Oneiron* written by Laura Lindstedt. Three books received two loans. These were a Swedish book called *Finlands litteratur*, Leena Lehtolainen's *Tiikerinsilmä* and Toivo Pekkanen's *Tehtaan varjossa*. Other books were loaned once.

In 2018 Kinnunen's *Der fire veier møtes* was yet again borrowed five times and was the most loaned during that year. Väinö Linna's *Høyt mot nord* was loaned four times. Four books received three loans. All of them were in Norwegian. These were Tommi Kinnunen's *Lyset bak øynene*, Lindstedt's *Oneiron*, Paasilinna's *De uhengte uslingenes urtehage*, and Minna Rytisalo's *Lempi*. 16 books received two loans.

In 2019 Alf Nilsen-Børsskog's four books that are written in Kven appear in the top of the most loaned books with four loans. Because in Alta Library these books have a call number amongst the Finnish books, they show up in the results. After them, there are two books that have received three loans. The first one is a book by Tommi Kinnunen that is called *Skår*. The second one is *Kalevala* in Norwegian. 11 books were loaned two times.

5.6.5 Loans by user groups

My plan was to collect some circulation data categorized by patron groups. In the patron record, each individual patron is placed into a patron group, which can be for example own staff, own students, or external users. I had already gathered some statistics about how the loans are yearly divided between patron groups and also about the languages of the loans and the titles of the loans. I was planning on researching how the collection was loaned by staff, students, and external users, do their language preferences vary, and how much other material students loan apart from the syllabus books. But when I conducted the second round for the statistical data gathering in January 2020, I noticed that there was too much data that did not

contain information about the patron group. For instance, in loan statistics from 2019, 38 loans were not linked to any patron group, while 77 loans had an identifiable patron group. There is no way of knowing how the 38 loans are in reality divided between existing patron groups. The lack of data is substantial enough so that it can distort the findings. Therefore, I have chosen to exclude it from my study even though it would have been interesting to find out more about it.

6 Interview results

In this chapter, I am presenting results from the interviews. I interviewed three people for the study. These interviewees were chosen because they all have in-depth knowledge of my research object due to their profession and current or former work tasks. Two of the participants were librarians that have both worked with the Finnish collection at the university library in Tromsø and been responsible for the development and management of the collection. Their experience working at the library varied from five to 30 years. One of the interviews was done with a staff member from the Finnish and Kven study programme in order to get the study programme's point of view. This interviewee had been working in the study programme for almost 20 years. Because the situation for each informant was different, the questions asked varied to some extent from one interviewee to another. Because I wanted to anonymize the participants, I will be referring to them as informant 1, 2 and 3. Therefore, I am also avoiding using personal pronouns, like he or she, in this text. I have chosen mostly to summarize and paraphrase what the informants told me during the interviews.

I have organized the answers according to themes. All the themes do not have input from all the informants. The order of the themes is both chronological and following the structure of my theoretical framework. I will start with themes related to collection development and management in the lines with Saponaro and Evans's model for collection management process. I will explore topics like service community, selecting and acquiring, and evaluating in the form of weeding and storing. Factors that impact the core collection management activities like format, technology, and collaboration are also brought up. Lastly, I will move on to the classification issues related to the Finnish collection such as the location of the Finnish-Swedish and Kven material.

6.1 Beginning of the collection and the Finnish and Kven studies

To begin with, I wanted to establish an overview of the beginning of the Finnish and Kven studies and the collection. Informants 1 and 3 were able to shed some light on the early stages of both the studies and the collection building. According to the informants, Finnish has been a subject at the university since its beginning and Kven since 2006. The multicultural background of Northern Norway with the Kven minority was an important trigger for the establishment of Finnish language studies. The underpinning idea was that teaching at the University of Tromsø should reflect the background of the area.

Indeed, because a university finally was established in Northern Norway, the idea behind it was that the background and life of this northern area - the background of people, business sector, and everything else - should be visible in the teaching and research. Also, other faculties (--) have this northern emphasis. And in the field of culture, this northern emphasis in Norway is multiculturalism. And an important part in it is... well, back then it was called Finnish, but now after certain ethnopolitical changes, the term Kven is used first and foremost. So, that is why Finnish became a subject here, because of this Kven minority, which is a very big minority even though it's not necessarily so visible. (Informant 3, my translation)

The teaching of Finnish was small scale in the beginning. The university offered only language studies and students could not major in Finnish. Because Finnish was one of the subjects at the university, the university library began gathering relevant material related to the subject. The library received a literature package from Oslo university library that included core literature like classics. The University of Oslo offered Finnish studies until the year 2000 when the study programme was discontinued. The university library of Tromsø had itself bought newer material for its collection.

6.2 Target group

When I asked about the target group for the collection, both of the informants with library background stated that the purpose of the collection was to provide relevant literature for the faculty members and the students in the study programme. According to informant 1, the collection was not targeted to the public in general because the library in Vadsø has been responsible for collecting and disseminating Finnish literature in Norway. Vadsø library acquires also translated literature in Finnish, while the focus of the university library of Tromsø has been in acquiring literature written in the original language. Informant 2, on the other hand, mentioned the external users when answering a question about the purpose of the collection. The informants mentioned that the target group, staff and students, is not a big group. Informant 3 clarified that there are four teachers altogether at the study programme. The number of students participating in courses is relatively low as well. Usually, the number of participants per course is between three to six. The studies start every second year and the teaching happens primarily online apart from the courses in oral and written language skills.

6.3 Selection process

6.3.1 Information sources for selection

When I asked which sources the informants use(d) for information when selecting material for the collection, informant 1 told that before the Internet became a useful tool, lists from the publishers were important in the selection process. Also, book reviews published in Finland were helpful, although it was time-consuming to go through them. Other information sources the informant used were *Helsingin Sanomat*, which is the largest daily newspaper in Finland, literature prizes like the Finlandia-prize, and catalogues from antiquaries. Finding books required a lot of work before the Internet era, and the informant described the process as hunting down books:

Before we got the Internet, this work was totally different. (--) It took considerably more time. (--) Books were searched from every possible place. (--) I did a lot of work finding [the books] by myself. Then of course when the Internet came, searching the books became considerably easier. (Informant 1, my translation)

Informant 2 mentioned user suggestions, websites for publishers, and the national library as being sources for information in the selection and acquisition stage. The informant uses the catalogue of the Finnish national library to conduct searches about Finnish fiction literature. The assumption is that the national library has in its collection all the material that has been published in Finland.

6.3.2 Selection criteria

When I asked about general guidelines that the library had set for the collection development, informant 1 said that the focus was on the northern material:

All along we tried to acquire everything that deals with the northern area, Finnish Lapland or something like that. If there was a book like that, I absolutely purchased it, even though it might not have had so good reviews. All the subjects had like this northern perspective. (Informant 1, my translation)

But this was the only general guideline from the library's behalf that the informant remembered. Informant 2 told that according to the library's current collection guidelines, electronic versions are prioritized over print versions if electronic one is available. Also, accession is more important than preservation. The books should be made available to

borrowing whenever this is possible. Within the subjects that are a special priority for the university, like Sami, Kven, and northern area studies, the library's ambition is to have as complete collection as possible.

Both of the librarian informants mentioned that literature suggestions and requests from the staff members in the study programme were prioritized in selection. Informant 1 recalled that especially regarding new literature, book reviews were the basis of the selection. Informant 2 described the selection criteria as follows:

Well, the first criteria is that I always buy the books that are requested from staff or students. For fiction literature I usually, just as I said, buy the common titles that have been published during the year. I do this usually at the end of the year. Yeah, I guess it has to do with how known the publisher is and how known the authors are. Of course, there are also, what's it called... the first-time authors... (--) But, at least if it's published in a well-known publisher, it's kinda an indication that it's high-quality literature. (Informant 2)

Informant 2 also added that if the book covers a subject that is prioritized at UiT, it is taken into the collection.

Language was one of the deciding factors in selection for both informants. Because original language is prioritized in the selection, the main focus is on the Finnish literature written in Finnish. Informant 1 mentioned that translated literature was not acquired very much. The exceptions were Finnish-Swedish literature, which was acquired in Finnish translations as well, and Norwegian translations from Finnish books. Both of the informants mentioned the legal deposit arrangement. The library receives a free copy of the material that is published in Norway. This includes all the Norwegian translations from Finnish fiction literature as well. As a rule, these translations of Finnish fiction literature were taken into the collection. Informant 2 stated that translations in other languages are acquired if they are requested.

Informant 1 recalled that the selection and acquisition changed and became more diverse over time. In the beginning, the focus was more on the classics and other respected literature. Later on, also more popular fiction literature was added to the collection. This change was approved by the literacy teachers. Informant 2 clarified that apart from the fiction literature, the informant does not purchase books anymore unless being definitely sure that the book is going to be an interest for the study programme. The library wants to be sure that the acquired

books are truly relevant for the users, and according to the informant, the new e-book models enable that. Informant 2 continued that there is some variation in the details between the e-book models, but generally, the e-books are found in the library's online catalogue Oria but are purchased and become a part of the UiT's collection after users have clicked on those e-books.

Informant 2 added that the format affects the selection. E-books, in general, are now favored in the acquisition, and due to that, most of the recent book acquisitions by the library are in electronic format. Informant 2 continued that e-books are sold in big packages. The Finnish subject is also included in these packages if the providers have some material regarding the subject. There are more e-books available in the theoretical literature, e.g. in Finnish linguistics and literature studies, and less in fiction literature. According to informant 2, if the library owns the e-book, it does not usually acquire the same book in print. Some course books may be acquired as print books as well. The informant continued that the advantage with e-books is that many users can use them simultaneously compared to print course books, which the library usually acquires only three copies.

Informant 2 mentioned that audiobooks are not usually acquired. If audio books are requested, then they are acquired but there is not a systematic audiobook collection being built. When it comes to Finnish fiction books, most of them have to be acquired in print because they are not available as e-books, at least not for the university libraries:

If we want to buy them, we have to buy them in print. Maybe it's changing so that we also could buy them as e-books. I think for private users in Norway or Finland they are available for e-books but not for, at least not for university libraries. (Informant 2)

Informant 2 continued that with e-books the library has to consider different access models; how many users at a time can access the book and can it be downloaded as PDF. There are not very strict rules for what not to purchase. Informant 2 mentioned also that e-books and big packages have decreased the work done with selection and acquisition. Many of the e-books are patron-driven acquisitions, which means that they show up in a catalogue but are purchased only after they are clicked. Print books that are bought are mostly fiction literature or requests from the staff to have in print format.

Informant 3 mentioned during the interview that the informant prefers print books that the library has in its own collection. Even when the book exists as an e-book, the informant

prefers the print book. Books from the library's own collection are favored because interlibrary loans are slow and cumbersome.

6.4 Weeding and storing

When I addressed the topic of weeding, both of the librarian informants agreed that if the item was damaged or broken and could not be repaired, it was taken out of the collection.

Informant 1 told that very little weeding was done. Instead, some items were moved to the storage if there was no space on the open shelves. When books needed to be moved to storage, the informant went through the collection systematically and checked, for example, whether or not the items had been loaned. The informant clarified that all the items could not be on the open shelves, but the stored items could still be found in the collection in case someone would search for them.

Informant 2 mentioned that weeding also depends on if the library has other copies of the same book or if it can be re-ordered. Before the weeded books are thrown away, the librarians check if the national deposit library has a copy of the book and send it there if possible.

According to informant 2, the library has a weeding project once a year, during which librarians go through the physical collection and move some books to storage. Books can be moved to the storage if there are multiple copies of the same book on the shelf, and the book is not circulating much and is not a part of course literature. Also, books older than 100 years are moved to storage.

6.5 Importance of the collection and its different aspects

Informant 3 stated that it is crucial for the study programme that the library has Finnish literature in its collection. The informant uses the collection when preparing the teaching or conducting research. The informant also reads books from the collection for own recreation and recommends books to students as well as others.

Two of the informants said that comprehensiveness was the most important aspect in the collection and one said relevance. Informant 3 mentioned that comprehensiveness is important because it is difficult to say in advance which books will turn out to be the most important ones. Therefore, it is good to have a comprehensive collection, especially regarding the books that are available only as print books. It is time-consuming to request a book from Finland as an interlibrary loan, and the need for it may pass before the book arrives. Thus, it is important that the local book collection is comprehensive:

The interlibrary loan of a Finnish book from Finland is hopeless. It takes around four weeks or something. So, if a book you need now would be ordered as an interlibrary loan from abroad, the need for it would pass, the semester would end before it would arrive (laughing). (--) It's extremely important that the book collection is comprehensive. (Informant 3, my translation)

Informant 2 said that when thinking about the comprehensiveness of the collection, the collection as a whole should be relevant for users. The comprehensiveness of the physical collection is becoming less important than previously because more literature is becoming electronically available through e-material acquisitions and Open Access publishing. In the informant's opinion, the Finnish collection is still quite comprehensive even though fewer acquisitions have been made in the last years:

In the last years, we have been acquiring fewer fiction literature titles for instance. But I think it's still a quite comprehensive collection for the Finnish literature for instance. (pause) I think you will find most of the standard works. I'm sure we have less titles now, or I mean we have more titles now, but each year we buy less titles, I think, the physical ones. (Informant 2)

All of the informants agreed that acquiring new books is important for the collection. One of the informants stated that new books are important because the collection should always be relevant and useful to users. Keeping the collection up-to-date keeps it relevant for users. Another informant mentioned that it is important professionally to stay up-to-date on Finnish literature. New books are important because the books on the syllabus need to be replaced from time to time in order for there to be also new reading on the syllabus lists. The teachers need to be able to see the book and get familiarized with the book before it can become a part of the course literature.

From the library's point of view, the main focus language-wise is to acquire fiction literature in the original language. The informant from the study programme pointed out that in literature lessons the main point is to study literature and not the language. That is why the course literature can be read as translations as well. The informant does not intervene in what language the students decide to read the works nor recommend any language. That is every student's own choice:

They can read fiction literature, the literature in the syllabus, also as translations. It can't be expected that a student who has studied the language for a year, and who starts to study Finnish literature, would understand anything of it. So, they read translations unless a student happens to have a better language proficiency acquired in some other way. But if an ordinary Norwegian student who hasn't studied Finnish before would have to read in Finnish, the teaching of literature would get so banal. (--) So, it's obvious that they have to read translations. In literature courses the point is specifically to study literature, language is then studied separately during the language courses. (Informant 3, my translation)

According to informant 3, newer Finnish fiction has been translated quite well into Norwegian, which gives the students the possibility to read these books as translations. Some may even read the original text and the translation parallel.

When discussing the importance of loan numbers, informant 1 did not consider the loan numbers to be that important, because it was more important to have a good collection. The informant did not follow the loan numbers. In informant 2's opinion, the circulation of books is important because it is an indication of use, but other factors need to be taken into consideration as well:

That books are loaned is kind of an indication that they are used. It's important but the Finnish user group is not so big, so you can't really expect that you have a huge circulation. So yeah... we always have some books that are not circulating at all or very much, but they should still be available. (Informant 2)

Informant 3 elaborated that the students do not need to acquire all the course material themselves. For example, the short stories that are a part of the syllabus are usually put to Canvas, a digital learning platform used at UiT, for the students to access. Therefore, these would not show up in the loan statistics.

6.6 Cooperation

All of the informants agreed that the library and study programme cooperate with each other. Faculty members can send acquisition requests and wishes to the subject librarian, who then acquires the requested material. Library gives education in information literacy (IL) for the students. According to the librarian informants, teaching IL was previously the subject librarian's task but currently, the task of IL teaching has been given to librarians specialized

in it, and they provide IL teaching for several disciplines. Informant 3 considered it to be very important that the library educates students on how to search for information, how to choose quality sources, and how to cite and refer to a text. In order to keep up with the information needs of the user group, informant 2 follows the research the study programme is conducting. The library and study programme have collaborated with some projects, for example in developing online resources for Kven language training.

6.7 Challenges

When I asked about the challenges concerning the collection, the informants had different thoughts on the topic. Informant 1 mentioned two big challenges. The issue of space was the first one. The second challenge was the classification system the library used before Dewey Decimal Classification, which was Universal Decimal Classification (UDC). In UDC, Finnish-Swedish literature was scattered among the Swedish literature. The informant saw it as a challenge when Finnish-Swedish literature did not have its own place on the shelves. The informant said that:

Previously we used UDC. At that time the Finnish-Swedish literature was among Swedish literature. Because of that, I was like (shaking head)... Then we switched to Dewey where it has its own number. That was in my opinion the biggest challenge for me. (Informant 1, my translation)

Informant 1 mentioned also that sometimes there were difficulties to get books from small publishers. Informant 2 mentioned a long delivery time as a challenge. The book provider does not always deliver books within a reasonable timespan. It takes a lot of time before the library receives its purchases on Finnish books. The informant reasoned that users tend to want the requested books quickly after the requests have been placed. The long delivery time has been a challenge with the Finnish books the whole time the informant has been working at the library. Informant 2 also mentioned that it would be beneficial to receive more requests from the staff members. Some teachers are active in making acquisition suggestions, while others are less active. Requests from the staff make it easier to keep the collection up-to-date.

Informant 3 did not find any challenges with the collection or with the use of it. According to the informant, the books are well classified and the collection works well. Usually, one finds what one is looking for, and the books are in the correct places. The only challenge the

informant mentioned was that the library might have become too noisy for the students who wish to work in peace and quiet.

6.8 Improvements

When I asked thoughts or ideas for improving the collection, informant 2 said that ideally the staff and students could send more acquisition suggestions. Also, more Finnish books ought to be available as e-books so that they would be included in the big packages. The informant continued that the national library in Finland could provide a service that gives an indication of what books have been popular during the year or published within a certain topic or provide general recommendations for acquisitions. Because less time is spent on collection management activities, it would be helpful to receive a list of the core books within different topics. Informant 3 had no specific improvement ideas. According to the informant, the collection is improved continuously by acquiring new books and the responsible librarian is up-to-date, active, knows the language, and takes care of the collection. The informant stated that the collection is in as good state as it could be.

6.9 Thoughts about the future

Informant 2 would like to involve the study programme more in the future to collection development and make them aware that they play a central role in it. It would be important to have them participate even more because they have the best overview of what literature the library should have in its collection. The informant was not sure if the lack of participation on some people's part is the result of them already finding everything they need from the collection. If this is not the case, they should be made more aware that they can contribute to the collection development. The informant does not believe that there will be problems with space issues in the future, as acquisitions are getting more and more electronic.

Informant 3 believes that UiT will continue the study programme, and thus the teaching and research done there, in the future as well. The informant estimated that it would require a huge political change if the study programme were to be shut down because UiT is the only university in the country offering teaching in Finnish and the only in the world that offers teaching in Kven. According to the informant, respecting and accepting national ethnic minorities is a part of Norway's political profile, and therefore it would be surprising if the study programme would be shut down. Therefore, there is a need for the literature collection as well.

6.10 Changes in general in collection management

Informant 2 had noticed general changes in the collection work during recent years. Less time is spent on purchasing books and for developing and managing collections than before. The informant described the situation as follows:

As I said, when I started I used quite some time to investigate what the different publishers have published. On the web but we also used to get these kinds of brochures from the publishers and also from bookstores, for instance, what's it called, Akateeminen kirjakauppa. (--) I still do this somewhat, but not very much. It's really basically requests from our users and then I try to buy some fiction that only is available in paper. Yeah, I think it's true for most of my colleagues that they use much less time to buy, to develop, and manage the collection than they did five years ago. (Informant 2)

When asked reasons for this change, informant 2 continued that it is due to technological advancements and changes such as big deals¹, e-books, and patron-driven acquisition models. Due to these new tools, single purchases are decreasing. However, informant 2 continued that:

When my time reduced for these tasks, I have always tried to at least prioritize the Finnish and the Kven collection because UiT is the only university in Norway providing Finnish and Kven studies. It's kind of a priority for UiT, like Sami or northern... studies about the northern region. (Informant 2)

6.11 Separation between Finnish and Finnish-Swedish material

As both UDC and Dewey classification systems classify literature based on original language, books that Finnish authors write in Swedish have therefore been either among the Swedish literature (UDC) or as their own subclass in the very proximity of the Swedish books (Dewey). In either case, they are not located next to the Finnish books. When I asked about the separation between Finnish and Finnish-Swedish material, there were two different viewpoints on the matter. Informant 1 had absolutely wanted to separate the Finnish-Swedish literature from the Swedish:

¹ Big deal refers to a licencing agreement for e-material where a publisher sells bundled access to its content (Bergstrom et. al., 2014, p. 9426).

I wanted absolutely that the Finnish-Swedish literature would be taken apart from the Swedish literature because it has authors like Topelius² among others, who without a doubt are a part of Finnish literature. (Informant 1, my translation)

According to informant 1, the Finnish-Swedish books also contain popular current literature e.g. books from authors like Kjell Westø³. When I asked would the best solution have been to place the Finnish-Swedish books next to the Finnish books, informant 1 answered yes, but continued that the arrangement of them being taken separately from Swedish books works quite well also, as long as one knows where they can be found. The informant mentioned that Finnish-Swedish literature is important, and it had been probably the biggest challenge over the years. The informant recalled being dissatisfied with the UDC classification because UDC does not have a subclass for Finnish-Swedish literature.

Informant 3 stated that Finnish literature and Finnish-Swedish literature are not separated in the teaching. Finnish-Swedish literature is a part of the Finnish literature. During courses, literature is examined by periods or themes, and Finnish-Swedish authors are present as part of the big picture. According to the informant, the division based on language is artificial when it comes to a bilingual country:

In my opinion, the division based on a language is quite artificial when we are talking about a bilingual country. I think they represent more their era, and thematic, and genre than the language. In the teaching we do not use this weird... (Informant 3, my translation)

Informant 3 recalled that previously, during UDC classification, J. L. Runeberg⁴ was placed into Swedish literature although he is not a Swedish author according to the informant.

² Zacharias Topelius (1818-1898) was a Finnish author and journalist in the 19th century. He is best remembered for writing fairy tales for children and historical novels (Laitinen, 1997, pp. 185-187).

³ Kjell Westö (born 1961) is a popular Finnish contemporary author who is best known for his novels that set in Helsinki. He has received literary prizes for his works, and they have been translated into over 20 languages (Kustannusosakeyhtiö Otava, 2017).

⁴ Johan Ludvig Runeberg (1804-1877) is considered to be the national poet of Finland. Also, the national anthem of Finland originates from one of his poems (Laitinen, 1997, p. 172).

Informant 2 had a different opinion on the classification matter and did not see the issue with Finnish-Swedish literature problematic:

I don't really think it's a big issue. It's how we do it for other countries or literatures as well. At one point you just have to decide how we do it, either based on the country or based on the subject or the language. So, as libraries in Norway, or the university libraries in Norway, have done it this way, so I think we just should just keep doing that. (--) If you want to search across the Finnish and the Finnish-Swedish collection you can do it in the discovery system. If there is enough metadata, they would usually put some metadata about where the book is published which is Finland, then you could search for all books published in Finland. If there is sufficient metadata it shouldn't be a problem. (Informant 2)

The informant pointed out that the situation is the same for other multilingual countries as well and does not understand why there is a separation between Finnish-Swedish books from Swedish books. According to the informant, the same kind of distinction has not been done, for example, for German books. There is no separate section for Austrian-German or Swiss-German literature.

6.12 Kven material

In the library's literature collection, there are books written in minority languages that resemble Finnish, and these books are situated in the proximity of the Finnish literature. One of these languages is Kven. I asked a few questions regarding the placement of Kven literature in the library's collection. Informant 3 shared some background for Kven literature generally. According to the informant, some anthologies and booklets have contained short recollection texts, poems, and descriptions written in Kven since the 1970s. Usually, they have been stories about the author's own life and been in the borderline between fiction and documentation. The first novel written in Kven was published in 2004. Informant 3 added that also fiction written in Norwegian, where the main theme is the description of Kvens, can be included in Kven literature.

When I asked about the placement of Kven literature, informant 1 mentioned that during UDC classification Kven literature was placed among Finnish literature. The informant continued that when the library switched to Dewey classification, the Kven language and literature still did not have its own classification number in the classification scheme, because

Kven had received its status as a language late. Kven literature was then placed into the category of Baltic-Finnic literature along with Karelian and Veps. A proposition to establish an own classification number for Kven literature and language was made to the Dewey committee. The proposition was accepted and the Kven material received its own number in the Dewey system in 2015. Informant 2 stated that it is planned that Kven literature will be gathered under the Dewey number 894.543 and located separately from other Baltic-Finnic literature also on the library shelves.

When I asked if there has been discussion generally on where to place the Kven books in the library collection, informant 2 told that the informant had raised the question of the location of Kven material:

When I started my work at the library (--), I raised the question of whether all Kven-related literature (thus literature about Kven language, literature, history, music, etc.) should be located in a separate place, like the “urfolksrommet”. However, as more and more of the library’s resources are spent on digital collections, we decided not to follow this approach, but rather highlight Kven-related literature by digital means, e.g. virtual collections or the Kven bibliography. (Informant 2)

According to informant 3, Kven should be its own language in Norwegian libraries and have a separate class. The informant commented that:

There should be a separate class for Kven literature, although there is a minimal number of books. The visibility of minority languages in different contexts is important. (Informant 3, my translation)

I also enquired how the informants perceived the relationship between Kven literature and the Indigenous Peoples room that is located in the Culture and Social Sciences Library.

According to informant 1, there were multiple reasons and opinions connected to the founding of the Indigenous Peoples room, but the informant thought that it was important to highlight the status and literature of the Sami and other Indigenous people also in the library, as the University considered the matter to be important. When I asked if the Kven literature should be located in the Indigenous Peoples room, informant 1 answered no. Also, the other informants would not place Kven literature in the Indigenous Peoples room. Informant 2 said that Kven literature should not locate there ”as long as the Kvens are not recognized as an

Indigenous people”. Informant 3 stated that the library users probably would not know to search the Kven material from the Indigenous Peoples room.

In this chapter, I have presented my research data that was gathered through interviews. The presented results reflect my own interpretation of the informants’ answers. The themes covered were the founding of the study programme and collection, the target group for the collection, selection process, weeding and storing, the importance of the collection, challenges and improvement ideas, changes in the collection work, the separation between Finnish and Finnish-Swedish material, and lastly, the placement of Kven material. Next, I will move on to discussing the findings that can be drawn from my overall research data.

7 Discussion

In this chapter, I will discuss the findings of the statistical data and the interview results and link them together. I will also show how they relate to the theoretical framework presented in the earlier chapters in this thesis. First, I will take a look at the findings regarding collection management, which are more practical in their nature. After that, I will move on to findings regarding classification, which can be linked to bigger theoretical representational issues.

7.1 Discussion related to collection management

According to my research data, it is obvious that the cultural background of Northern Norway has played an important role in establishing Finnish and Kven studies at the University, which in turn has led to developing corresponding collections at the university library. As stated in the beginning of my theoretical framework, academic libraries have an institutional mission to support teaching, learning and research of its parent organization (Oakleaf, 2010; Rintamäki, 2006). The fact that the presence of the Kven minority was one of the primary reasons for establishing both studies and collection has affected collection development. Selecting material that has a northern perspective has been a focus point. The university library aims to have as complete collection as possible in subjects, which are prioritized at UiT, such as Kven. One of the informants stated that it is important to the informant to prioritize the Finnish and Kven collections despite the fact that less time, in general, is nowadays used in collection management tasks.

The statistical data revealed that the Finnish literature collection is reasonably large. It contains 4078 items and over 90 % of the items are located at the Culture and Social Sciences Library. On the other hand, the target group, which consists mainly of faculty members and students in the study programme, is not very big. There are four teachers in the programme and on average three to six students per course. Comparing the size of the collection to circulation numbers revealed that only small part of the collection is loaned out by users. Loan numbers were quite stable, but not high. Altogether 91 % of the books in the collection have stood on the shelves during the past four years. It is to be noted that any possible in-house use of the collection does not show in the statistics. In-house use can be higher in university libraries than in some other types of libraries because many students use the library premises to study and spend time there. That increases the chance for in-house use of the books. The low usage rate of the collection does not come as a big surprise in this case, considering that the target group is small. The language quickly limits the potential users that

would loan this material. The most loaned items seem to be either books from new popular authors like Tommi Kinnunen, related to the national epic *Kalevala* (1849) or other Finnish literate classics like Väinö Linna's *Høyt mot nord* (1959-1962) and Arto Paasilinna's *Harens år* (1975). As I was not able to gather loan statistics combined with user groups, this study cannot establish the loan ratio between internal and external users. Some of the reasons that affect the possible external use of the collection may be that people do not know about the existence of the collection, or they do not know that also users outside the institution can get a library card and borrow items from the collection. As the Finnish library service in Vadsø has a responsibility in disseminating Finnish material in Norway, it is likely that people outside the University use this service when in need of Finnish material.

The high number of books compared to the lower circulation numbers may raise a question of whether the collection is oversized or disproportionate. Is it an inherent value for a library to house a lot of books in its collection? In this case, it is important to consider the context surrounding the collection. UiT is currently the only university in Norway that offers Finnish studies. Therefore, it would seem logical that the comprehensiveness of the collection is more important in this situation than it would be if Finnish teaching and similar collections were available elsewhere in the country. Maybe there could be room for downsizing the collection, but future use is always difficult to predict. In addition, two of the informants also emphasized the importance of comprehensiveness regarding the collection. One cannot know in advance which books turn out to be the most important ones and it is time-consuming if the book is ordered from abroad.

When looking at the publishing years in the collection, the statistical data revealed that there is an even distribution between old and new books. If one wishes to study the literature of a certain country, it is reasonable to expect different eras to be represented in the teaching. This suggests that in an academic environment older books stay viable longer than, for example, in public libraries, where the main demand is often focused on novelties. Jääskeläinen (2016) concluded that even in public libraries it is less likely for fiction literature to become outdated compared to non-fiction literature. She also stated that students need old fiction books for study purposes, which is even more true in the case of academic libraries.

The data also showed that from the 1970s onwards, there has been an increase in the number of books per publishing year. This is explained by the founding of the University. Since Finnish has been a subject at the University since its beginning, the accumulation of the

collection has also started around the same time. There are considerably fewer books from the prior decades. Presumably, the number of books published has also increased during the decades, which also partly explains the increases in the readings. However, the number of books in the collection from the 2010s is lower than from the three previous decades. This calls us to direct our attention to acquisitions.

The statistical data about acquisitions revealed that acquisition numbers started to decline in the middle of 2010s compared to the beginning of the decade. The low acquisition number in 2013 is an exception, which is explained by the change in the responsible subject librarian. The previous subject librarian retired in 2012, and the new subject librarian began working in 2014. Therefore, 2013 was a transition year during which no one had the management of the Finnish collection as a priority task. In the latter part of the 2010s, the acquisition numbers reflect the change in collection practices and general changes in collection work, which came to light in the interviews. As Saponaro and Evans (2019, pp. 278-281) stated, changes in technology and formats have affected the collection development and management practices. This was evident in my study case also. At the university library in UiT, electronic versions are prioritized over print versions in acquisition. This lowers the print acquisition numbers. The focus in collection building has shifted from “just-in-case” to “just-in-time” with the help of new patron-driven acquisition models and other technological advancements. Also, the emphasis that is put on collection management seems to have decreased as a result of these changes. According to the informants, the selection and acquisition of books was a time-consuming work task in the past. In recent years, less time is spent on individual selection of books and more on other work tasks.

The increase in e-material has both benefits and disadvantages. Some of the benefits of e-materials are that they can be accessed from home, and several users can simultaneously read the same item. For example, for my own part, I can state that access from home proved to be an invaluable attribute during the lockdown caused by COVID-19. What is lost with the increase of e-material is the tangible feeling of browsing a book, going through the shelves and making serendipitous discoveries along the way. Even though this type of serendipity is decreased with the growth of e-resources, the possibilities for digital serendipity while searching for information increase. One dilemma regarding e-material that Saponaro and Evans (2019, p. 279) mentioned was that the restrictions with the use of e-material dictated by the provider can clash with the libraries’ aspirations for openness and resource sharing. Is e-material available for the larger audience in the same way as print material is? Is a random

walk-in patron with an inquisitive mind able to access the information that is in electronic form? These are some issues that need to be addressed as collections are becoming more electronic. One solution for the problem is the Open Access publishing, which makes research articles available for everyone. The government in Norway endorses Open Access solutions and its aim is to have all Norwegian research conducted with public grants to be published in Open Access forms by 2024 (Ministry of Culture & Ministry of Education and Research, 2019, p. 30).

When going back to the print acquisition statistics regarding the Finnish literature collection, it is noted that majority of the acquisitions are focused on fiction novels and far less on theoretical material. Theoretical material, on the other hand, is more available as e-material. Fiction literature has to be acquired as print books due to the lack of supply in e-books for university libraries. Many of the fiction books that were acquired are written by established authors. If the focus is solely on common titles, it can lead to the exclusion of the non-mainstream titles from the collection. This may raise the question of how representative the collections are compared to the groups present in the society. On the other hand, it can be argued that on the practical side it is better to focus on relevant material. It is questionable if a foreign literature collection should contain a large variety of less known material. It is important to take the role of an academic library into account when making acquisitions and estimate whether the acquired items support the study programme (Saponaro & Evans, 2019, pp. 94, 110).

The statistical data in this study revealed that very little weeding is done within the Finnish literature collection. The informants also confirmed this and explained that items are more often moved to storage than completely weeded from the collection. This is in line with Saponaro and Evans's description of academic libraries being more cautious in their weeding practices than, for instance, public libraries as their aim is different. Also, the remark that academic libraries rather move items to storage than discard them permanently proved to be true also in this study (Saponaro & Evans, 2019, pp. 200-201).

When turning focus into language, we see that Finnish is the predominant language in the collection, accounting for 90 % of the size of the collection. Norwegian and Swedish are the second biggest languages with 3-4 % each. As Finland is a bilingual country, both Finnish and Swedish being official languages, the small amount of Swedish literature may at first seem strange. But the lack of Swedish material is explained by the way material is classified.

All the books written by Finnish-Swedish authors in Swedish are classified into their own section next to Swedish literature, and therefore were not a part of the statistics I gathered. The study also showed that there are 12 books in Kven in the Finnish literature collection. These seem to be located at the Alta Library where the Finnish and Kven books are placed together under the same classification number. In Culture and Social Sciences library, Kven books are separated into the small Baltic-Finnic languages section, and therefore were not a part of the statistics I gathered. The prioritizing of original language in acquisitions makes the number of translations in the collection lower. Acquisition statistics showed that Norwegian translations are acquired systematically, although the numbers are not high. The library receives the Norwegian translations of Finnish literature through legal deposit arrangement. The amount of Norwegian translations is depended on how much Finnish literature is translated into Norwegian. As a rule, Norwegian translations of Finnish fiction literature are taken into the collection.

Norwegian translations circulate well. It is notable that even though Norwegian translations account for only 4 % of the whole collection, they make up for 10-30 % of the loans yearly. They are far more loaned than they are represented in the collection. This indicates that users prefer to read in their native language. In many cases, a Finnish original version is available at the library collection, but still the Norwegian translation has received more loans than the Finnish one. As pointed out by one of the informants, students that have only begun to learn a new language are not yet able to read fiction books in that new language if they wish to understand the content of the book properly. Thus, Norwegian translations are essential for the collection, and it is important that all the offered Norwegian translations will also in the future be taken into the collection.

Challenges with the collection have changed during the years. Previously the challenges with classification and space were one of the biggest ones. As technology and formats for published material has developed and changed, the issues with space cause less problems. The current challenges are long delivery time for acquisitions and involving the study programme more into development of the collection. In today's information society, people are used to being able to access information quickly. Long waiting times can clash with the users' expectations of swift service and thus affect their perception of the quality of the service. Involving the study programme more into the development of the collection can increase the relevance of the collection and help to keep it up-to-date. The fact that less time is spent on collection management tasks may cause challenges in the future.

This study indicates that the value of the collection lies somewhere else than in high usage. Although the loan numbers are relatively low and majority of the collection has not been circulating in the recent years, the collection is crucial for the study programme. It assists in maintaining and developing teaching and keeping the syllabus up-to-date. As UiT is the only university in the country offering Finnish and Kven studies, the role of the university library in developing and maintaining related collections is important, both in the academic and nationwide sense.

Also, the increasing awareness of respecting minorities and the momentum decolonization movements are gaining would support the work done in developing and maintaining these collections as they reflect the cultural variety of the area. After all, libraries should represent all the voices and cultures, also those of minorities (ALA, 2017). As Saponaro and Evans (2019, p. 4) pointed out, collection management is a tool for libraries to influence which resources are made available and accessible to people. By the means of the collection work, libraries are able to contribute in preserving and raising awareness for minorities, such as the Kven minority, as well as help the minority groups in maintaining their identity.

7.2 Discussion related to classification

As Nelson (1997) argued, classification is an act that deals with hierarchy. Classification order implies that some things are considered to have greater importance than others. In the Dewey Decimal Classification, Finnish literature can be found at the very end of the classification scheme for literature. The classification notation for Finnish literature is 894.541. This means that it is classified under the last subclass 890, which is called “Other literatures” (WebDewey, 2020). Although there might be valid reasoning behind creating a class for “the rest”, such as the limited number of subclasses available in the system, this labelling is still a judgement towards the category. It indicates that the subjects in the “other” category are not symbolically considered to be valuable enough and are therefore subordinated compared to other subjects.

Classification schemes aim to keep similar items close to each other and separate them from dissimilar items, as stated earlier in the theory part. At the same time, there are many different ways for classifying the same things (Batley, 2014, pp. 3-6). This can lead to representational issues. One example of this connected to my study was the location of Finnish-Swedish literature. In many universal classification schemes, like in Dewey Decimal Classification and Universal Decimal Classification, language is the factor that determines the order for the

literature class. Therefore, Finnish-Swedish books are placed near to Swedish books. This kind of ordering highlights their similarity to Swedish books, but at the same time makes them dissimilar from the Finnish books. Many other library materials also face the same dilemma as they cover more than one subject but are concretely placed in one spot.

According to Bowker and Star (1999, p. 131), things that may seem natural to one group can be irrational or strange to others. This was in line with the informants' differing opinions regarding the separation of Finnish-Swedish material from the Swedish. Some of the informants saw it very natural and necessary to separate Finnish-Swedish material from the Swedish. According to them, Finnish-Swedish literature is a part of Finnish literature as the Finnish-Swedish collection contains significant authors that have contributed to Finnish literature. Also, in the teaching Finnish-Swedish literature is counted among the Finnish literature. This indicates that for these informants, the Finnish-Swedish books represented more the Finnish culture than their writing language. On the other hand, the separation of Finnish-Swedish material from the Swedish books seemed strange to one of the informants, who did not have a cultural bondage to the issue. For the informant, it did not seem logical that Finnish-Swedish material was separated from the Swedish, as this kind of separation was not done for other languages in similar situations. It would seem that the factors of institutional coherence weighed more in the mind of that particular informant.

Both of the opinions have their arguments, and the matter boils down to the inability of any classification scheme to showcase multiple variations simultaneously. As classification systems do not exist in a vacuum, they are rendered to the laws of practicalities. Tangible objects, like books, can only have one shelf placement at a time, and therefore decisions need to be made. It is difficult to find an ordering that would please everyone and that would take every aspect of complex matters into account. Classification comes always with trade-offs (Bowker & Stars, 1999). In this case, it can be argued that the Finnish-Swedish books have been taken into their own section in order to better serve the situation of the parent institution that offers Finnish studies. This way, these items are easier to locate, and there is a stronger affiliation to Finnish literature. The classification is thus tailored for the specific needs of the institution.

According to Bowker and Star (1999), classification systems are politically charged. The case with Kven literature confirms this. Development with the classification of Kven literature seems to have gone hand in hand with the dominant political direction in the Kven issue. In

the beginning, the Kven literature was placed among the Finnish literature because it did not have a class of its own. For a long time, Kven was interpreted as being a dialect of the Finnish language. The fact that Kven was lacking its own section in the classification scheme is likely connected to the matter of Kven receiving status as a minority language relatively late, in 2005. As Kven was recognized as a language of its own by the state of Norway, it created awareness of the treating of the Kven books in the library collection as well. Measures were taken to move the Kven books first from the Finnish collection, and now most recently from the small Baltic-Finnic languages collection, to have its own place in the classification system and on the shelves.

The fact that Kven previously did not have a slot in the classification system can be seen as an indication of dispersion, which Ragaller and Rafferty (2012) mentioned in their study regarding Welsh art. Receiving its own place in the classification scheme has been symbolically a significant step for Kven. Kven literature can now be collected in one place, which helps to draw attention to Kven language and culture. An own notation number also indicates that the language is being valued and considered important. In the Culture and Social Sciences Library, it is planned that Kven books are reclassified and ordered on the shelves according to the new classification number. It is advisable that similar changes would also be done in Alta Library where the Kven literature is located among Finnish literature.

The placement of the Kven literature aligns with current political conditions also in the sense that Kven books are not located in the Indigenous Peoples room. Some Kvens have been fighting to receive Indigenous people's rights but are not recognized as an Indigenous group at the moment. All of the informants agreed that Kven literature should not be placed in the Indigenous Peoples room. One of the informants mentioned that Kven literature should not be moved to the Indigenous Peoples room as long as they do not have the status as Indigenous people.

Hypothetically, if Kven related material was placed in the Indigenous Peoples room, it would affect the representation of the subject. As Tafjord (2011) pointed out, on one hand, creating a special space for material related to Indigenous peoples highlights something that otherwise would be subordinated. On the other hand, it can hide the material as it is removed from its previous location where people might have searched for it. Tafjord continues that the Indigenous Peoples room amplifies the relationship between the materials collected in the room, as they appear to be something alike. It also makes the connection with the materials

outside the room less noticeable. If Kven material were placed in the Indigenous Peoples room, it would give the impression that it is considered equal to other Indigenous material. The placement would also make the connection to Finnish material less noticeable. In its current place, when looking for Kven literature one will likely notice the Finnish books as well and be reminded of the link between Kvens and Finns. If located at the Indigenous Peoples room, one would notice the Sami material as well and be instead reminded of the multiculturalism of Northern Norway as both Kven and Sami are historical minority groups in Norway. The placement of the subjects has a bearing on how they are perceived.

The presented study shows that the Finnish literature collection is and has been actively developed and managed. It has emerged from the needs of its parent organization, and the academic environment affects the development and use of the collection. The undergoing technical progress has also led to changes in the collection work. Classification of the Finnish literature and the related Finnish-Swedish and Kven literature affects the representation of these subjects and how the relationships between the subjects are portrayed. There is not always a straightforward solution on how to order things. Attempts to solve some biases that classifications create can in turn create new problems.

8 Conclusion

In this study, I focused on collection development and management and classification by researching the Finnish literature collection at the UiT libraries. I had two main research questions. The first one was related to collection development and management, and was as follows:

- ❖ What is the background and current state of the Finnish literature collection at the UiT libraries?

This study revealed that the origin of the Finnish literature collection is closely tied to the existence of the Kven minority in Northern Norway. Since the founding of the university, regional focus has been important in the teaching and research done at the institution. Therefore, Finnish became a discipline at the university due to this regional focus, as Kven language was formerly considered as Finnish or Finnish dialect. The literature collection emerged from the institutional need to support the Finnish and later on the Kven studies. At present, UiT is the only university in Norway that has Finnish and Kven in its curriculum, which underlines the continuing need for the study programme and for the supporting literature collection as well.

The collection has been built since the university was founded, and it contains now over 4000 items. Since only little weeding has been done during the existence of the collection, the size of the collection has continuously increased, and the collection contains books from different time periods. This is beneficial considering that the collection is located at an academic library and is therefore mostly used for educational purposes and less for recreational.

A current tendency in the Finnish literature collection in regard to acquisitions is that fewer physical items have been acquired during the past few years. This is aligned with the general changes that collection development is experiencing as print copies are making way for the digital ones and patron-driven acquisition models are challenging the old ways of selecting material. Even though the acquisition numbers for print books are dropping, the development of the collection is prioritized by the subject librarian because Finnish and especially Kven are considered to be important subject areas at the institution.

The size of the collection does not correlate with the use of the collection. The use of the collection is relatively low and the majority of the items in the collection have not been

circulating lately. The biggest factor explaining the low usage rate is the limited target group. The number of internal users, the students and staff at the study programme, is small. One factor reducing the external use is that the Finnish library service in Vadsø is responsible for disseminating Finnish library material to the public libraries.

Books written in the original language are prioritized in the collection development, which is connected to the goals of the academic libraries. However, this seems to contradict somewhat with the needs of the users and their patterns of use. According to the study, Norwegian translations are far more loaned than they are represented in the collection. However, it is important to understand that the value of the collection cannot be merely measured by the circulation numbers. The institutional and cultural values of the collection need to be taken into account as well.

My second main research question was related to classification and representation. The question was:

- ❖ How is the collection represented through classification?

The library has switched from Universal Decimal Classification to Dewey Decimal Classification. The shelf order of the books mostly follows the classification. In the current classification scheme, Finnish language is classified in the “Other literatures” class. From a practical point of view, this is understandable as Finnish does not belong to a major language family. Nevertheless, the placement in the “other” category bears negative connotations. The term “other” makes the subject seem less important and valued, and somehow different from the standard.

As the original language is the determining factor for the literature classification, the Finnish-Swedish literature locates next to the Swedish literature. The close proximity with the Swedish literature strengthens the language aspect of these books but fades away other factors like the national and cultural ties. On the other hand, the fact that Finnish-Swedish books are separated from the Swedish is a step towards creating a connection to Finnish literature. The case with the Finnish-Swedish literature highlights that there is no natural order in classification. Classifications can be constructed in various ways depending on the viewpoint. As some aspects are emphasized over other aspects, classification has the power to choose what is made visible and what is hidden.

The classification of Kven literature has undergone changes. In the beginning, it was classified as Finnish literature, after that it was moved to a category of small Baltic-Finnic languages, and finally in 2015, it received a classification number of its own. The case with the Kven literature illuminates the politically charged aspect of classification. The classification of Kven literature has followed the political evolution of the Kven issue. Being classified is symbolically important to minorities but often minorities are given a place in the classification schemes only after receiving wider political acceptance. The placement and classification of both Finnish-Swedish and Kven material reveal that classifications are not fixed but in fluctuation and the representations they carry with them can and should be re-examined and renegotiated.

8.1 Limitations and further studies

This study has potential limitations. Due to data privacy issues, I was not able to get statistical data that combines loans and user groups, which would have shed more light on which groups actually use the collection, and how the use of the collection is distributed among these groups. Also, as I initially focused solely on Finnish literature, I overlooked the Kven collection in the first stage of my data gathering process. I attempted to correct this later on by asking the informants additional questions related to the Kven literature collection. Statistical data from the Kven and Finnish-Swedish literature collections could be collected in further researches.

As this study focused on the collection itself, including the viewpoint of user satisfaction would have made the study too extensive considering the timeframe allotted to master's thesis. Therefore, a follow-up study that focuses on how the users perceive and use the collection could be the next step, as it would provide a larger understanding of how the collection is meeting the users' needs. Also, more research on how libraries in practice can contribute to making minorities more visible through collection development and management and classification would be useful.

All in all, this study has shed light on a specific case that exemplifies the impact that library type and its primary roles have in collection development and management process. It has also made evident the influence collection development and management and classification have on representing subjects. Libraries are involved in making minorities visible or non-visible in society and in either strengthening or combating the dominant structures in knowledge production. It is important to continue to reflect on these matters and constantly

refine classification and collection management practices according to new knowledge in order to be more inclusive without universalizing.

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Appendix A - Information letter and consent form

Are you interested in taking part in the research project ”*The Finnish fiction literature collection at the university library in Tromsø*”?

This is an inquiry about participation in a research project where the main purpose is to take a look at the Finnish fiction literature collection in the UiT library. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This project is a part of a master’ thesis in the study programme of Media and documentation. The purpose is to take a look at statistical data of the collection and to see does this data correspond with the Finnish study programme’s and the library’s view of the collection.

Who is responsible for the research project?

UiT The Arctic University of Norway is the institution responsible for the project.

Why are you being asked to participate?

The interviews related to the study will be carried out as expert interviews. The people asked to participate to the study are currently connected to the Finnish fiction literature collection through their work or have been connected to it previously.

What does participation involve for you?

If you chose to take part in the project, you will be interviewed about your thoughts and experiences regarding the Finnish fiction literature collection. The interview will be audio recorded and a transcript of an interview will be written based on the audio recording.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made

anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act). Only the student carrying out the master thesis will have access to the interview records.

The names of the participants will not be published in the final work. However the participants can be recognizable due to their profession because details about occupation, job title and years of work experience may be published.

What will happen to your personal data at the end of the research project?

The project is scheduled to end in December 2020. Your personal data including any audio recordings will be deleted after the project is finished.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with UiT The Arctic University of Norway, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- Ilona Kataja, master student in Media and documentation studies,
Email: ika042@post.uit.no or ilon7a@hotmail.com
Telephone: +358 44 2923116
Monica Grini, førstelektor in Media and documentation studies and supervisor for the project
Email: monica.grini@uit.no
- Our Data Protection Officer: Joakim Bakkevold, personvernombud@uit.no
- NSD – The Norwegian Centre for Research Data AS, by email:
(personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Yours sincerely,

Ilona Kataja (master student)

Monica Grini (supervisor)

Consent form

I have received and understood information about the project “The Finnish fiction literature collection at the university library in Tromsø” and have been given the opportunity to ask questions. I give consent:

- to participate in interview
- for information about me/myself to be published in a way that I can be recognized due to my occupation

I give consent for my personal data to be processed until the end date of the project, approx. December 2020.

(Signed by participant, date)

Appendix B - Interview guide 1

Background information of the interviewee

How long did you work in the library?

What kind of tasks did you have?

Were you responsible for the Finnish collection the whole time?

What is the history of the collection?

What was the main purpose of the collection?

For whom was the collection meant?

How was the collection being managed in practice?

What were the selection criteria for new acquisitions?

Did you pay any attention to the gender of the authors?

Did the language of the book affect the acquisition choice? What language was preferred?

Is there some kind of material that you did not acquire?

How did you do acquisition in practice?

Did acquisition change during your time?

What were the criteria for weeding books from the collection? How systematic was the weeding?

How important was it to have a comprehensive collection?

How important was it that the books circulated well? Did you follow the circulation numbers?

How important was it that there were new books in the collection?

What had the biggest emphasis in collection work?

What were the challenges in the collection work regarding Finnish literature?

Was the Finnish-Swedish literature separated from Finnish literature? If so, for what reason?

How was it decided that which of the collections the book belonged to?

How was Finnish literature defined, what was the division?

What kind of cooperation was there with the Finnish teachers?

Who took over the job after you?

Follow-up question by e-mail:

When did the library start receiving Kven literature to its collection?

Where was the Kven literature placed in the collection and why there?

Did the classification and shelf placement differ from each other?

Did the placement of Kven books change during your time?

When did the Indigenous Peoples room come to the library?

What was the idea behind it?

Was there a discussion in the library if the Kven literature should be placed there?

Appendix C – Interview guide 2

Background information (education, job title)

How long have you worked in UiT library?

What kind of work tasks do you have?

What is the purpose or the goal of the Finnish collection?

For whom is the collection meant?

How do you keep up with the information needs or interests of the users? / How do you keep up with what the users want?

What kind of cooperation do you have with the Finnish study programme?

Does the library have a written collection policy, which gives guidelines for collection work?

What are your selection criteria for new acquisitions?

Have you prioritized some kind of books?

Does the language of the book affect the acquisition choice?

Do you pay any attention to the gender of the authors?

Does the format of the book affect the selection decision (paper, e- or audio)?

Is there some kind of material that you do not acquire?

When selecting material which places do you turn to for information?

Do you get a lot/often donations of Finnish literature?

How do you handle book donations you get?

What are the criteria for weeding books from the collection?

How systematic is the weeding?

What are the criteria for moving material to the storage?

How often do you do this?

Do you evaluate the collection?

How important is it to have a comprehensive collection?

What do you think about the current depth and comprehensiveness of the collection?

How important is it that the books circulate well?

How important is it that there are new books in the collection?

What are the challenges in the collection work with this particular collection?

How could the collection be improved?

How do you see the future of the collection?

Why is the Finnish-Swedish literature separated from the Finnish literature?

How is it decided that which of the collection the book belongs to (Finnish or Finnish-Swedish)?

What do you think of this separation?

Follow-up questions by e-mail:

When the re-classification project of the Kven books is ready, do you plan to change the shelf placement of Kven books, so that Kven books would make own section after Finnish books, or will they remain in the “Finske språks litteratur” together with other small Finnish related languages?

During your time at university library, has there been discussion generally on where to place the Kven books in the library collection?

In your opinion, should the Kven books be found in the Indigenous Peoples room?

Appendix D – Interview guide 3

Background information of the interviewee

How long have you worked in the Finnish study programme?

How many students and teachers does the study programme currently have?

Tell about the study programme, what do students learn?

What courses do you teach?

What kind of role does the Finnish literature have in the overall teaching?

What is the history of the study programme?

How do you see the future of the study programme?

What kind of cooperation do you have with the library?

Has this cooperation changed during the years?

How important is it that the library has a fiction literature collection in Finnish?

How do you use this collection at your work? Own research?

How important is it that the collection is comprehensive?

How important is it that there are new books in the collection?

How important is it that all the syllabus books can be found from the collection?

How important is the other literature, books that are not part of the syllabus?

What would in your opinion be the most important thing regarding to collection?

What is the selection criteria for syllabus books?

Language

Time dispersion, books from different eras

Gender of the author

Genre

How often the syllabus books change?

If there is both the Finnish version and a translation available of a book, do you recommend the students to read the book in original language or does it matter?

The library collection has separated Finnish literature and Finnish-Swedish literature. Do you differentiate Finnish and Finnish-Swedish literature in teaching?

What are the biggest challenges regarding to the collection and the use of it?

How can the collection be improved so that it would better meet the need of the study programme?

Follow-up question by e-mail:

When did Kven literature begin to appear?

What do think about the placement of Kven books in the library (at this moment and also previously, if the place has changed during the years)

Would you wish to see changes in the placement of Kven literature in the library premises?

Do you think Kven books should be found from the Indigenous Peoples room?

