

## APPENDIX 1. DEFINITIONS OF MAJOR VALUE THEMES

### Quiet escape and security

This category represents the personal intrinsic form of value created by the State Library. The library is a sanctuary, a refuge providing peace and solitude without judgement, separated from the noise, obligation and the pressures of the outside world.

Members of the public consider the library a safe space where they can relax in peace and quiet, removed from the commercial imperatives of other casual spaces such as cafes or retail premises. They can simply be themselves while simultaneously experiencing the connection of being with other people enjoying the peace and respectful silence. For some respondents there was an element of solace gained through a visit to the library, an intersection to another event, part of the world or time in their lives where they felt more confident, in control or happy. The library acts as a benevolent stopping point for new arrivals to Adelaide, a port of call as they orient their way to a new way of life, a relationship that began through a library experience in childhood or their previous home, acting as an anchor during a tumultuous and often confusing time of their lives. For others, the library offers the literal physical protection of four walls and security guards, a place where they are not bothered or threatened, can relax and enjoy the space and facilities on their own terms. For example:

- 'It supply [sic] a place for me enjoying a peaceful time' (S2#39)
- 'When I came to live in Elizabeth from NSW. It helped me assimilate into the South Australian culture and history' (S2#7)
- 'I came here, and I like this place. Then, I start to visit this library every day' (S2#59)
- 'Great cultural and mental stimulation that makes life worthwhile' (S2#9)
- 'Safe and secure environment' (S2#36)
- 'A chance to spend quality time on my own'. (S2#81)
- 'An honest friend' (S2#38)
- 'A place where I can be a better me' (S2#37)

### Civic Trust and Public Service

This category goes to the heart of institutional value and conveys the reciprocal and interdependent nature of the relationship between an institution and its public. It is not enough to

provide the services. For value to be created, there must be a set of expectations, behaviors and services provided to the public, while the volunteers and professionals provide expertise and facilities for both professional and vocational reasons.

The public associate the library with a set of affordances, that they can trust the institution and the teams to be authentic, authoritative and respectful. The library is 'a place where' or 'a place to' be there to serve a particular need. There is a connection perceived by the public between the library and other civic spaces along North Terrace, creating and supporting a sense of civic pride and community identity. For many members of the public, the library plays such an important role in their lives that they feel a sense of ownership of the spaces, that the relationship is personal and reciprocal and where they experience an element of freedom and validation not experienced elsewhere in their lives. Some respondents are volunteers, dedicating their own time and expertise for the benefit of both the institution and public. For example:

- 'My transcribing work there keeps me alive! I'll be 91 in three weeks' (S2#17)
- 'An important, valued, deeply entrenched part of the psyche of our community and an integral, significant part of our city' (S2#27)
- 'A resource and also a source of pride' (S2#5)
- 'It holds the collective memory of the people of South Australia' (S2#58)
- 'It is absolutely a necessary part of a civilised society and must be upheld and adequately funded and staffed.' (S2#72)
- 'The State Library of South Australia is an iconic landmark, an essential and vital service for our state' (S2#10)
- 'The staff is always professional and helpful. Their dedication to serving the public shines through. This statement includes the staff that works behind the scenes to acquire, catalogue and maintain the resources, not just those at the reference desk' (S2#29)

### **Social/Cultural Connection & Exchange**

As became apparent when coding for Civic Trust and Public Service, this category represented value articulations that indicated an element of reciprocity, particularly in connection to the ELIS Language program but also more generally. To reflect this, 'exchange' was added to the term, after several respondents noted that they don't just appreciate the interpersonal connection, but that this connection enabled collaboration the swapping of stories or knowledge between

members of the public, as well as between visitors and staff. This category also ties current articulations of value to the movement of mutual support which informed the development of the library, whereby communities would call on their own resources and knowledge to develop understanding and expertise, beyond what available infrastructure or ability may have been available. For example:

- ‘Enables a common space and common activities that enables healthy communication and crossover of cultures’ (S2#78)
- ‘Allow to visitor [sic] to see the Australia Culture’ (S2#61)
- ‘It’s a very important institution that signifies the essential goodness in society, upholding and defending the right to learn, and the value of knowledge being freely accessible, as a cornerstone of a progressive society’ (S2#69)
- ‘A safe place for free exchange of ideas beyond political, religious or ideological boundaries’ (S2#68)
- ‘An area for citizens from all walks of life to share the learning space together’ (S2#16)
- ‘The State Library of South Australia give me a sense of blongness [sic], makes me a part of Australia’ (S2#36)
- ‘I would like to add my appreciation of the staff. I have made many friends over the years and especially appreciate their knowledge and advice. Please keep them employed’ (S2#18)
- ‘An important, valued, deeply entrenched part of the psyche of our community and an integral, significant part of our city’ (S2#27)

## Inspiration

This category captures the most subjective and intangible elements of the library experience and combines the AAEL concepts of personal Resonance, Engagement and Captivation.

In this context, Inspiration reflects the solipsistic, contemplative and non-instrumental benefits gained from a library experience. Users refer to pursuing ‘an interest’ for its own sake, devoid of purpose or intent, reading at their own pace topics and publications for either a private project or for emotional connection through family history research. As unique individuals, they are at the center of the library, enveloped by possibilities and ideas, realizing an aspiration through unstructured or informal research or revisiting a topic, a time or an ancestral trace. The personal

connection between respondent and the library has in many cases been built up over time, established through childhood visits that instilled a sense of wonder and enchantment which they are now sharing with their grandchildren. They are under no obligation and revel in the beauty and freedom of imagination afforded by the facilities. The library holds a precious place in their lives. For example:

- 'It's a beautiful place - and it's a nice quiet working environment' (S2#34)
- 'Brings literary characters to life and makes books even more exciting' (S2#1)
- 'It supply [sic] a place for me enjoying a peaceful time' (S2#37)
- 'The benefits are great... widening one's horizon about how we make sense of the world' (S2#6)
- 'It is good for the soul, informative and enjoyable' (S2#10)
- 'Great cultural and mental stimulation that makes life worthwhile' (S2#9)
- 'A eureka moment finding my great-grandparents' records' (S2#18)
- 'I came here first with my daughter who introduced me to the Mortlock Library - a gem. It was her favourite place to study when she was a medical student at Adelaide Uni' (S2#14)
- 'It means many things to me' (S2#83)
- 'I really friggin love it c:' (S2#32)

### **Community Resource and Site Value**

Combining the AAEL's Shared Experience and Atmosphere, this category encapsulates articulations that refer to the collections, the physical experience of being in the buildings and the relationship with other users. This category was first titled 'Community Asset' which, through the inductive analysis, was developed to reflect not simply the 'asset value' of the library, but to communicate its more active role, as a provider of raw materials that are activated or processed through the visitor engagement, demonstrating both the latent and co-creative nature of the value creation process.

Clusters of similar articulations of value refer to the enjoyment or experience of events and exhibitions as well as the benefits of the infrastructure on offer, such as WIFI, physical and digital collections, clean toilets and the atmosphere. The most populated clusters are focused on the value of the collections and the layered benefits generated by visiting the library, for individuals and the community. For example

- ‘There's nowhere else that has such a great collection of items and the expertise to help people access and use them’ (S2#18)
- ‘An area for citizens from all walks of life to share the learning space together’ (S2#16)
- ‘Everything is convenient, internet is good and free. It is well-located in the city center’ (S2#46)
- ‘A great environment for reading and surfing the web as well as useful program for improve my language skill’ (S2#43)
- ‘A beautiful space that is available to everyone’ (S2#7)
- ‘It’s a very important institution that signifies the essential goodness in society, upholding and defending the right to learn, and the value of knowledge being freely accessible, as a cornerstone of a progressive society’ (S2#69)

## Education

This category represents the contribution that the library makes for visitors who are researching or drawing on the collections as part of a formal course of study or family history research. It includes those who are participating in the ELIS program, high school and university students as well as those learning from the library’s exhibitions and events program as part of the institution’s life-long learning and public education programs.

This category featured highly with many visitors’ first memories of a library, reflecting the role of early childhood and school experiences of libraries influencing their experience and sense of comfort with libraries as adults. Education also demonstrates the high level of use from university students from across Adelaide, preferring to use the State Library’s facilities to access materials instead of through their university’s library. The element of trust in the library’s resources is prevalent within this category, reflected in references to the institution’s expertise, quality of resources and their authenticity. For example:

- ‘for research and advice’ (S2#73)
- ‘Discussion of a project with university colleague’ (S2#62)
- ‘research that I cannot do from home via my computer’ (S2#83)
- ‘I loved sitting in the library wishing I had had a library as close and friendly to my own university-though I think my studies might have been shortened because of all the books available!!’ (S2#80)

- 'Part of the education Triangle - Museum, Art Gallery and Library' (S2#57)
- 'It gives answer to my thirst for knowledge' (S2#15)
- 'I am looking for a job and the library support me by giving internet to web surfing and teachers to improve my English [sic]' (S2#43)
- 'I value its sense of continuity as place of learning, a safe place for free exchange of ideas beyond political, religious or ideological boundaries' (S2#68)

## Self-Improvement and Transformation

The library represents for many people the opportunity and resources required to improve their lives, transition to a new stage of life through engaging in a new course of study, hoping to improve their communication skills for another purpose – such as job seeking – or to continue the pursuit of self-actualisation. The library is able to offer the resources, expertise or even the quiet contemplative space to support their transition.

Several responses included in this category were from visitors returning to study through choice or necessity. Some responses reflected an inner change requiring some sort of external support or advice. These are the people who come to the library to (re)discover a part of themselves awakened by life events or spurred on by an emerging curiosity. They are finding some connection with the library collection and community, uncovering a new sense of self and identity through their experience. For example:

- 'Endless resources and possibilities for learning as an adult ... really exciting place for adults' (S2#37)
- 'It allows people to engage in their niche interests and hobbies' (S2#55)
- 'The teacher help me to correcting my resume, this was priceless help for me. [sic]' (S2#43)
- 'It helped me assimilate into the South Australian culture and history' (S2#7)
- 'A place where I can be a better me' (S2#37)
- 'The State Library of South Australia give me a sense of blongness [sic], makes me a part of Australia' (S2#36)
- 'I have no family in SA, but the library helps me to reach out into Victoria and NSW via the collections and the use of the internet' (S2#7)
- 'I like to come here, because I found myself in a good mood [sic] (S2#58)

## **Heritage and continuity - a new category to suit the library**

There is one category put forward to capture the ongoing relationship between the library and the respondents: 'Heritage and Continuity'. This category has influenced much of my thinking related to the role of institutions and institutional value, reflecting the temporal ambiguity of value accrual and activation of collecting institutions and the challenges of short-term project and funding strategies. This category and the associated comments provide insights to the depth of meaning and significance generated by the life-long and transgenerational relationships experienced by respondents. These relationships create a deep connection with the institution, that has built up and coalesced over time to imbue the physical site and the experiences it offers with a significance not easily and quickly transferred or replicated. This relationship is at once bespoke, subjective and unique to each individual, but is shared with other respondents with similar values and associations.

This category evolved from the data to reflect the level of value visitors experience through the institution's history and their references to the perpetuity of the collections and services that is expressed through mentions of visiting across generations of the same family, a note of inheritance for both individuals and the community, how the staff are presented as stewards, occupying specialist roles that others have created and fulfilled and which will be handed on to the next set of skilled specialist hands. The library is spoken of as a place out of time and geographical location, as though visitors experience the reawakening of childhood memories and the places where they grew up, the people they learned to read with and the librarians that guided them, indicating the site where their life-long value relationship with books and reading began. This transnational element was demonstrated by illustrative references to England, China and the United States, where visitors to this library first visited a library and how they tap into that part of themselves despite being far removed from that time and place. An appreciation of the architecture of the Mortlock and their tendency to show it off to visitors indicates a sense of community custodianship: this is who we are, there is where we came from and where we will continue. For example:

- 'Provide a history link to public to know more about SA. [sic]' (S2#61)
- 'The culmination of all the holdings of our state from its earliest to modern times. It reminds us of yesteryear and the importance of holding collections for generations to enjoy. It is our history and we should embrace it' (S2#21)

- 'We used to go every Friday night. After the library we would get an ice cream or a donut. It is still one of my fondest childhood memories' (S2#79)
- 'When I was about 5 and went to our local library in the city of St Albans, UK and chose books independently' (S2#37)
- 'It's a link to our past and our future' (S2#79)